### Math - Quarter 1

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>MA.2.A.1.1</th>
<th>Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MA.2.A.1.2</td>
<td>Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.1.3</td>
<td>Compare and order multi-digit numbers through the thousands.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.4.1</td>
<td>Extend number patterns to build a foundation for understanding multiples and factors—for example, skip counting by 2s, 5s, 10s.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.4.2</td>
<td>Classify numbers as odd or even and explain why.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.4.3</td>
<td>Generalize numeric and non-numeric patterns using words and tables.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.4.5</td>
<td>Describe and apply equality to solve problems, such as in balancing equations.</td>
</tr>
</tbody>
</table>

### Science - Quarter 1

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>SC.2.N.1.5</th>
<th>Moderate</th>
<th>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SC.2.N.1.6</td>
<td>Moderate</td>
<td>Explain how scientists alone or in groups are always investigating new ways to solve problems.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.6.1</td>
<td>Moderate</td>
<td>Recognize that Earth is made up of rocks, Rocks come in many sizes and shapes.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.6.2</td>
<td>High</td>
<td>Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.6.3</td>
<td>High</td>
<td>Classify soil types based on color, texture, size of particles, the ability to retain water, and the ability to support the growth of plants.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.7.1</td>
<td>Moderate</td>
<td>Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.7.2</td>
<td>Moderate</td>
<td>Investigate by observing and measuring that the Sun's energy directly and indirectly warms the water, land, and air.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.7.3</td>
<td>High</td>
<td>Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.7.4</td>
<td>High</td>
<td>Investigate that air is all around us and that moving air is wind.</td>
</tr>
<tr>
<td></td>
<td>SC.2.E.7.5</td>
<td>High</td>
<td>State the importance of preparing for severe weather, lightning, and other weather related events.</td>
</tr>
</tbody>
</table>

### Social Studies - Quarter 1

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>SS.2.G.1.1</th>
<th>Use different types of maps (political, physical, and thematic) to identify map elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS.2.G.1.2</td>
<td>Using maps and globes locate the student's hometown, Florida, North America and locate the state capital and the national capital.</td>
</tr>
<tr>
<td></td>
<td>SS.2.G.1.3</td>
<td>Label on a map or globe the continents, oceans, Equator, Prime Meridian and North and South Pole.</td>
</tr>
<tr>
<td></td>
<td>SS.2.G.1.4</td>
<td>Use a map to locate the countries in North America (Canada, United States, Mexico and the Caribbean Islands).</td>
</tr>
</tbody>
</table>
### Language Arts - Quarter 1

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>LA.2.1.4.1/2.RFS.3</th>
<th>Use knowledge of spelling patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LA.2.1.4.3/2.RFS.3</td>
<td>Decode phonetically regular one-syllable.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.4.3/2.RFS.3</td>
<td>Decode phonetically regular multi-syllable words in isolation and in context.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.4.4/2.RFS.3</td>
<td>Identify words with special vowel spellings.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.5.1/2.RFS.3</td>
<td>Apply letter sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.4.8/2.RFS.4</td>
<td>Use self-correction when subsequent reading indicates an earlier misreading.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.4.2/2.RFS.3</td>
<td>Apply knowledge of spelling patterns to identify syllables.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.5.2/2.RFS.3</td>
<td>Identify high frequency phonetically irregular words in context.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.5.3/2.RFS.4</td>
<td>Adjust rate based on purpose, text difficulty, form, and style.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.6.1/2.L.4</td>
<td>Use new vocabulary that is introduced and taught directly.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.6.3/2.L.4</td>
<td>Use context clues to determine meanings of unfamiliar words.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.6.5/2.L.4</td>
<td>Relate new vocabulary to familiar words.</td>
</tr>
<tr>
<td></td>
<td>LA.2.2.1.2/2.RL.1</td>
<td>Identify and describe the elements of story structure, including, plot, setting, character, problem, and resolution in a variety of fiction.</td>
</tr>
<tr>
<td></td>
<td>LA.2.2.1.8/2.RL.10</td>
<td>Select a balance of age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</td>
</tr>
<tr>
<td></td>
<td>LA.2.2.4/2.RIT.10</td>
<td>Select a balance of age and ability appropriate non-fiction materials to read, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</td>
</tr>
<tr>
<td></td>
<td>LA.2.3.4.2/2.L.2</td>
<td>Capitalization, including initial word in a sentence.</td>
</tr>
<tr>
<td></td>
<td>LA.2.3.4.6/2.L.2</td>
<td>End punctuation for statements and questions.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.7.3/2.RL.2</td>
<td>Summarize information in text, main idea, supporting details, and connections.</td>
</tr>
<tr>
<td></td>
<td>LA.2.3.4.6/2.L.1</td>
<td>Subject/verb and noun/pronoun agreement in simple and compound sentences.</td>
</tr>
<tr>
<td></td>
<td>LA.2.2.2.1/2.RL.7</td>
<td>Recognize and understand the purpose of text features.</td>
</tr>
</tbody>
</table>

