

Washburn Elementary Curriculum: 2nd Grade

Quarter 1

English Language Arts

- RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.
- **RF.2.3 c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).**
- RF.2.4 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- R.2.3 Describe how characters respond to major events and challenges. (RL) b. Describe the connections between ideas, concepts, or a series of events. (RI)
- R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
- L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

Mathematics

- **M.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones**
- **M.2.OA.B.2 Flexibly and efficiently add and subtract within 20 using multiple mental strategies**
- **M.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**
- M.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
- M.2.NBT.B.8 Mentally add 10 or 100 to a given number 100 - 900, and mentally subtract 10 or 100 from a given number 100 - 900.
- M.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).
- M.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Science

- SCI.ETS3.C.K-2 Science and engineers use many approaches to answer questions about the natural world and solve problems. Scientific explanations are strengthened by being supported with evidence. An engineering problem can have many solutions. The strength of a solution depends on how well it solves the problem.

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Social Studies

- SS.BH1.b.2 Identify situations and places that impact a person's emotions.
- **SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (life, liberty, and safety).**
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings)
- SS.PS4.b.2 Give an example of a compromise
- SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards.
- **SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.**
- SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.
- **SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places (e.g., shopping mall, park, places of worship).**
- **SS.Geog4.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.**

Quarter 2

English Language Arts

- **RF.2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.**
- **RF 2.3 b. Know spelling-sound correspondences for additional common vowel teams.**
- **R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)**
- R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)
- **R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)**
- **W.2.2 c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
- W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events.

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- W.2.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.
- **W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
- SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly. Support descriptions to clarify ideas, thoughts, and feelings.
- L.2.3 b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
- L.2.3 c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).
- L.2.2 c. Use individual words to predict meaning of compound words (e.g., birdhouse).

Mathematics

- **M.2.NBT.B.5 Flexibly and efficiently add and subtract within 100.**
- **M.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.**
- **M.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.**

Science

- **SCI.CC2.K-2 Students learn that events have causes that generate observable patterns. They design simple tests to gather evidence to support or refute their own ideas about causes.**
- SCI.SEP2.K-2 Students use and develop models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent concrete events or design solutions. This includes the following: Distinguish between a model and the actual object, process, or events the model represents. Compare models to identify common features and differences. Develop or use models to represent amounts, relationships, relative scales (bigger, smaller), and patterns in the natural and designed world(s).
- SCI.SEP6.A.K-2 Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following: Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.
- SCI.SEP7.K-2 Students compare ideas and representations about the natural and designed world. This includes the following: Identify arguments that are supported by evidence. Distinguish between explanations that account for all gathered evidence and those that do not. Analyze why some evidence is relevant to a scientific question and some is not. Distinguish between opinions and evidence in one's own explanations. Listen actively to arguments to indicate agreement or disagreement based on evidence, or to retell the main points of the argument.
- SCI.ESS1.C.2 Some events on Earth occur very quickly; others can occur very slowly.
- SCI.ESS2.A.2 Wind and water change the shape of the land.
- SCI.ESS2.B.2 Maps show where things are located. One can map the shapes and kinds of land and water in any area.

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- SCI.ESS2.C.2 Water is found in many types of places and in different forms on Earth.
- SCI.ETS1.A.K-2 A situation that people want to change or create can be approached as a problem to be solved through engineering. Asking questions, making observations, and gathering information are helpful in thinking about problems. Before beginning to design a solution, it is important to clearly understand the problem.

Social Studies

- SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.
- SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.
- SS.Econ4.d.1 Give an unintended cost or benefit to an event (e.g. getting new playground equipment, receiving a present).
- **SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.**
- SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.

Quarter 3

English Language Arts

- **RF.2.3 d. Decode words with common prefixes and suffixes.**
- **RF.2.3 e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.**
 - o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
 - o Know when to double the final consonant when adding a suffix. - ing, -ed.
- **R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)**
- R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
- R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)
- **R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)**
- **W.2.2 a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.**
- W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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- L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking). b. Recognize formal and informal uses of English.
- L.2.2 a. Determine the meaning of a new word when a prefix or suffix is added.
- L.2.2 b. Use a common root word as a clue to the meaning of an unknown word.
- L.2.3a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
- L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).
- **L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: b. Commas in greetings and closings. c. Apostrophes in contractions and frequently occurring possessives.**

Mathematics

- M.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- **M.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.**
- **M.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**
- **M.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.**
- M.2.MD.B.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2 ... and represent whole-number sums and differences within 100 on a number line.
- M.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- M.2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- M.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- M.2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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Science

- SCI.CC4.K-2 Students understand objects and organisms can be described in terms of their parts and that systems in the natural and designed world have parts that work together.
- SCI.CC7.K-2 Students observe some things stay the same while other things change, and things may change slowly or rapidly.
- **SCI.PS1.A.2 Matter exists as different substances that have different observable properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.**
- SCI.PS1.B.2 Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
- SCI.ETS1.C.2 Because there is more than one possible solution to a problem, it is useful to compare and test designs.

Social Studies

- SS.Econ.4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions do for people.
- **SS.Econ.4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police) and how they help people.**
- SS.Econ.5.a.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.
- **SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.**
- **SS.Hist2.b.e Identify patterns of change to self, family, and community over time.**
- SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.
- SS.Hist4.d.e Identify the point of view of your own primary or secondary source.

Quarter 4

English Language Arts

- **W.2.2b. Write text in a variety of modes: Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
- **W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.**
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

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- SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.
- L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RF.2.3f. Know and apply grade-level phonics and word analysis skills in decoding words: Recognize and read grade-appropriate irregularly spelled words.**
- **RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.**
- W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- W.2.3c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
- SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences when communicating with others.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.
- L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. d. Use resources to clarify meanings of words.
- L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b. Production, expansion, and rearrangement of complete simple and compound sentences.

Mathematics

- **M.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**
- **M.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.**
- **M.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.**

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- **M.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe and count the shares using the words halves, thirds, and fourths, and use phrases half of, a third of, and a fourth of the whole.**
- M.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- M.2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- **M.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.**

Science

- **SCI.LS2.A.2 Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.**
- **SCI.LS1.D.2 There are many different kinds of living things in any area, and they exist in different places on land and in water.**

Social Studies

- SS.Econ2.b.2 Define product market and categorize prices of products in a local market.
- SS.Econ.4.a.2 Hypothesize how a good gets to the local community market.
- SS.BH3.a.2 Compare a belief in one culture to one in a different culture (birthdays, holidays, food, celebrations, etc.).
- SS.Econ2.c.2 Predict how producers use the factors of production (i.e. land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.
- SS.Geog2.b.2 Explain why people have moved to and away from their community.
- SS.Geog2.c.2 Describe population changes in their community over time.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.
- SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.