

Paris Crestwood

2nd Grade

Curriculum Maps

2022-2023 School Year

The following document includes the following:

1. 2nd Grade Standards:
 - a. Common Core State Standards for ELA and Mathematics
 - b. Next Generation Science Standards for Science
 - c. Illinois Learning Standards for Social Studies
2. Scope and Sequences:
 - a. Reading (Superkids)
 - b. Mathematics (Big Ideas)
 - c. Science (Super from Superkids)
 - d. Social Studies (Studies Weekly)

Common Core State Standards for English/Language Arts

Reading: Literature

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

- 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.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
 - RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
 - RF.2.3.d Decode words with common prefixes and suffixes.
 - RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
 - RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
 - RF.2.4.a Read grade-level text with purpose and understanding.
 - RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 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.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Language

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.2.1.a Use collective nouns (e.g., group).
 - L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).
 - L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

- L.2.1.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).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.2.a Capitalize holidays, product names, and geographic names.
 - L.2.2.b Use commas in greetings and closings of letters.
 - L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
 - L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.2.3.a Compare formal and informal uses of English
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
 - L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Common Core State Standards for Mathematics

Operations & Algebraic Thinking

- 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
- 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Numbers & Operations in Base Ten

- 2.NBT.A.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:
 - 2.NBT.A.1.a 100 can be thought of as a bundle of ten tens — called a "hundred."
 - 2.NBT.A.1.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).
- 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.B.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.
- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

- 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

- 2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.B.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.
- 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

Geometry

- 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.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.

Next Generation Science Standards

Physical Science

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3 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.
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Life Science

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Earth and Space Science

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Illinois Learning Standards for Social Studies

Inquiry Skills

- SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers
- SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.
- SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.
- SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.
- SS.IS.5.K-2: Ask and answer questions about arguments and explanations.
- SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Civics Standards

- SS.CV.1.2: Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).
- SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Geography Standards

- SS.G.1.2: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.
- SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.
- SS.G.3.2: Explain how people in your community use local and distant environments to meet their daily needs.

Economics and Financial Literacy Standards

- SS.EC.1.2: Demonstrate how our choices can affect ourselves and others in positive and negative ways.
- SS.EC.2.2: Explain the role of money in making exchange easier.
- SS.EC.3.2: Compare the goods and services that people in the local community produce and those that are produced in other communities.
- SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services.

History Standards

- SS.H.1.2: Summarize changes that have occurred in the local community over time.
- SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.
- SS.H.3.2: Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

2nd Grade Reading Scope and Sequence Curriculum: Superkids

<u>Unit</u>	<u>Phonics & Spelling Focus</u>	<u>Vocabulary Focus</u>	<u>Vocabulary Words to Know</u>	<u>Comprehension Skills</u>	<u>Writing</u>	<u>Grammar</u>	<u>Lasting Lesson</u>	<u>Common Core State Standards</u> Foundational Skills RF.2.3 and RF.2.4 Found in All Units
2-Week Review of 1 st Grade Skills								
1	sh, ch, tch, th, wh	Synonyms, Onomatopoeia, Words related to <i>invent</i> , Homonyms	splendid, admire, style, expert	<u>Informational</u> : Main Topics and Details, Find Answers in Text, Connect Scientific Ideas	Correspondence (Edit Letters with Checklist, Address an Envelope)	Pronouns; Singular and Plural Possessive Nouns; Contractions; Sentence Types and End Marks	Perseverance, Sharing Opinions Respectfully	RI.2.1, RI.2.2, RI.2.3, W.2.6, L.2.1B, L.2.2C, L.2.1F
2	le, ng; CV, CVC, CVCe, CVVC Review; Long i and Long e spelled with y	Descriptive Language, Similes, Onomatopoeia, Compound Words, Root Words, Syllabifications	inspect, disappointed, ability, panic	<u>Literary</u> : <i>Easy</i> – Ask and Answer Questions, Cite Text Evidence, Plot (beginning, middle, end) <i>On-Level</i> – Humor, Character Motivations, Plot (beginning, middle, end) <i>Challenging</i> – Character Motivations, Problem and Solution	Narrative (Use Story Planning Chart, Draft and Edit Using a Checklist)	Nouns and Verbs; Adjectives Ending in y	Resolving Conflicts by Talking Things Out, Relax (Don't Panic)	RL.2.1, RL.2.3, RL.2.5, W.2.3, W.2.5, L.2.1E, L.2.4C, L.2.4D
3	s, ss, z, zz, ed (/ed/, /t/, /d/); Past-Tense Verbs; Plurals with –s and –es; Add Endings to –y Words	Onomatopoeia, Vivid Adjectives and Verbs	useful, respect, distract, focus	<u>Informational</u> : Make Predictions, Find Answers in Text, Connect Text to Self, Determine Main Ideas	Opinion (Answer Opinion Question and Support Statement with Strong Reasons)	-s and –es Plurals; Verbs with –ed and –ing Endings	Respecting Animals, Working Together Cooperatively	RI.2.1, RI.2.2, W.2.1, L.2.1E