### Writing Quarter 1

| LA.2.3.5.1 | The student will produce, illustrate, and share a variety of compositions. |
| LA.2.4.1.1 | The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details. |
| LA.2.4.1.2 | The student will compose simple stories, poems, riddles, rhymes, or song lyrics. |
| LA.2.4.2.3 | The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information. |
| LA.2.4.2.4 | The student will write communications, including friendly letters and thank-you notes. |
| LA.2.4.3.1 | The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them. |
| LA.2.5.1.1 | The student will demonstrate legible printing skills. |
| LA.2.5.2.1 | The student will interpret information presented and seek clarification when needed. |
| LA.2.5.2.2 | The student will begin to use language appropriate for different occasions, audiences, and topics. |
| LA.2.5.2.3 | The student will use increasingly complex language patterns and sentence structure when communicating. |
| LA.2.5.2.4 | The student will listen politely to oral presentations by classmates. |
| LA.2.6.1.1 | The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure. |
| LA.2.3.3.1 | The student will revise by evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience. |
### OCSD Curriculum Guides / Quarter Review 2012-2013 – GRADE 2

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Math - Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.2.A.2.1</td>
<td>Recall basic addition and related subtraction facts: Basic addition/subtraction facts 0 – 18.</td>
</tr>
<tr>
<td>MA.2.A.4.4</td>
<td>Recognize and state rules for functions that use addition and subtraction.</td>
</tr>
<tr>
<td>MA.2.A.6.1</td>
<td>Solve problems that involve repeated addition.</td>
</tr>
<tr>
<td>MA.2.A.2.2</td>
<td>Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.</td>
</tr>
<tr>
<td>MA.2.A.2.3</td>
<td>Estimate solutions to multi-digit addition and subtraction problems, through three digits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Science - Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.2.P.8.1 Low</td>
<td>Observe and measure objects in terms of their properties, including size, shape, color, temperature, weights, texture, sinking or floating in water, and attraction and repulsion of magnets.</td>
</tr>
<tr>
<td>SC.2.P.8.2 Low</td>
<td>Identify objects and materials as solid, liquid, or gas.</td>
</tr>
<tr>
<td>SC.2.P.8.3 Low</td>
<td>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</td>
</tr>
<tr>
<td>SC.2.P.8.4 Low</td>
<td>Observe and describe water in its solid, liquid, and gaseous states.</td>
</tr>
<tr>
<td>SC.2.P.8.5 Moderate</td>
<td>Measure and compare temperatures taken every day at the same time.</td>
</tr>
<tr>
<td>SC.2.P.8.6 Moderate</td>
<td>Measure and compare the volume of liquids using containers of various shapes and sizes.</td>
</tr>
<tr>
<td>SC.2.P.9.1 High</td>
<td>Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Social Studies - Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.2.A.2.1</td>
<td>Recognize that Native Americans were the first inhabitants in North America.</td>
</tr>
<tr>
<td>SS.2.A.2.2</td>
<td>Compare the cultures of Native American tribes from various geographical regions in the United States.</td>
</tr>
<tr>
<td>SS.2.A.2.3</td>
<td>Describe the impact of immigrants on the Native Americans.</td>
</tr>
<tr>
<td>SS.2.A.2.5</td>
<td>Identify reasons people came to the United States throughout history.</td>
</tr>
<tr>
<td>SS.2.A.2.6</td>
<td>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.</td>
</tr>
<tr>
<td>SS.2.A.2.7</td>
<td>Discuss why immigration continues today.</td>
</tr>
<tr>
<td>SS.2.A.2.8</td>
<td>Explain the cultural influences and contributions of immigrants today.</td>
</tr>
<tr>
<td>SS.2.C.2.1</td>
<td>Identify what it is means to be a United States citizen either by birth or by naturalization.</td>
</tr>
<tr>
<td>SS.2.C.2.2</td>
<td>Explain why United States citizens have guaranteed rights and identify rights.</td>
</tr>
<tr>
<td>SS.2.A.2.4</td>
<td>Explore ways the daily life of people living in Colonial America changed over time.</td>
</tr>
</tbody>
</table>
### OCSD Curriculum Guides / Quarter Review 2012-2013 – GRADE 2

