2nd Grade Points to Consider

Remember this Curriculum Map tells you when you should assess standards. This is not a teaching timeline or pacing guide. Many of the standards should be taught and revisited throughout the year.

ELA:

- Refer to fundamentals of each key concept on SC-CCR document to better understand how the standards fit together.
- Inquiry Based Literacy Standards should be taught throughout daily instruction.
- If students are struggling refer back to SC-CCR standards (greyed out standards that children are supposed to build on from 1st Grade).
- Remember to teach author's purpose with each genre.
- New Power Standard added that focuses on Guided Reading and Independent Reading instruction. These standards should be assessed quarterly through ongoing anecdotal notes, running records, and teacher/student conferences. See: yearlong ELA band
- C.1.1-C.1.4 formally assessed in second quarter and fourth quarter to align notices during F&P.
- W.5.4 Students will **correctly spell** words with short and long vowel sounds, r-controlled vowels, consonant-blend pattern, and common irregularly spelled grade-appropriate high frequency words.

Math

- 2.ATO.1- Standard should be taught throughout the year during Math Workshop. However, only formally assessing one-step and two-step with no regrouping in the second nine weeks and one-step and two-step with regrouping in the fourth nine weeks.
- 2.ATO.2 & 2.NSBT.5 - Fluency through 20 should be taught and developed all year long through daily Number Talks and Number Sense Routines. The SCCCR Standards indicate *Fluently* and *fluency* describe a student's ability to compute with accuracy, flexibility, and efficiency. (Kilpatrick, Swafford, & Findell, 2001).

- 2.G.3 - Partition squares, rectangles, and circles into two or four equal parts, and describe the part using the words *halves, fourths, a half of,* and *a fourth of.* **Understand that when using partitioning a square, rectangle, or circle into two and four equal parts, the parts become smaller as the number of parts increases.** – This is an introduction to fractions. Students need to understand that as the number of parts partitioned becomes larger, the size of the parts becomes smaller, this sets them up to understand in 3rd grade that the larger the denominator, the smaller the parts.

Rock Hill Schools 2nd Grade Curriculum Map 2015-2016

	1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18	19 20 21 22 23 24 25 26 27	28 29 30 31 32 33 34 35 36
	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
Dates	Aug. 18 - Oct. 16	Oct. 19 - Dec. 18	Jan. 5 - Mar. 11	Mar. 15 - June 2
Social Studies	Community Development	Local, State, and National Government	Cultural Contributions in the U.S.	Goods and Services
	2-1.2, 2-1.3, 2-1.4, 2-3.1	2-2.1, 2-2.2, 2-2.3, 2-2.4	2-4.1, 2-4.2, 2-4.3, 2-4.4	2-3.1, 2-3.2, 2-3.3, 2-3.4, 2-3.5
	Geography (2-1.1, 2-1.5)			
ELA & Writing	**Writing**			
	Improving Narrative Writing (Unit 1)	Lab Reports and Science Books (How to/All About Books: Unit 2)	Writing About Reading (Opinion Writing: Unit 3)	Poetry: Big Thoughts in Small Packages (Unit 4)
	W.3.1, W.3.2, W.4.6, W.6.2	W.2.1, W.2.2, W.4.7, W.4.8	W.1.1, W.1.2, W.5.1, W.5.2, W.5.3, W.5.5	W.6.4, W.6.5, W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.5.4
	W.6.1			
	Literary Text, Informational Text, and Communication			
	RL.3.3, RL.3.5, RL.6.1, RL.5.1, RL.5.2, RL.6.1, RL.10.1, RL.12.1, RI.3.3, RI.3.5,RI.9.1, RI.11.1 C.1.5,	RL.3.2, RL.10.2, RL.10.3, RL.10.4, RI.3.2, RI.5.1, RI.6.1, RI.81, RI.8.2, RI.9.2, RI.9.3,C.1.1, C.1.2, C.1.3, C.1.4, C.2.1, C.2.2	RL.3.1, RL.3.4, RL.7.1, RL.7.2, RL.8.1, RL.10.5, RL.11.1, RL.11.2, RI.3.1, RI.3.4, RI.9.4, RI.10.1, RI.11.2, C.4.1, C.4.2	RL.9.1, RL.9.2, RL.10.6, RL.11.2, RI.7.1, RI.9.5, C.5.2, C.1.1, C.1.2, C.1.3, C.1.4, C.3.1, C.3.2, C.4.3, C.5.1
	RL.13.1, RL.13.2, RL13.3, RI.3.6, RI.4.1, RI.4.2, RL.3.6, RL4.1, RL.4.2, RI.12.1, RI.12.2, RI.12.3			
	Literacy Inquiry Standards 1-5			
Science	****Keep track of weather all year! (data collection)**** (P=physical, E=earth, L=life)			
	Solids and Liquids/Magnets	Pushes and Pulls	Weather	Animals
	2.P.3A.1, 2.P.3A.2, 2.P.3A.3, 2.P.3A.4, 2.P.3B.1, 2.P.3B.2, 2.P.3B.3	2.P.4A.1, 2.P.4A.2, 2.P.4A.3, 2.P.4A.4, 2.P.4A.5	2.E.2A.1, 2.E.2A.2, 2.E.2A.3, 2.E.2A.4	2.L.5A.1, 2.L.5A.2, 2.L.5A.3, 2.L.5B.1, 2.L.5B.2, 2.L.5B.3, 2.L.5B.4
Math	2.ATO.1 (one-step & two-step/no regroup)		2.ATO.1 (one-step & two-step/with regroup),	
	2.ATO.3, 2.NSBT.1a, 2.NSBT.1b, 2.NSBT.1c, 2.NSBT.5, 2.MDA.5, 2.G.1	2.NSBT.2, 2.NSBT.3, 2.NSBT.4, 2.NSBT.5, 2.NSBT.8, 2.MDA.6	2.ATO.4, 2.NSBT.5, 2.NSBT.6, 2.NSBT.7, 2.MDA.8, 2.MDA.9, MDA.10, 2.G.2, 2.G.3	2.ATO.2, 2.NSBT.5,2.NSBT.7, 2.MDA.1, 2.MDA.2, 2.MDA.3, 2.MDA.4, 2.MDA.7
	South Carolina College and Career Ready Mathematical Process Standards 1-7			

