

| Second grade – quarter one  | Language Arts – phonics and spelling |                  |   |                           |                   |           |  |
|---|--------------------------------------|------------------|---|---------------------------|-------------------|-----------|--|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p>  |                                      |                  |   |                           |                   |           |  |
| <ul style="list-style-type: none"> <li>• Read, spell and write words with short vowels in isolation and in sentences.</li> <li>• Read, spell and write words with consonant blends and ending consonants in isolation and in sentences.</li> <li>• Read, spell and write words using the following spelling rules in isolation and in sentences:</li> </ul> |                                      |                  |   |                           |                   |           |  |
| <table border="1"> <tr> <td>Open syllables</td> <td>Closed syllables</td> </tr> <tr> <td>Short Vowel<br/>Pointers (ck, tch,<br/>dge)</td> <td>Final Consonant<br/>Blends</td> </tr> <tr> <td>-ng &amp; -nk endings</td> <td>Magic ‘e’</td> </tr> </table>   | Open syllables                       | Closed syllables | Short Vowel<br>Pointers (ck, tch,<br>dge) | Final Consonant<br>Blends | -ng & -nk endings | Magic ‘e’ |  |
| Open syllables  | Closed syllables                     |                  |   |                           |                   |           |  |
| Short Vowel<br>Pointers (ck, tch,<br>dge)   | Final Consonant<br>Blends            |                  |   |                           |                   |           |  |
| -ng & -nk endings   | Magic ‘e’                            |                  |   |                           |                   |           |  |
| <ul style="list-style-type: none"> <li>• Use spelling rules to decode unknown words</li> <li>• Read, spell and write sight words to, too, two, says, laugh, help, which, touch, because, want, truth, listen, also, only, both, gone, live, some, don’t, always, were in isolation and sentences</li> </ul>   |                                      |                  |   |                           |                   |           |  |
| <p><b>ASSESSMENTS</b></p>   |                                      |                  |   |                           |                   |           |  |
| <ul style="list-style-type: none"> <li>• Weekly summative assessments</li> <li>• Formative assessments</li> </ul>   |                                      |                  |   |                           |                   |           |  |
| <p><b>RESOURCES</b></p>   |                                      |                  |   |                           |                   |           |  |
| <ul style="list-style-type: none"> <li>• Orton-Gilliamham strategies</li> <li>• Recipe for Reading text</li> </ul>  |                                      |                  |   |                           |                   |           |  |

| First Grade – quarter one  | Language Arts – Reading and writing |
|--|-------------------------------------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ol style="list-style-type: none"><li>1. Identify literary elements including character, setting, plot, author’s purpose in grade level appropriate fiction and nonfiction.</li><li>2. Identify cause and effect from grade level appropriate fiction and nonfiction.</li><li>3. Identify main idea and details from grade level appropriate fiction and nonfiction.</li><li>4. Determine the meanings of words and phrases.</li><li>5. Differentiate between various story genres</li><li>6. Read grade level or higher text with appropriate fluency</li><li>7. Implement the 6+1 traits of writing</li><li>8. Use correct capitalization and punctuation.</li><li>9. Write sentences and paragraphs with correct forms of nouns, verbs, adjectives and adverbs.</li></ol> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Formative and summative assessments</li><li>• Regular assessments over readings</li><li>• AIMS Web</li><li>• Book reports</li><li>• 6+1 Writing rubric</li></ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Text book</li><li>• Graphic organizers</li><li>• Book report rubric</li><li>• Leveled readers</li></ul> |                                     |

