

SECOND GRADE SYLLABUS 2010-2011

GRADE 2:

LANGUAGE ARTS

TIMEFRAME	UNIT OF STUDY	STANDARDS
8/23-9/24 (5 weeks)	Theme 1: Silly Stories	<p>2-1.11 Read independently for extended periods of time for pleasure.</p> <p>2-6.5 Use standard American English when appropriate in conversations and discussions.</p> <p>2-2.9 Carry out independent reading for extended periods of time to gain information.</p> <p>2-3.13 Apply a knowledge of alphabetizing a series of words to the second and third letter.</p> <p>2-3.7 Use techniques such as phrasing and expression to read fluently.</p> <p>2-5.2 Create narratives such as stories and journal entries that follow a logical sequence of events.</p> <p>2-2.7 Use functional text features (including table of contents and glossaries).</p> <p>2-1.6 Understand the effect of the author's craft, such as word choice and the use of repetition, on the meaning of a given literary text.</p> <p>2-1.2 Analyze a given literary text to make, revise, and confirm predictions.</p> <p>2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.</p> <p>2-1.5 Analyze a narrative text to identify characters, setting, plot.</p> <p>2-1.8 Understand the characteristics of works of fiction (including fables, folktales, and tall tales) and works of nonfiction (including biographies).</p> <p>2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.</p> <p>2-3.5 Recognize synonyms, antonyms, and homonyms, in context.</p> <p>2-3.10 Spell frequently used irregular words correctly (for example was, were, says, said, who, what, why)</p>

		<p>2-3.11 Spell basic short-vowel, long-vowel, r controlled and consonant blend patterns correctly</p> <p>2-3.12 Spell high frequency words</p>
<p>9/27-11/5 (6 weeks)</p>	<p>Theme 2: Nature Walk</p>	<p>2-6.5 Use standard American English when appropriate in conversations and discussions.</p> <p>2-1.11 Carry out independent reading for extended periods of time to derive pleasure.</p> <p>2-2.9 Carry out independent reading for extended periods of time to gain information.</p> <p>2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letter.</p> <p>2-3.7 Use techniques such as phrasing and expression to read fluently.</p> <p>2-5.2 Create narratives such as stories and journal entries that follow a logical sequence of events.</p> <p>2-2.1 Analyze the central idea and supporting evidence during classroom discussion of an informational text.</p> <p>2-1.6 Understand the effect of the author’s craft, such as word choice and the use of repetition, on the meaning of a given literary text.</p> <p>2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</p> <p>2-6.3 Create categories such as solids and liquids to classify information.</p> <p>2-2.3 Distinguish between facts and opinions in informational texts.</p> <p>2-6.2 Use a variety of print sources such as books, pictures, charts, graphs, diagrams, and picture dictionaries and non-print media to access information.</p> <p>2-3.6 Use knowledge of individual words to determine the meaning of compound words.</p> <p>2-3.8 Use knowledge of spelling patterns and high-frequency words.</p> <p>2-3.1 Use context clues to determine the meaning of unfamiliar words.</p> <p>2-3.10 Spell frequently used irregular words correctly (for example was, were, says, said, who, what, why)</p> <p>2-3.11 Spell basic short-vowel, long-vowel, r controlled and consonant blend patterns correctly</p> <p>2-3.12 Spell high frequency words</p>

<p>11/8 – 12/17 (6 weeks)</p>	<p>Theme 3: Around Town: Neighborhood and Community</p>	<p>2-6.3 Create categories for example (solids, liquids) to classify information</p> <p>2-2.8 Explain cause and effect relationships in informational texts</p> <p>2-6.5 Use standard American English when appropriate in conversations and discussions</p> <p>2-1.11 Read independently for extended periods of time for pleasure</p> <p>2-2.9 Read independently for extended periods of time to gain information</p> <p>2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters</p> <p>2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently</p> <p>2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events</p> <p>2-4.5 Revise the organization and development of content and the quality of voice in written works</p> <p>2-3.3 Recognize high frequency words in context</p> <p>2-1.1 Analyze the details that support the expression of the main idea in a given literary text</p> <p>2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions</p> <p>2-1.8 Classify works of fiction (including fables, tall tales, and folktales) by characteristics</p> <p>2-1.9 Classify works of nonfiction (including biographies) by characteristics</p> <p>2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations)</p> <p>2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words</p> <p>2-4.6 Edit for the correct use of written Standard American English including: *Capitalization -proper nouns -initials of a person’s name -courtesy titles (Mr. Ms.) -days of the week -months of the year *Punctuation -apostrophe in contractions</p>
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		<ul style="list-style-type: none"> -commas in a series -commas in dates -quotation marks to show someone is Speaking *Spelling <ul style="list-style-type: none"> -words that do not fit regular spelling Patterns (for example was, were, says, Said) -high frequency words -basic short vowel, long vowel, r-controlled Consonant blend patterns <p>2-3.2 Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, -est, -ful) in context</p> <p>2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience</p> <p>2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing</p> <p>2-3.8 Use knowledge of spelling patterns and high frequency words to read fluently</p> <p>2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example onsets and rimes)</p> <p>2-3.10 Spell frequently used irregular words correctly (for example was, were, says, said, who, what, why)</p> <p>2-3.11 Spell basic short-vowel, long-vowel, r controlled and consonant blend patterns correctly</p> <p>2-3.12 Spell high frequency words</p>
<p>1/3 - 2/11</p> <p>(6 weeks)</p>	<p>Theme 4:</p> <p>Amazing Animals</p>	<p>2-6.5 Use Standard American English when appropriate in conversations and discussions</p> <p>2-1.11 Read independently for extended periods of time for pleasure</p> <p>2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters</p> <p>2-5.2 Create narratives (for example stories and journal entries) that follow a logical sequence of events</p> <p>2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion</p> <p>2-6.3 Create categories (for example solids and liquids) to classify information</p> <p>2-2.5 Use heading, subheadings, and print styles (for example, italics, bold, larger type) to gain information</p> <p>2-4.5 Revise the organization and development of content and the quality of voice in written works</p>