4	ar, or, er, ir, ur, or, ear, ar; Add -er and -est Endings	Multiple-Meaning Words, Compound Words, Synonyms and Antonyms, Puns and Wordplay, Idioms	realize, nervous, hesitate	<u>Literary:</u> Easy – Compare and Contrast Characters, Sequence <i>On-Level</i> – Text Structure, Character Motivations <i>Challenging</i> – Problem and Solution, Multiple Storylines	Informative (Research and Take Notes, Draft Paragraph, Use Pictures to Convey Information)	Comparative and Superlative Adjectives; Singular and Plural Animal Names	Resolving Problems with Partners, Forgiving Others	RL.2.3, RL.2.5, W.2.2, W.2.8, L.2.1E, L.2.4D, L.2.5B
5	aw, au, all, al, ay, oi, oy, ou, ow; Tag-Along e; Homophones	Onomatopoeia	dilemma, increase, adjust, frazzled	<u>Informational:</u> Summarize, Use Context Clues, Compare and Contrast, Cause and Effect	Poetry (Write with Similes and Onomatopoeia, Edit with Checklists)	Commas	Being Responsible, Don't Jump to Conclusions	RI.2.4, RI.2.9, W.2.3, W.2.6, L.2.2B
6	oo, ew, ue; Soft c and Soft g	Synonyms and Antonyms, Word Relationships, Use Context Clues	prepare, courage, encourage, embarrassed	<u>Literary:</u> Easy – Cause and Effect, Themes and Morals in Fables <i>On-Level</i> – Genre, Descriptive Language, Character Point of View <i>Challenging</i> – Identify Narrator, Compare and Contrast	Narrative (Draft Problem and Solution Story, Edit and Publish with Illustrations)	Conjunction <i>while</i>	Being on Time, Helping Each Other	RL.2.2, RL.2.4, RL.2.6, W.2.3, W.2.6, L.2.4A, L.2.5A
7	kn, wr, igh, aught, ought, ph, gh; Add un- and re-; Homophones	Synonyms for <i>pro</i> and <i>con</i> , Discuss Figurative Language	loyal, experiment, impossible, equipment	<u>Informational:</u> Sequence, Understand Text Features (detailed labels for a photo)	Explanatory (Write Steps and List Materials for How-To Text, Draft and Revise Instructions, Give a Demonstration)	Verbs with Prefixes <i>un-</i> and <i>re-</i> , Using Transition Words	Being a Good Sport, Caring for the Environment	RI.2.5, W.2.2, W.2.7, L.2.1F, L.2.4B
8	old, ost, ild, ind, -tion, -ture; Differences in ea for Short and Long e; Long o and Long i Words	Compound Words, Word Relationships, Figurative Language, Alliteration, Puns and Wordplay	nature, position, miserable, concentrate	<u>Literary:</u> Easy – Cause and Effect, Determine Main Idea <i>On-Level</i> – Character Motivations, Fantasy vs. Reality <i>Challenging</i> – Compare and Contrast	Opinion (Plan, Draft, and Revise a Book Review, Publish with an Illustrated Cover)	Editing Marks	Fairness, Thinking and Acting Quickly	RL.2.1, RL.2.3, RL.2.9, W.2.1, W.2.8, L.2.4D, L.2.5A