| Second grade – quarter two   | Language Arts – phonics and spelling  |                 |                 |                 |              |                                       |                     |  |  |
|--|---------------------------------------|-----------------|-----------------|-----------------|--------------|---------------------------------------|---------------------|--|--|
| <p><b>OBJECTIVES</b></p>   |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <p>(Students will be able to:)</p>   |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <ul style="list-style-type: none"> <li>Read, spell and write words using the following spelling rules in isolation and in sentences:</li> </ul>  |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <table border="1"> <tr> <td>Vowel team ‘oa’</td> <td>Vowel team ‘ai’</td> </tr> <tr> <td>Vowel team ‘ee’</td> <td>Vowel team ‘ay’</td> </tr> <tr> <td>Bossy r ‘er’</td> <td>-ind, -old, -oll, -olt,<br/>-ild, -ost</td> </tr> <tr> <td>Bossy r ‘or’ &amp; ‘ar’</td> <td></td> </tr> </table>   | Vowel team ‘oa’                       | Vowel team ‘ai’ | Vowel team ‘ee’ | Vowel team ‘ay’ | Bossy r ‘er’ | -ind, -old, -oll, -olt,<br>-ild, -ost | Bossy r ‘or’ & ‘ar’ |  |  |
| Vowel team ‘oa’  | Vowel team ‘ai’                       |                 |                 |                 |              |                                       |                     |  |  |
| Vowel team ‘ee’  | Vowel team ‘ay’                       |                 |                 |                 |              |                                       |                     |  |  |
| Bossy r ‘er’   | -ind, -old, -oll, -olt,<br>-ild, -ost |                 |                 |                 |              |                                       |                     |  |  |
| Bossy r ‘or’ & ‘ar’  |                                       |                 |                 |                 |              |                                       |                     |  |  |
|  |                                       |                 |                 |                 |              |                                       |                     |  |  |
|  |                                       |                 |                 |                 |              |                                       |                     |  |  |
|  |                                       |                 |                 |                 |              |                                       |                     |  |  |
|  |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <ul style="list-style-type: none"> <li>Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words</li> <li>Use spelling rules to decode unknown words</li> <li>Read, spell and write sight words who, whose, whole, great, bear, break, owe, busy, women, against, straight, odd, friend, pretty, other, Wednesday, study, eye, build, wind, answer, there, their, very in isolation and in sentences.</li> </ul> |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <p><b>ASSESSMENTS</b></p>  |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <ul style="list-style-type: none"> <li>Weekly summative assessments</li> <li>Formative assessments</li> </ul>  |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <p><b>RESOURCES</b></p>  |                                       |                 |                 |                 |              |                                       |                     |  |  |
| <ul style="list-style-type: none"> <li>Orton-Gilliamham strategies</li> <li>Recipe for Reading text</li> </ul>   |                                       |                 |                 |                 |              |                                       |                     |  |  |

| Second Grade – quarter two   | Language Arts – Reading and writing |
|--|-------------------------------------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Continue skills from quarter one</li> <li>• Write sentences and paragraphs using 6+1 traits (ideas, organization, voice, word choice, fluency and conventions).</li> <li>• Identify literary elements in fiction and nonfiction.</li> <li>• Compare and contrast elements from fiction and nonfiction readings</li> <li>• Identify cause and effect from fiction and nonfiction readings</li> <li>• Use text features to locate key information in text.</li> <li>• Describe connections between events, steps and scientific ideas.</li> <li>• Write paragraphs on a topic that introduces the topic, provide facts and details and contains a concluding statement.</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Regular assessments over readings</li> <li>• AIMS Web</li> <li>• Book reports</li> <li>• 6+1 Writing rubric</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Text book</li> <li>• Graphic organizers</li> <li>• Book report rubric</li> <li>• Leveled readers</li> </ul> |                                     |

| Second grade – quarter 1   | Math |
|--|------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Read, write and compare numbers up to 1000</li> <li>• Add and subtract numbers up to 1000 with and without regrouping using various strategies.</li> <li>• Solve real world problems using addition and subtraction of up to 1000.</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Pretests</li> <li>• Formative assessments</li> <li>• Summative assessments</li> </ul> |      |