		<p>2-2.8 Explain cause and effect relationships in informational texts</p> <p>2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams and picture dictionaries) and nonprint sources to access information</p> <p>2-3.8 Use knowledge of spelling patterns and high frequency words to read fluently</p> <p>2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations)</p> <p>2-2.9 Read independently for extended periods of time to gain information</p> <p>2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently</p> <p>2-6.1 Generate how and why questions about a topic of interest</p> <p>2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions</p> <p>2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information</p> <p>2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing</p> <p>2-6.4 Use the internet with the aid of a teacher</p> <p>2-3.10 Spell frequently used irregular words correctly (for example was, were, says, said, who, what, why)</p> <p>2-3.11 Spell basic short-vowel, long-vowel, r controlled and consonant blend patterns correctly</p> <p>2-3.12 Spell high frequency words</p>
<p>2/14 – 3/25 (6 weeks)</p>	<p>Theme 5: Family Time</p>	<p>2-6.5 Use Standard American English when appropriate in conversations and discussions</p> <p>2-1.11 Read independently for extended periods of time for pleasure</p> <p>2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters</p> <p>2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently</p> <p>2-5.2 Create narratives (for example stories and journal entries) that follow a logical sequence of events</p> <p>2-1.2 Analyze a given literary text to make, revise, and confirm predictions.</p>

		<p>2-1.1 Analyze the details that support the expression of the main idea in a given literary text</p> <p>2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions</p> <p>2-6.3 Create categories (for example solids and liquids) to classify information</p> <p>2-6.6 Follow multistep directions</p> <p>2-3.8 Use knowledge of spelling patterns and high frequency words to read fluently</p> <p>2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example onsets and rimes)</p> <p>2-4.6 Edit for the correct use of written Standard American English including:</p> <p>*Capitalization</p> <ul style="list-style-type: none"> -proper nouns -initials of a person's name -courtesy titles (Mr. Ms.) -days of the week -months of the year <p>*Punctuation</p> <ul style="list-style-type: none"> -apostrophe in contractions -commas in a series -commas in dates -quotation marks to show someone is speaking <p>*Spelling</p> <ul style="list-style-type: none"> -words that do not fit regular spelling Patterns (for example was, were, says, Said) -high frequency words -basic short vowel, long vowel, r-controlled Consonant blend patterns <p>2-5.4 Create Written pieces (for example rhymes, poems, and songs) to entertain others</p> <p>2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations)</p> <p>2-2.9 Read independently for extended periods of time to gain information</p> <p>2-3.10 Spell frequently used irregular words correctly (for example was, were, says, said, who, what, why)</p> <p>2-3.11 Spell basic short-vowel, long-vowel, r controlled and consonant blend patterns correctly</p> <p>2-3.12 Spell high frequency words</p>
4/4 - 5/13	Theme 6:	2-6.5 Use Standard American English when appropriate in conversations and discussions

