

<p align="center"><b><u>Reading (Fictional Text) RL</u></b></p>	<p align="center"><b><u>Speaking and Listening</u></b></p>	<p align="center"><b><u>Science/Social Studies (Informational Text) RI</u></b></p> <p>INTRODUCED:  RI.2.6 Tell the author's purpose by looking for the main idea and details in the text. (To differentiate between types of texts w/emphasis on RI) (*3, *4)  ASSESSSED:  RI.2.3.1 Examine various informational texts to determine cause and effect ( the connection) and similarities/differences (historical events, scientific ideas or concepts, or steps in technical procedures). (1,2,*3,*4)  RI.2.3.2 Identify cause and effect in selected informational text (historical events, scientific ideas or concepts, or steps in technical procedures).(1,2,*3,*4)</p>	
<p align="center"><b><u>Language</u></b></p> <p>INTRODUCED:  L.2.1 Choose correctly between an adjective and an adverb for a modifier. (3,*4)  L.2.4 Determine the meaning of the new word when a known affix is added to a known word. (e.g. fearless, unable, preheat, quietly, retie, careful, misspell, dishonest) (*3, *4)  ASSESSSED:  L.2.4 Determine the meaning of the new word when a known affix is added to a known word. (e.g. fearless, unable, preheat, quietly, retie, careful, misspell, dishonest) (*3, *4)</p>	<p align="center"><b>2nd Grade</b></p> <p align="center"><b>Week at a Glance Planning Matrix</b></p> <p align="center"><b>3<sup>rd</sup> Nine Weeks – Week 6</b></p> <p align="center"><b>Unit Topic:</b></p>		<p align="center"><b><u>Math</u></b></p> <p>INTRODUCED:  2. MD.5.1 Use addition and subtraction within 100 to solve word problems involving length. (3, 4*)  2. MD. 5.2 Create models and drawings to solve word problems involving length. (3, 4*)  2. MD. 5.3 Create equations with a symbol for the unknown number to represent the problems involving length. (3, 4*)  2. MD.6.1 Create a number line that shows whole numbers as lengths from 0 with equally spaced points corresponding to the numbers 0,1,2,..... (3*)  2. MD.6.2 Use a number line to solve addition and subtraction problems as length within 100. (3*)  ASSESSSED:  2. NBT.7.6 Tell in my own words which strategies I used to solve the addition and subtraction problems. (2, 3*)  2. MD.6.1 Create a number line that shows whole numbers as lengths from 0 with equally spaced points corresponding to the numbers 0,1,2,..... (3*)  2. MD.6.2 Use a number line to solve addition and subtraction problems as length within 100. (3*)  2. NBT.8.4 Apply place value knowledge to show that when adding or subtracting 10, the value of the tens place changes. (2, 3*)  2.NBT.8.5 Apply place value knowledge to show that when adding or subtracting 100, the value of the hundreds place changes. (2, 3*)  2. NBT.9.1 Create models, drawings, or use objects to defend why an addition or subtraction strategy works. (1, 2, 3*)</p>
<p align="center"><b><u>Writing</u></b></p> <p>ASSESSSED:  With guidance and support from adults and peers:  W.2.5.1 Revise sentences in a paragraph to better organize writing. (1, 2, *3, *4)  With guidance and support from adults and peers:  W.2.5.2 Add/delete details to clarify ideas in writing (1, 2, *3, *4)</p>	<p align="center"><b><u>Culminating Activities</u></b></p>	<p align="center"><b><u>Academic Vocabulary</u></b></p> <p align="center">Affix  Prefix  Suffix  Cause  Effect</p>	<p align="center"><b><u>Domain Specific Vocabulary</u></b></p>