9	ff, ll, ss, dd; a-, -en, -on; Add -ful and -ness	Contractions with Pronouns, Multiple-Meaning Words, Match Words and Definitions, Use Precise Verbs	adopt, celebration, culture, edible	<u>Informational</u> : Connect Text to Self, Identify Central Idea, Cite Text Evidence, Imagery and Figurative Language	Poetry (Use Alliteration and Rhyming Couplets)	Adjectives with -ful and -ness, Contractions	Making a Plan to Solve a Problem, Kindness	RI.2.2, RI.2.4, RI.2.8, W.2.3, W.2.5, L.2.1E, L.2.2C, L.2.5B
10	ay, eigh, ange, -ey, ie, ei, ine	Adverbs with -ly, Onomatopoeia, Compound Words, Syllabication, Root Words, Descriptive Language	arranged, exhibit, immediately, investigate	<u>Literary</u> : Easy – Humor, Character Motivations, Plot (beginning, middle, end) <i>On-Level</i> – Character Motivations, Problem and Solution <i>Challenging</i> – Problem and Solution, Cause and Effect	Descriptive (Write Multi-Paragraph Descriptions and Revise with More Detail)	Review Parts of Speech, Adverbs, Conjunctions and, but, or	Improving Your Work, Dealing with Teasing	RL.2.1, RL.2.3, RL.2.5, W.2.2, W.2.5, L.2.1E, L.2.4C, L.2.4D
11	Add -ing and -ed Endings; Irregular Verbs; Long-Vowel Words with Open-Syllable Patterns	Words for Body Parts	media, challenge, confident, famous	<u>Informational</u> : Connect Text to Self, Understand Diagrams, Draw Conclusions, Summarize	Narrative (Plan Character, Setting, and Plot, Revise Edit, and Publish as Book)	Irregular Plurals and Verbs	Copying, Dealing with Anger	RI.2.5, RI.2.7, W.2.3, W.2.5, W.2.6, L.2.1B, L.2.1D, L.2.2C
12	Tricky w Words	Compound Words, Synonyms and Antonyms, Puns and Wordplay, Idioms and Expressions, Multiple-Meaning Words	avoid, protest, creative, expression	<u>Literary</u> : Easy – Text Structure, Character Motivations <i>On-Level</i> – Problem and Solution, Multiple Storylines <i>Challenging</i> – Character Motivations	Informative (Research Using Text, Index, and Pictures, Draft a Report)	Verbs with mis- and dis-, Singular vs. Plural Pronouns	Having Confidence, Helping Others Feel Better	RL.2.3, RL.2.5, W.2.2, W.2.7, L.2.4D, L.2.5A, L.2.5B
13	Long e and Long a Words; Super e	Words for Animal Body Parts, Homophones	rambunctious, treasure, uncomfortable, cycle	<u>Informational</u> : Context Clues, Main Ideas and Details, Connect Text to Self, Understand Timelines	Informative (Revise and Present Research Report Using Informational Poster)	Capitalization	Being Reliable, Avoiding Jumping to Conclusions	RI.2.1, RI.2.2, RI.2.4, W.2.8, L.2.2A