Math									
I can use addition and subtraction to help me understand and solve problems.	2.ATO.1		x			x	2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	I can solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions	2.OA.A.1
I can add and subtract to 20.	2.ATO.2					x	2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20. ***Fluently and fluency describe a student's ability to compute with accuracy, flexibility, and efficiency. (Kilpatrick, Swafford, & Findell, 2001) Fluency should be a focus all year through number talks/routines, but not reported until the end of the year.***	I can fluently add and subtract within 20 using mental strategies. I know from memory all sums of two one-digit numbers.	2.OA.B.2
I can use equal groups to begin understanding multiplication.	2.ATO.3	x					2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	I can determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	2.OA.C.3
	2.ATO.4				x		2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	I can use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns. I can write an equation to express the total as a sum of equal addends.	2.OA.C.4
I can use place value to help me understand numbers.	2.NSBT.1a	x					a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred".	I understand that 100 can be thought of as a bundle of ten tens — called a "hundred."	2.NBT.A.1 a
	2.NSBT.1b	x					2.NSBT.1 Understand place value through 999 by demonstrating that: b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones.	I understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (For Example; 706 equals 7 hundreds, 0 tens, and 6 ones.)	2.NBT.A.1
	2.NSBT.1c	x					c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	I understand that three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	
	2.NSBT.2		x				2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	I can count by tens and hundreds to 1,000 starting with any number.	2.NBT.A.2
	2.NSBT.3		x				2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	I can read and write numbers to 999 using concrete models, standard form, and equations in expanded form.	2.NBT.A.3
	2.NSBT.4		x				2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	I can compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	2.NBT.A.4
I can use place value to understand addition and subtraction.	2.NSBT.5	X	X	X	X		2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.***Fluently and fluency describe a student's ability to compute with accuracy, flexibility, and efficiency. (Kilpatrick, Swafford, & Findell, 2001) Fluency should be a focus all year through number talks/routines, but not reported until the end of the year.***	I can fluently add and subtract fluently through 99 using knowledge of place value and properties of operations.	2.NBT.B.5
	2.NSBT.6			x			2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	I can add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	2.NBT.B.6
	2.NSBT.7			x	x		2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	I can add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	2.NBT.B.7
	2.NSBT.8		x				2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	I can determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	2.NBT.B.8
I can estimate and measure the length of objects.	2.MDA.1				x		2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	I can select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	2.MD.A.1
	2.MDA.2				x		2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	I can measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	2.MD.A.2
	2.MDA.3				x		2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	I can estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	2.MD.A.3
	2.MDA.4				x		2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	I can measure to determine how much longer one object is than another, using standard length units.	2.MD.A.4
I can use addition and subtraction to solve measurement problems.	2.MDA.5	x					2.MDA.5 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 through 99 on a number line diagram	I can 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 through 99 on a number line diagram	2.MD.B.6
I can tell time to five minutes.	2.MDA.6		x				2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	I can use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	2.MD.C.7
I can solve real-world story problems involving bills and coins.	2.MDA.7					x	2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	I can solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2.MD.C.8
I can organize and explain data.	2.MDA.8				X		2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	I can generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	2.MD.D.9
	2.MDA.9				x		2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	I can collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	2.MD.D.10
	2.MDA.10				x		2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	I can draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	
I can identify shapes and divide them into equal parts.	2.G.1	x					2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	I can identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	2.G.A.1
	2.G.2				x		2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	I can partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	2.G.A.2
	2.G.3				x		2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	I can partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	2.G.A.3