Year at a Glance:

2025-2026

Math

Semester	1st quarter	2nd Quarter	3rd Quarter	4th Quarter
Date Range	August 25th – October 16th	October 17th – December 19th	January 6th – March 12th	March 13th – June 3rd
Overview of Units	NBT.5 (addition & subtraction) NBT.8 (10/100 more & less) MD.6 (number lines) OA.1 (no regrouping addition & subtraction word problems) OA.2 (mentally add/subtract within 20) OA.3 (even & odd)	NBT.1 (place value) NBT.2 (skip counting) NBT.3 (representing numbers in various ways) NBT.4 (comparing numbers) OA.4 (arrays + repeated addition sentences) MD.7 (telling time)	NBT.6 (adding up to 3 2-digit numbers) NBT.7 (addition & subtraction within 1,000) NBT.8 (10/100 more & less) OA.1 (addition and subtraction word problems with regrouping) MD.1 (pick the appropriate tools) MD.2 (measure an item twice using two different units) MD. 3 (estimating lengths) MD. 4 (comparing measurements) MD.5 (measurement word problems)	MD.8 (money) MD.10 (graphs) OA.1 (addition & subtraction word problems) G.1 (identifying shapes) G.3 (partitioning shapes)
Notes	• Second graders do not use standard algorithm • Students should show their work for every math problem.	• Skip counting is from any given number (ex. 56) • Comparing numbers – we do not use term “alligator mouth” • Comparing numbers – start with the highest place value.	• Measurement is a hard concept across the grade level.	• Partitioning shapes – equally splitting shapes. This will be an introduction to fractions. • Money – counting coins and dollars. No decimals! (ex. No $1.34)

2025-2026

Year at a Glance:

ELA/SS

Semester	1st quarter	2nd Quarter	3rd Quarter	4th Quarter
Date Range	August 25th – October 16th	October 17th – December 19th	January 6th – March 12th	March 13th – June 3rd
Overview of Units	2.C&G.1- Understand how freedom, equality, and democracy contribute to the government of America. **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RL.2.3** Describe how characters in a story respond to major events and challenges. **RL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**L.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.6** Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.7** Explain how specific images contribute to and clarify a text.	**Spiral review of all standards previously taught.** **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures. **RI.2.8** Identify the reasons an author gives to support ideas in a text. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic **RI.2.10** By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. **RL.2.10** By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	Spiral review of all standards taught