<p>(6 weeks)</p>	<p>Talent Show</p>	<p>2-1.11 Read independently for extended periods of time for pleasure</p> <p>2-2.9 Read independently for extended periods of time to gain information</p> <p>2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters</p> <p>2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently</p> <p>2-5.2 Create narratives (for example stories and journal entries) that follow a logical sequence of events</p> <p>2-1.1 Analyze the details that support the expression of the main idea in a given literary text</p> <p>2-1.8 Classify works of fiction (including fables, tall tales, and folktales) by characteristics</p> <p>2-1.9 Classify works of nonfiction (including biographies) by characteristics</p> <p>2-1.3 Analyze the text to determine the narrator</p> <p>2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration)</p> <p>2-1.6 Explain the effect of the author’s craft (for example word choice and the use of repetition) on the meaning of a given literary text</p> <p>2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example onsets and rimes)</p> <p>2-4.6 Edit for the correct use of written Standard American English including:</p> <p>*Capitalization</p> <ul style="list-style-type: none"> -proper nouns -initials of a person’s name -courtesy titles (Mr. Ms.) -days of the week -months of the year <p>*Punctuation</p> <ul style="list-style-type: none"> -apostrophe in contractions -commas in a series -commas in dates -quotation marks to show someone is Speaking <p>*Spelling</p> <ul style="list-style-type: none"> -words that do not fit regular spelling Patterns (for example was, were, says, Said) -high frequency words -basic short vowel, long vowel, r-controlled Consonant blend patterns <p>2-3.3 Recognize high frequency words in context</p>
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GRADE 2:

MATH

TIMEFRAME	UNIT OF STUDY	STANDARDS
8/23-9/17 (4 weeks)	Number and Patterns to 100	<p>2-2.1: Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.</p> <p>2-2.2: Represent quantities in word form through twenty.</p> <p>2-2.3: Represent multiples of ten in word form through ninety.</p> <p>2-2.4: Compare whole-number quantities through 999 by using the terms is less than, is greater than, and is equal to and the symbols</p> <p>2-2.9 Generate strategies to round numbers through 90 to the nearest 10.</p> <p>2-2.10 Analyze the magnitude of digits through 9,999 on the basis of their place value.</p> <p>2-3.1 Analyze numeric patterns in skip counting that uses the numerals 1 through 10.</p> <p>2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols, and objects.</p> <p>2-3.4 Identify quantitative and qualitative change over time.</p> <p>2-3.5 Analyze quantitative and qualitative change over time.</p>
9/20-10/11 (3 weeks)	Addition and Subtraction of whole numbers	2-2.8: Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.
10/11-10/29 (2 ½ weeks)	Data and Graphing/Probability	<p>2-6.1 Collect survey questions to collect data.</p> <p>2-6.2 Organize data in charts, pictographs, and tables.</p> <p>2-6.3 Infer trends in a data set as increasing, decreasing, or random.</p> <p>2-6.4 Predict on the basis of data whether events are <i>more likely</i> or <i>less likely</i> to occur.</p>
11/1-11/23 (3 weeks)	Measurement	2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.

		<p>2-5.4 Generate common measurement referents for feet, yards, and centimeters.</p> <p>2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters.</p> <p>2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.</p> <p>2-5.9 Recall equivalencies associated with length and time: 12 inches=1 foot, 3 feet=1 yard, 60 minutes=1 hour, and 24 hours=1 day.</p>
11/29-12/17 (3 weeks)	Geometry	<p>2-4.1 Analyze the three-dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.</p> <p>2-4.2 Identify multiple lines of symmetry.</p> <p>2-4.3 Predict the results of combining and subdividing polygons and circles.</p>
1/3-2/4 (5 weeks)	Adding and Subtracting two-digit numbers with and without regrouping	<p>2-1.3 Explain and justify answers to simple problems</p> <p>2-1.5 Generalize mathematical concepts.</p> <p>2-1.6 Use a variety of forms of mathematical communication.</p> <p>2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping</p>
2/7-3/4 (3 weeks)	Multiplication and Division	<p>2-1.4 Analyze patterns by reasoning systematically.</p> <p>2-1.6 Use a variety of forms of mathematical communication.</p> <p>2-2.3 Represent multiples of ten in word form through <i>ninety</i>.</p> <p>2-2.5 Interpret models of equal grouping (multiplication) as repeated addition and arrays.</p> <p>2-2.6 Interpret models of sharing equally (division) as repeated subtraction and arrays.</p>
3/7-4/1 (3 weeks)	Money	<p>2-5.1 Use a counting procedure to determine the value of a collection of coins and bills.</p> <p>2-5.2 Use coins to make change up to one dollar.</p>
4/4-4/15 (2 weeks)	Time and Calendar	<p>2-1.8 Use multiple informal representations to convey mathematical ideas.</p> <p>2-3.4 Identify quantitative and qualitative change over time</p> <p>2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.</p> <p>2-5.8 Match <i>a.m.</i> and <i>p.m.</i> to familiar situations.</p> <p>2-5.9 Recall equivalencies associated with length and time: 12 inches=1 foot, 3 feet=1 yard, 60 minutes=1 hour, and 24 hours=1 day.</p>
4/25-5/13 (3 weeks)	Number Patterns to 1,000	<p>2-2.1 Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.</p> <p>2-2.4 Compare whole-number quantities through 999 by using the terms <i>is less than</i>, <i>is greater than</i>, and <i>is equal to</i> and the symbols.</p> <p>2-2.10 Analyze the magnitude of digits through 9,999 on the basis of their place value.</p> <p>2-3.1 Analyze numeric patterns in skip counting that uses the numerals 1 through 10.</p> <p>2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers,</p>