#### Language Arts - Quarter 2

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Language Arts - Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.1.6.4/2.L.5</td>
<td>Categorize key vocabulary and identify salient features.</td>
</tr>
<tr>
<td>LA.2.3.4.3/2.L.2</td>
<td>Commas in dates, items in a series, greeting and closing of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions.</td>
</tr>
<tr>
<td>LA.2.1.6.7/2.L.5</td>
<td>Identify antonyms, synonyms, and homophones.</td>
</tr>
<tr>
<td>LA.2.6.3.2/2.W.6</td>
<td>The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).</td>
</tr>
<tr>
<td>LA.2.1.6.8/2.L.4</td>
<td>Determine meaning of words with multiple meanings in context.</td>
</tr>
<tr>
<td>LA.2.1.6.6/2.L.4</td>
<td>Identify base words and common prefixes to determine the meanings of prefixed words.</td>
</tr>
<tr>
<td>LA.2.1.7.1/2.RIT.6</td>
<td>Identify a text's features, use them to make and confirm predictions, and establish a purpose for reading.</td>
</tr>
<tr>
<td>LA.2.1.7.5/2.RIT.5</td>
<td>Identify the text structure an author uses and explain how it impacts meaning in text.</td>
</tr>
<tr>
<td>LA.2.2.1.3/2.RL.4</td>
<td>Identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood.</td>
</tr>
<tr>
<td>LA.2.1.7.4/2.RIT.8</td>
<td>Identify cause-and-effect relationships in texts.</td>
</tr>
<tr>
<td>LA.2.1.7.8/2.RFS.4</td>
<td>Use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</td>
</tr>
<tr>
<td>LA.2.2.2.3/2.RL.10, 2.RIT.10</td>
<td>Distinguish among a variety of text.</td>
</tr>
<tr>
<td>LA.2.3.4.4/2.L.1</td>
<td>Nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns.</td>
</tr>
<tr>
<td>LA.2.1.4.7/2.L.1</td>
<td>Recognize and correctly use regular and irregular plurals.</td>
</tr>
<tr>
<td>LA.2.1.4.6/2.L.2</td>
<td>Recognize common abbreviations.</td>
</tr>
</tbody>
</table>