14	Long I and Long o Words; Super e; Add -ness	Synonyms, Descriptive Language, Word Relationships, Context Clues, Puns	persuasion, texture, bitter, specific	<u>Literary:</u> Easy – Understand Folktales, Character Point of View <i>On-Level</i> – Identify Narrator, Compare and Contrast <i>Challenging</i> – Problem and Solution, Fantasy vs. Reality	Opinion (Plan Opinion Speech and Present with a Visual Aid)	Comparative and Superlative Adjectives	Coping with Setbacks, Being Patient	RL.2.2, RL.2.6, RL.2.9, W.2.1, W.2.7, L.2.1E, L.2.4A, L.2.6
15	Super e; ui, ue, ou, oo, ew, air, ear, are, err, ar	Homophones, Words with <i>un-</i> and <i>-tion</i> , Context Clues, Proper Nouns and Place Names, Prefixes and Suffixes	firmly, reflection, mixture, eager	<u>Informational:</u> Connect Text to Self and Pictures, Draw Conclusions	Narrative/Opinion (Write and Illustrate a Narrative for a Magazine, Write a Magazine Review)	Adjectives with Suffix <i>-able</i>	Taking Care of Things You Borrow, Finding Ways to Help Out	RI.2.7, RI.2.8, W.2.1, W.2.3, W.2.6, L.2.1E, L.2.2A, L.2.4B
16	ir, er, ur, or, ar, ear, or, ore, oor, our, oar, ar	Homophones, Common Proverbs, Figurative Language, Alliteration, Puns and Wordplay, Compound Nouns, Synonyms, Onomatopoeia	determined, mischievous, sensible, content	<u>Literary:</u> Easy – Character Motivations, Fantasy vs. Reality <i>On-Level</i> – Compare and Contrast, Character Motivations <i>Challenging</i> – Draw Conclusions, Setting	Opinion/Informative (Write Advice Column, Write Informational Article, Assemble Magazine with Cover and Contents Page)	Adjectives with -ous	Avoiding Getting Lost, Avoiding Feeling Lonely	RL.2.1, RL.2.3, RL.2.9, W.2.1, W.2.2, W.2.6, W.2.7, L.2.1E, L.2.4D, L.2.6

2nd Grade Mathematics Scope and Sequence Curriculum: Big Ideas

CHAPTER	CHAPTER TITLE	# OF LESSONS	ANTICIPATED DAYS TO COMPLETE	COMMON CORE STANDARDS
1	Numbers and Arrays	5	9	2.OA.C.3, 2.OA.C.4
2	Fluency and Strategies within 20	9	13	2.OA.B.2
3	Addition to 100 Strategies	7	11	2.OA.A.1
4	Fluently Add within 100	7	11	2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9, 2.OA.A.1
5	Subtraction to 100 Strategies	8	12	2.NBT.B.5, 2.OA.A.1
6	Fluently Subtract within 100	7	11	2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9, 2.OA.A.1
7	Understand Place Value to 1,000	5	9	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8
8	Count and Compare Numbers to 1,000	6	10	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8
9	Add Numbers within 1,000	9	13	2.NBT.B.7, 2.NBT.B.9
10	Subtract Numbers within 1,000	9	13	2.NBT.B.7, 2.NBT.B.9
11	Measure and Estimate Lengths	8	12	2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4,
12	Solve Length Problems	4	8	2.MD.B.5, 2.MD.B.6, 2.MD.D.9
13	Represent and Interpret Data	7	11	2.MD.D.10
14	Money and Time	10	14	2.MD.C.7, 2.MD.C.8
15	Identify and Partition Shapes	8	12	2.G.A.1, 2.G.A.2, 2.G.A.3