RESOURCES

- Math in Focus textbook and workbook
- Math manipulatives
- Math fact cards and games

| Second grade – quarter 2  | Math |
|---|------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Use repeated addition or multiplication to find the total number of things in equal groups</li><li>• Divide a given number of objects equally</li><li>• Solve real world problems using multiplication and division.</li><li>• Multiply 2,5 and 10s using a variety of strategies</li><li>• Measure and compare lengths of objects in standard and nonstandard units</li><li>• Measure and compare the mass of objects in standard and nonstandard units</li><li>• Measure and compare the volume of objects in standard and nonstandard units</li><li>• Solve one and two step problems involving length, mass and volume</li></ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Pretests</li><li>• Formative assessments</li><li>• Summative assessments</li></ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Math in Focus textbook and workbook</li><li>• Math manipulatives</li><li>• Math fact cards and games</li></ul> |      |

| Second grade – quarter 3  | Math |
|---|------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Use mental math, estimation and rounding of 3 digit numbers to solve problems</li><li>• Count money using coins and bills</li><li>• Solve real world problems using the addition and subtraction of money</li><li>• Read, write and identify fractions for halves, thirds and fourths.</li><li>• Compare and order fractions</li><li>• Add and subtract like fractions</li><li>• Measure length in feet and inches</li><li>• Add and subtract lengths</li><li>• Solve one and two step problems involving length</li><li>• Read and write time to the minute using AM and PM</li><li>• Determine elapsed time</li></ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Pretests</li><li>• Formative assessments</li><li>• Summative assessments</li></ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Math in Focus textbook and workbook</li><li>• Math manipulatives</li><li>• Math fact cards and games</li><li>• Coins and bills</li><li>• Clocks</li></ul> |      |

| Second grade – quarter 4  | Math |
|---|------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Multiply and divide by 3s and 4s</li> <li>• Use multiplication and division to solve problems</li> <li>• Create and use picture, bar and line graphs</li> <li>• Identify and describe parts of lines, curves, surfaces, flat surfaces and curved surfaces.</li> <li>• Make pictures and models with plane and solid shapes</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Pretests</li> <li>• Formative assessments</li> <li>• Summative assessments</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Math in Focus textbook and workbook</li> <li>• Math manipulatives</li> <li>• Math fact cards and games</li> <li>• Graphs</li> <li>• Geometric shapes</li> </ul> |      |

| Second grade – quarter one   | religion |
|--|----------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Understand that we live lovingly in our family</li> <li>• Understand that we respect our parents.</li> <li>• Acknowledge and affirm the dignity of the human person and community.</li> <li>• Understand that we respect all humanity</li> <li>• Apply Catholic principles to interpersonal relations</li> <li>• Understand that we treat others the way Jesus treated others.</li> <li>• Understand that we follow Jesus by loving and serving others.</li> <li>• Develop a moral conscience informed by Church teaching.</li> <li>• Understand that we can choose to do good.</li> <li>• Understand Liturgy of the Word.</li> <li>• Understand that at Mass, we gather together as God’s family.</li> <li>• Participate in Mass responses.</li> <li>• Present an understanding of the human need for God based on revelation and faith.</li> </ul> |          |



- Understand that we believe in the Father, Jesus Christ, and the Holy Spirit.
- Understand that God is present in each of us, in community, in Scripture, and in the sacraments.
- Read, understand, and interpret, and apply Scripture to life.
- Recognize the Trinity as God.

ASSESSMENTS

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RESOURCES

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| Second grade – quarter two   | Religion |
|--|----------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Know, critique and apply social justice principles to personal and societal situations</li><li>• Understand that we share what we have with others.</li><li>• Engage in service to the community in response to the Gospel call.</li><li>• Understand that we cooperate in school, church and community projects.</li><li>• Understand that we sin when we choose to do wrong or not to do good.</li><li>• Understand that at Mass, we gather together as God’s family.</li><li>• Understand Liturgy of the Word.</li><li>• Participate in Mass responses.</li><li>• Read, understand, and interpret, and apply Scripture to life.</li><li>• Understand that God the Father loves us even we hurt others.</li><li>• Understand that Jesus brings us God’s forgiveness.</li><li>• Understand that the Catholic Church celebrates its faith through the sacraments.</li><li>• Understand that in Baptism, we become members of the Church</li><li>• Understand that sacraments are celebrations and signs of Jesus’ love.</li><li>• Understand that Baptism gives us new life.</li><li>• Understand that in the sacrament of penance/reconciliation we say we are sorry for our sins and receive God’s forgiveness.</li></ul> <p><b>ASSESSMENTS</b></p> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>•</li></ul> |          |