#### Writing Quarter 2

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Writing Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.3.2.2</td>
<td>The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.</td>
</tr>
<tr>
<td>LA.2.3.3.2</td>
<td>The student will revise by creating clarity by combining related simple sentences and sequencing new ideas into paragraphs.</td>
</tr>
<tr>
<td>LA.2.4.2.1</td>
<td>The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables).</td>
</tr>
<tr>
<td>LA.2.4.2.5</td>
<td>The student will write simple directions to familiar locations using “left and right,” and create a map that matches the directions.</td>
</tr>
</tbody>
</table>
### Math - Quarter 3

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>MA.2.A.2.1</th>
<th>Recall base addition and related subtraction facts. Basic addition/subtraction facts 0 – 18. Recognize and state rules for functions that use addition and subtraction. Solve problems that involve repeated addition.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MA.2.A.2.3</td>
<td>Estimate solutions to multi-digit addition and subtraction problems, through three digits.</td>
</tr>
<tr>
<td></td>
<td>MA.2.A.2.4</td>
<td>Solve addition and subtraction problems that involve measurement and geometry.</td>
</tr>
<tr>
<td></td>
<td>MA.2.G.3.1, MA.2.G.3.4</td>
<td>Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.</td>
</tr>
<tr>
<td></td>
<td>MA.2.G.3.2</td>
<td>Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.</td>
</tr>
<tr>
<td></td>
<td>MA.2.G.3.3</td>
<td>Apply the Transitive Property when comparing lengths of objects.</td>
</tr>
<tr>
<td></td>
<td>MA.2.G.5.1</td>
<td>Use geometric models to demonstrate the relationships between whole numbers and their parts as a foundation to fractions.</td>
</tr>
<tr>
<td></td>
<td>MA.2.G.5.2</td>
<td>Identify time to the nearest hour and half hour.</td>
</tr>
</tbody>
</table>

### Science - Quarter 3

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>SC.2.P.13.1 High</th>
<th>Investigate the effect of applying various pushes and pulls on different objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SC.2.P.13.2 Low</td>
<td>Demonstrate that magnets can be used to make some things move without touching them.</td>
</tr>
<tr>
<td></td>
<td>SC.2.P.13.3 Low</td>
<td>Recognize that objects are pulled toward the ground unless something holds them up.</td>
</tr>
<tr>
<td></td>
<td>SC.2.P.13.4 Moderate</td>
<td>Demonstrate that the greater force (push or pull) applied to an object, the greater the change in motion of the object.</td>
</tr>
<tr>
<td></td>
<td>SC.2.P.10.1 Low</td>
<td>Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</td>
</tr>
</tbody>
</table>

### Social Studies - Quarter 3

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>SS.1.C.1.1</th>
<th>Explain why people form governments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS.1.C.1.2</td>
<td>Explain the consequences of an absence of rules and laws.</td>
</tr>
<tr>
<td></td>
<td>SS.1.C.2.2</td>
<td>Define and apply the characteristics of responsible citizenship.</td>
</tr>
<tr>
<td></td>
<td>SS.1.C.2.4</td>
<td>Identify ways citizens can make a positive contribution in their community (Kid’s Vote).</td>
</tr>
<tr>
<td></td>
<td>SS.1.C.3.1</td>
<td>Identify the constitution as the document which establishes the structure, function, powers and limits of American government.</td>
</tr>
<tr>
<td></td>
<td>SS.1.C.3.2</td>
<td>Recognize symbols, individuals, events, and documents that represent the United States.</td>
</tr>
<tr>
<td></td>
<td>SS.1.C.2.5</td>
<td>Evaluate the contributions of various African-Americans, Hispanics, Native Americans, and women.</td>
</tr>
</tbody>
</table>

### Language Arts - Quarter 3

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>LA.2.1.4.5/2.RFS.3</th>
<th>Recognize high frequency words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LA.2.2.1.1/2.RL.9</td>
<td>Identify the basic characteristics of a variety of literary forms and how they are alike and different.</td>
</tr>
<tr>
<td></td>
<td>LA.2.6.1/2.RIT.1</td>
<td>The student will read informational text to follow multistep instructions, answer literal questions, performs task, learn tasks and sequentially carry out the steps of a procedure.</td>
</tr>
<tr>
<td></td>
<td>LA.2.3.3.2/2.W.5</td>
<td>Creating clarity by combining related simple sentences and sequencing new ideas into paragraphs.</td>
</tr>
<tr>
<td></td>
<td>LA.2.1.6.9/2.L.4</td>
<td>Determining meanings of unfamiliar words by using a dictionary and digital tools.</td>
</tr>
</tbody>
</table>