		symbols, and objects. 2-3.4 Identify quantitative and qualitative change over time. 2-3.5 Analyze quantitative and qualitative change over time.
5/16-5/27 (2 weeks)	Adding and Subtracting Three-Digit Numbers	2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping.

GRADE 2:

SCIENCE, HEALTH, AND SOCIAL STUDIES

TIMEFRAME	UNIT OF STUDY	STANDARDS
8/23-9/17 (4 weeks)	Government	<p>Social Studies</p> <p>2-3.1: Recognize different types of local laws and people who have the power and authority to enforce them.</p> <p>2-3.2: Identify the roles of leaders and officials in local government, including law enforcement and public safety officials.</p> <p>2-3.3: Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction.</p>
9/20-10/15 (4 weeks)	Properties and Changes in Matter	<p>Science</p> <p>2-4.1: Recall the properties of solids and liquids.</p> <p>2-4.2: Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.</p> <p>2-4.3: Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.</p> <p>2-4.4: Recognize that different materials can be mixed together and then separated again.</p>
10/18-11/5 (3 weeks)	Communities	<p>Social Studies</p> <p>2-2.1: Locate on a map the places and features of the local community, including the geographic features (e.g. parks, water features) and the urban, suburban, and rural areas.</p> <p>2-2.2: Recognize characteristics of the local region, including its geographic features and natural resources.</p> <p>2-2.3: Summarize the roles of various workers in the community, including those who hold government jobs there.</p> <p>2-2.4: Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living</p>

		<p>there.</p> <p>2-2.5: Compare the history and features of the local community with those of different communities around the world.</p>
<p>11/8-11/23</p> <p>(2 ½ weeks)</p>	Magnets	<p>Science</p> <p>2-5.1: Use magnets to make an object move without being touched.</p> <p>2-5.2: Explain how the poles of magnets affect each other (that is, they attract and repel on another).</p> <p>2-5.3: Compare the effect of magnets on various materials.</p> <p>2-5.4: Identify everyday uses of magnets.</p>
<p>11/29-12/17</p> <p>(3 weeks)</p>	Map Skills	<p>Social Studies</p> <p>2-4.1: Identify on a map the continents and major nation-states of the world and distinguish between these two entities.</p> <p>2-4.2: Summarize how the nation-states interact with one another in order to conduct trade.</p>
<p>1/3-2/4</p> <p>(5 weeks)</p>	Habitats	<p>Science</p> <p>2-2.1: Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.</p> <p>2-2.3: Explain how distinct environments throughout the world support the life of different types of animals.</p> <p>2-2.4: Summarize the interdependence between animals and plants as sources of food and shelter.</p>
<p>2/7-3/11</p> <p>(5 weeks)</p>	Economics	<p>Social Studies</p> <p>2-5.1: Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.</p> <p>2-5.2: Summarize the concept of supply and demand and explain its effect on price.</p> <p>2-5.3: Recognize that people's choices about what to buy will determine what goods and services are produced.</p> <p>2-5.4: Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources.</p>
<p>3/14-3/25</p> <p>(2 weeks)</p>	Life Cycles and Classifications	<p>Science</p> <p>2-2.2: Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.</p> <p>2-2.5: Illustrate the various life cycles of animals (including birth and the stages of development).</p>

<p>3/28-4/15</p> <p>(4 weeks)</p>	<p>Cultures/Regions</p>	<p>Social Studies</p> <p>2-1.1: Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activity.</p> <p>2-1.2: Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations.</p> <p>2-1.3: Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.</p> <p>2-1.4: Recall stories and songs about regional folk figures who have contributed to the development of the cultural history of the United States, including Pecos Bill, Brer Rabbit, Paul Bunyan, Davy Crockett, and John Henry.</p>
<p>4/25-5/27</p> <p>(4 weeks)</p>	<p>Weather</p>	<p>Science</p> <p>2-3.1: Explain the effects of moving air as it interacts with objects.</p> <p>2-3.2: Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, hail).</p> <p>2-3.3: Illustrate the weather conditions of different seasons.</p> <p>2-3.4: Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort Scale, and wind direction as measured with a windsock or wind vane).</p> <p>2-3.5: Use pictorial weather symbols to record observable sky conditions.</p> <p>2-3.6: Identify safety precautions that one should take during severe weather conditions.</p>