| Second grade – quarter three  | Religion |
|---|----------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Understand that Jesus is the Son of God, Second person in the trinity.</li><li>• Understand that the Holy Spirit is the Spirit of God, Third person in the trinity.</li><li>• Recognize the Trinity as God.</li><li>• Understand that our Church celebrates the liturgical seasons of Lent, Easter and ordinary time.</li><li>• Examine a variety of Christian vocations as a response to the baptismal call.</li><li>• Understand that we care for the poor and the suffering.</li><li>• Engage in service to the community in response to the Gospel call.</li><li>• Develop a moral conscience informed by Church teaching.</li></ul> <p><b>ASSESSMENTS</b></p> <p><b>RESOURCES</b></p> |          |

| Second grade– quarter four  | Religion |
|---|----------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Understand that creation is a gift of God.</li><li>• Understand that we care for all people of different cultures and races at every stage of life.</li><li>• Know, critique and apply social justice principles to personal and societal situations.</li><li>• Understand that we live good lives with the help of the Holy Spirit.</li></ul> <p><b>ASSESSMENTS</b></p> <p><b>RESOURCES</b></p> |          |

| Second grade – quarter 3   | Language Arts – phonics and spelling |                     |                     |               |               |              |      |      |      |                            |  |
|--|--------------------------------------|---------------------|---------------------|---------------|---------------|--------------|------|------|------|----------------------------|--|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"><li>• Read, spell and write words using the following spelling rules in isolation and in sentences:</li></ul> <table border="1" data-bbox="522 449 1097 640"><tbody><tr><td>Bossy r “ir” &amp; ‘ur’</td><td>Bossy r “or” &amp; ‘ar’</td></tr><tr><td>Sounds of ‘c’</td><td>Sounds of ‘g’</td></tr><tr><td>‘dge’ &amp; ‘ge’</td><td>‘oo’</td></tr><tr><td>‘ou’</td><td>‘ow’</td></tr><tr><td colspan="2">“y” as consonant and vowel</td></tr></tbody></table> <ul style="list-style-type: none"><li>• Use spelling rules to decode unknown words</li><li>• Read, spell and write sight words sure, February, love, heart, door, calendar, city, calf, clothes, guide, guess, guard, although, through, island in isolation and sentences.</li></ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Weekly summative assessments</li><li>• Formative assessments</li></ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"><li>• Orton-Gilliamham strategies</li><li>• Recipe for Reading text</li></ul> |                                      | Bossy r “ir” & ‘ur’ | Bossy r “or” & ‘ar’ | Sounds of ‘c’ | Sounds of ‘g’ | ‘dge’ & ‘ge’ | ‘oo’ | ‘ou’ | ‘ow’ | “y” as consonant and vowel |  |
| Bossy r “ir” & ‘ur’  | Bossy r “or” & ‘ar’                  |                     |                     |               |               |              |      |      |      |                            |  |
| Sounds of ‘c’  | Sounds of ‘g’                        |                     |                     |               |               |              |      |      |      |                            |  |
| ‘dge’ & ‘ge’   | ‘oo’                                 |                     |                     |               |               |              |      |      |      |                            |  |
| ‘ou’   | ‘ow’                                 |                     |                     |               |               |              |      |      |      |                            |  |
| “y” as consonant and vowel   |                                      |                     |                     |               |               |              |      |      |      |                            |  |

### OBJECTIVES

(Students will be able to:)

- Continue skills from quarter one and two
- Use leveled reading fiction and non-fiction materials to continue skills.
- Retell and identify themes of folktales, fables, and tall tell from diverse cultures.
- Describe characters in a story and explain how their actions contribute to the plot.
- Explain how illustrations, charts and maps contribute to what is conveyed by the words in a fiction or nonfiction reading.
- Identify the main idea of a text and explain how key details support the main idea
- Distinguish between fact and opinion, explaining how an author uses reasons and facts to support points in a text.
- Compare and contrast main ideas and details in two texts on the same topic.
- Use reference materials to determine the meanings of words.
- Apply knowledge of text features to locate information and gain meaning from a text (e.g. maps, illustrations, charts, font/format)
- Write sentences and paragraphs using 6+1 traits (ideas, organization, voice, word choice, fluency and conventions).
- Write informative compositions that introduce the topic, provide facts and details and contain a concluding statement.
- Write sentences, paragraphs and compositions that use complete, simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (and, for, but, or).
- Write sentences, paragraphs and compositions that use regular and irregular verbs and verb tenses to convey various times, sequences, states and conditions.

