# Second Grade English/Language Arts

<table>
<thead>
<tr>
<th>Grade Level/Dept.</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Mrs. Vicki Feldker</td>
</tr>
<tr>
<td>Certification/s</td>
<td>Elementary Education, Middle school Language Arts</td>
</tr>
<tr>
<td>Degree/s</td>
<td>BS Elementary Ed. MAED Teacher Leadership</td>
</tr>
<tr>
<td>Textbook/©</td>
<td>Journeys 2014</td>
</tr>
<tr>
<td>Resources</td>
<td>Journeys text, teacherspayteachers.com, <a href="mailto:vfeldker@htcs.org">vfeldker@htcs.org</a></td>
</tr>
<tr>
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## CC: ELA Learning Objectives/Standards-Grade 2

### OBJECTIVE: Comprehension Skills and Strategies
- Distinguish between realism and fantasy
- Predict outcomes
- Compare and contrast how things are alike and different in a story
- Distinguish between fact and opinion
- Categorize information in a story
- Make judgments based on story details
- Identify the main idea and supporting details
- Determine grade level vocabulary
- Use clues from to text to draw conclusions

### OBJECTIVE: Fluency
- Read with accuracy
- Read with structural and interpretive expression
- Read grade level material at 79 words or more correct per minute according to the fluency scale
- Read grade level material at 102 words or more correct per minute according to the fluency scale
- Read grade level material at 126 words or more correct per minute according to the fluency scale

### OBJECTIVE: Language Conventions (spelling, grammar)
- Name parts of a sentence
- Identify complete sentences
- Name different kinds of sentences
- Identify common nouns
- Identify plural nouns
- Identify singular possessive nouns
- Identify plural possessive nouns
- Identify action verbs
- Identify verbs is/are was/were

### OBJECTIVE: Phonological Awareness/ Foundational Skills
- Identify short vowel sounds in words
- Identify long vowel sounds in words
- Identify base words with endings -s, -ing, -ed
- Decode and build words with double final consonants ck, ll, ff, ss
- Decode and build words with consonant digraphs th, wh, sh, ch, tch
- Decode and build words with vowel pairs ow, ou, ai, ay, ee, ea
- Decode and build words with final consonant clusters nd, nt, mp, ng, nk
- Divide words into syllables

### OBJECTIVE: Comprehension Skills and Strategies Research/Communications
- Locate dictionary entry words
- Use a thesaurus to find synonyms of a word
- Use guide words to find a word in the dictionary

### OBJECTIVE: Writing Process
Second Grade Math

Common Core Standards are marked CC.

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<tr>
<td>Textbook/©</td>
<td>My Math</td>
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<tr>
<td>Resources</td>
<td>iPad, interactive notebooks, task cards, manipulatives, Reflex Math</td>
</tr>
<tr>
<td>E-MAIL</td>
<td><a href="mailto:vfeldker@holytrinityedu.org">vfeldker@holytrinityedu.org</a></td>
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**OBJECTIVE: Operations and Algebraic Thinking**
- Use addition within 100 to solve word problems
- Use subtraction within 100 to solve word problems
- Recall all sums of two one digit numbers
- Determine whether a group of objects is odd or even
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns

**OBJECTIVE: Number and Operations in Base Ten**
- Demonstrate a three digit number using base ten blocks
- Count within 1,000
- Skip count by 5s, 10s, and 100s
- Read numbers up to 1,000
- Write numbers up to 1,000
- Add within 1,000 using regrouping methods
- Subtract within 1,000 using trading methods

**OBJECTIVE: Measurement and Data**
- Measure the length of an object by selecting the appropriate tool (ruler, yardstick, meter stick)
- Measure the length of an object using inches, feet, centimeters, meters
- Estimate lengths using units of inches, feet, centimeters, meters
- Tell time to the nearest 5 minutes
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies
- Draw a picture graph
- Create a bar graph

**OBJECTIVE: Geometry**
- Draw shapes with given number of angles and faces
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
- Partition a rectangle into rows and columns
- Partition circles and rectangles into two, three, or four equal shares
- Describe shares using the words halves, thirds, half of, third of

**OBJECTIVE: Fact Fluency**

**CLASSROOM RULES**
1. Be RESPECTFUL
2. Be RESPONSIBLE
3. Be SAFE

See full list and details in Mrs. Feldker’s Steps to Success.

**GRADE SCALE/EXAMPLE**

<table>
<thead>
<tr>
<th>Scale</th>
<th>A+100-99</th>
<th>A 98-95</th>
<th>A 94-93</th>
<th>B+92-91</th>
<th>B 90-88</th>
<th>B-87-86</th>
<th>D+77-76</th>
<th>D 75-72</th>
<th>D-71-70</th>
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<tbody>
<tr>
<td></td>
<td>C+85-84</td>
<td>C 83-80</td>
<td>C 79-78</td>
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Enrichment: file folders activities, task cards, and projects
Assessments: written tests, centers, whiteboard work, Reflex Math (computation)

**GRADE RUBRIC**

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<tr>
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<tbody>
<tr>
<td>Test</td>
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<tr>
<td>Quizzes</td>
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Second Grade Religion
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CC: NGSS Learning Objectives/Standards-Grade 2

**OBJECTIVE: Structure and Properties of Matter**
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

**OBJECTIVE: Interdependent Relationships in Ecosystems**
Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Make observations of plants and animals to compare the diversity of life in different habitats.

**OBJECTIVE: Earth’s Systems: Processes that Shape the Earth**
Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**OBJECTIVE: Engineering Design**
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Second Grade Science**

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<td>Textbook/©</td>
<td>MyWorld Social Studies</td>
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**CC: II. Social Studies Learning Objectives/Standards-Grade 2**

#### OBJECTIVE: Civics Standards

Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

#### OBJECTIVE: Geography Standards

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other Places.

Explain how people in your community use local and distant environments to meet their daily needs.

#### OBJECTIVE: Economics and Financial Literacy Standards

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

#### OBJECTIVE: History Standards

Summarize changes that have occurred in the local community over time.

Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

#### Objective: Inquiry Standards

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

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**CLASSROOM RULES**

1. Be Respectful
2. Be Responsible
3. Be Safe

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Re-test policy?

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**ENRICHMENT OPTIONS**
Explore facts from various sources that can be used to answer the developed questions.

Ask and answer questions about arguments and explanations.

Evaluate a source by distinguishing between fact and opinion.

Gather information from one or two sources with guidance and support from adults and/or peers.