

<p><b><u>Reading (Fictional Text) RL</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> </li> <li>• SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>• SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> </ul>	<p><b><u>Science/Social Studies (Informational Text) RI</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>• RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., group).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> </li> <li>• L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>2<sup>nd</sup> Grade</b></p> <p style="text-align: center;"><b>Week at a Glance Resource Matrix</b></p> <p style="text-align: center;"><b>4<sup>th</sup> Nine Weeks – Weeks 4-6</b></p> <p style="text-align: center;"><b>Unit Topic:</b></p>	<p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>• 2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> <li>• 2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.</li> <li>• 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> <li>a. 100 can be thought of as a bundle of ten tens— called a “hundred.”</li> <li>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ul> </li> <li>• 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>• 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</li> </ul>

		<ul style="list-style-type: none"> <li>• 2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</li> <li>• 2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</li> <li>• 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup></li> </ul>	
<p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• W.2.3. Write 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.</li> <li>• 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.</li> <li>• W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p style="text-align: center;"><b><u>Reading Foundational Skills</u></b></p>	<p style="text-align: center;"><b><u>Academic Vocabulary</u></b></p>	<p style="text-align: center;"><b><u>Domain Specific Vocabulary</u></b></p>