### ASSESSMENTS

- Formative and summative assessments
- Regular assessments over readings
- AIMS Web
- Book reports
- 6+1 Writing rubric

### RESOURCES

- Text book
- Graphic organizers
- Book report rubric
- Leveled readers

| Second grade – quarter four   | Language Arts – phonics and spelling |               |        |             |             |      |           |       |  |
|---|--------------------------------------|---------------|--------|-------------|-------------|------|-----------|-------|--|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Read, spell and write words using the following spelling rules in isolation and in sentences:</li> </ul> <table border="1" data-bbox="522 449 1097 604"> <tbody> <tr> <td>Consonant -le</td> <td>“tion”</td> </tr> <tr> <td>‘oi’ &amp; ‘oy’</td> <td>‘aw’ &amp; ‘au’</td> </tr> <tr> <td>‘ew’</td> <td>Schwa ‘a’</td> </tr> <tr> <td>“igh”</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Use spelling rules to decode unknown words</li> <li>• Read multisyllabic words composed of related prefixes and suffixes</li> <li>• Read irregular contractions and possessives</li> <li>• Read, spell and write sight words triple, people, pupil, stomach, often, wore, aunt, mother, father, view, sew, lose, machine, among, honest, rought, tough, cough, height, sign, foreign in isolation and sentences.</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Weekly summative assessments</li> <li>• Formative assessments</li> </ul> <p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Orton-Gilliamham strategies</li> <li>• Recipe for Reading text</li> </ul> |                                      | Consonant -le | “tion” | ‘oi’ & ‘oy’ | ‘aw’ & ‘au’ | ‘ew’ | Schwa ‘a’ | “igh” |  |
| Consonant -le   | “tion”                               |               |        |             |             |      |           |       |  |
| ‘oi’ & ‘oy’   | ‘aw’ & ‘au’                          |               |        |             |             |      |           |       |  |
| ‘ew’  | Schwa ‘a’                            |               |        |             |             |      |           |       |  |
| “igh”   |                                      |               |        |             |             |      |           |       |  |

| Second Grade – quarter four  | Language Arts – Reading and writing |
|--|-------------------------------------|
| <p><b>OBJECTIVES</b><br/>(Students will be able to:)</p> <ul style="list-style-type: none"> <li>• Use leveled reading fiction and non-fiction materials to continue skills.</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts and steps in a process or procedure in a text.</li> <li>• Compare and contrast versions of the same stories from different authors, time periods, or cultures.</li> <li>• Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays and poems.</li> <li>• Describe the relationship between a series of events, ideas or steps using words such as first, next, finally, because, problem solution, same and different.</li> <li>• Identify the main idea of a text and explain how key details support the main idea</li> <li>• Distinguish between fact and opinion, explaining how an author uses reasons and facts to support points in a text.</li> <li>• Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.</li> <li>• Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</li> <li>• Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral, including figurative language (similes)</li> <li>• Use reference materials to determine the meanings of words.</li> <li>• Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</li> <li>• Write sentences and paragraphs using 6+1 traits (ideas, organization, voice, word choice, fluency and conventions).</li> <li>• Write sentences and paragraphs that invalid irregular plural nouns, and personal and possessive pronouns.</li> <li>• Write sentences and paragraphs using the past tense of irregular verbs as well as comparative and superlative adjectives and adverbs.</li> <li>• Write simple, compound and complex sentences using coordinating and subordinating conjunctions (e.g. and, for, but, or).</li> <li>• Demonstrate a command of capitalization, punctuation and spelling including words in titles, historical period, company names, product names and special events, contractions and possessives</li> <li>• Write informative compositions that introduce the topic, provide facts and details and contain a concluding statement.</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Regular assessments over readings</li> <li>• AIMS Web</li> </ul> |                                     |



- Book reports
- 6+1 Writing rubric

#### RESOURCES

- Text book
- Graphic organizers
- Book report rubric
- Leveled readers