2nd Grade Science Scope and Sequence Curriculum: Superkids Super Magazines

UNIT	SUPER TITLE	CURRICULUM AREA AND TOPIC	NEXT GENERATION SCIENCE STANDARDS
1	"Crazy New Critters"	Unusual marine life, marine biology	2-LS4-1
3	"Saving the Cranes"	Scientists raising cranes	2-LS4-1
	"Leaf Me Alone"	Animals with unusual ways of protecting themselves	2-LS4-1
5	"Do Not Disturb"	What hamsters do at night	2-LS4-1
	"Everyone Snoozes"	Sleeping habits of different animals	2-LS4-1
	"Sleep Tight"	What happens to your body when you sleep	2-LS4-1
	"Sky Watch"	Natural phenomena seen in the sky	
	"The Mighty Light"	Thomas Edison and the light bulb	
7	"3, 2, 1...Liftoff!"	An experiment sending stuffed bears into space	
	"Fly, Butterflies!"	Migration of monarch butterflies	2-LS4-1
	"You Can't Beat a Cheetah"	What makes a cheetah go fast	2-LS4-1
	"What's Faster?"	A quiz about how fast things go	2-ESS1-1
9	"Green Thumbs"	Growing and preparing food in a school garden	2-LS2-2
	"Eat a Rainbow"	Why some colorful foods are also nutritious	2-LS2-2
	"Animal Rainbow"	How and why some animals are brightly colored	2-LS4-1
11	"Deep Down"	Caves	
	"What's He Thinking?"	How dogs communicate	2-LS4-1
	"Busy Bones"	Your skeleton and what it does	2-LS4-1
13	"Water, Water, Everywhere"	Kinds of water on Earth	2-ESS2-2, 2-ESS2-3
	"The Never-Ending Story"	The water cycle	2-ESS2-2, 2-ESS2-3
	"No Water? No Problem!"	Camels	2-LS4-1
	"Famous Falls"	Niagara Falls	2-ESS2-2, 2-ESS2-3
15	"Friends in the Wild"	Jane Goodall and her study of chimps	2-LS4-1
	"Ewww! Germs!"	What germs are and how they get around	2-LS2-2
	"Survive in the Wild"	Tips on interacting with wild animals	2-LS4-1

2nd Grade Social Studies Scope and Sequence Curriculum: Studies Weekly

Quarter	Unit Title	Week	TITLE	ILLINOIS LEARNING STANDARDS	
1	Community	1	Communities	SS.CV.2.2, SS.H.1.2	
		2	Rules and Laws	SS.CV.1.2, SS.CV.2.2	
	Government	3	Principles of Democracy	SS.EC.1.2	
		4	Important Documents	SS.H.3.2	
		5	Our Government	SS.CV.1.2	
		6	Taxes and Government Services	SS.CV.1.2	
2	Our Nation	7	Citizens	SS.CV.1.1, SS.EC.1.1	
		8	Patriotism	SS.CV.2.2	
		9	National Symbols	SS.H.3.2	
		10	Memorials and Monuments	SS.H.2.1	
		11	National Holidays	SS.H.2.1	
		12	Founders	SS.H.2.2	
		13	Culture	SS.G.2.2	
	Sources	14	Sources	SS.H.3.2	
	3	Geography and Culture	15	Map Skills	SS.G.1.2
			16	Five Themes of Geography	SS.G.1.2, SS.G.2.2, SS.G.3.2
17			Location	SS.G.1.2	
18			Place: Physical Characteristics	SS.G.3.2	
19			Place: Human Characteristics	SS.G.2.2	
20			Human and Environment Interaction	SS.G.3.2	
21			Movement	SS.G.3.2	
22			Illinois Geography and Culture	SS.EC.3.2, SS.G.2.2, SS.G.3.2, SS.H.1.2	
23			Regions of the World	SS.G.1.2	
4	Economics	24	Economic Resources	SS.EC.1.2	
		25	Good and Services	SS.EC.3.2, SS.EC.FL.4.2, SS.EC.2.2	
		26	Economic Principles	SS.EC.3.2, SS.EC.FL.4.2	
		27	Economic Activity	SS.EC.FL.4.2	
		28	Economic Choices	SS.EC.FL.4.2	
	History and Time	29	Sequencing and Chronology		
		30	Innovations Over Time	SS.H.2.2	
		31	Historic Figures	SS.H.2.2, SS.IS.1.K-2, SS.IS.2.K-2, SS.IS.3.K-2, SS.IS.4.K-2, SS.IS.5.K-2	
		32	Solving Problems in Your Community	SS.IS.1.K-2, SS.IS.2.K-2, SS.IS.3.K-2, SS.IS.4.K-2, SS.IS.5.K-2, SS.IS.6.K-2	