### Writing Quarter 3

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>LA.2.3.3.3</th>
<th>The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LA.2.3.3.4</td>
<td>The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.</td>
</tr>
</tbody>
</table>
### OCSD Curriculum Guides / Quarter Review 2012-2013 – GRADE 2

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Math - Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.2.A.2.1</td>
<td>Recognize and state rules for functions that use addition and subtraction. Solve problems that involve repeated addition.</td>
</tr>
<tr>
<td>MA.2.G.5.4</td>
<td>Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces, pounds, grams, kilograms, milliliters and liters.</td>
</tr>
<tr>
<td>MA.2.A.4.4</td>
<td>Describe and apply equality to solve problems, such as in balancing equations.</td>
</tr>
<tr>
<td>MA.2.A.4.3</td>
<td>Generalize numeric and non-numeric patterns using words and tables.</td>
</tr>
<tr>
<td>MA.2.A.5.1</td>
<td>Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Science - Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.2.L.14.1 Moderate</td>
<td>Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions. Unit 8</td>
</tr>
<tr>
<td>SC.2.L.16.1 Moderate</td>
<td>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. Unit 9</td>
</tr>
<tr>
<td>SC.2.L.17.1 Moderate</td>
<td>Compare and contrast the basic needs that all living things, including humans, have for survival. Unit 10</td>
</tr>
<tr>
<td>SC.2.L.17.2 Moderate</td>
<td>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. Unit 10</td>
</tr>
<tr>
<td>HE.2.C.1.6 Moderate</td>
<td>Recognize the locations and functions of major human organs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Social Studies - Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.2.A.2.4</td>
<td>Explore ways the daily life of people living in Colonial America changed over time.</td>
</tr>
<tr>
<td>SS.2.C.2.5</td>
<td>Evaluate the contributions of various African-Americans, Hispanics, Native Americans, and women.</td>
</tr>
<tr>
<td>SS.2.C.2.4</td>
<td>Identify ways citizens can make a positive contribution in their community.</td>
</tr>
<tr>
<td>SS.2.C.3.2</td>
<td>Recognize symbols, individuals, events, and documents that represent the United States.</td>
</tr>
<tr>
<td>SS.2.E.1.1</td>
<td>Recognize that people make choices because of limited resources.</td>
</tr>
<tr>
<td>SS.2.E.1.2</td>
<td>Recognize that people supply goods and services based on consumer demands.</td>
</tr>
<tr>
<td>SS.2.E.1.3</td>
<td>Recognize that the United States trades with other nations to exchange goods and services.</td>
</tr>
<tr>
<td>SS.2.E.1.4</td>
<td>Explain the personal benefits and costs involving in saving and spending.</td>
</tr>
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<table>
<thead>
<tr>
<th>Week of Instruction</th>
<th>Language Arts - Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.2.1.6/2.2.RL.10,2.RIT.10,2.SL.1</td>
<td>Listen to, read, and discuss familiar and conceptually challenging text.</td>
</tr>
<tr>
<td>LA.2.2.1.5/2.SL.2</td>
<td>Respond to various literary selections connecting text to self, text to world, text to text.</td>
</tr>
<tr>
<td>LA.2.1.7/2.RL.9</td>
<td>Compare and contrast characters and settings in one text.</td>
</tr>
<tr>
<td>LA.2.1.7/2.RL.9</td>
<td>Identify themes or topics across a variety of fiction and non-fiction selections.</td>
</tr>
<tr>
<td>LA.2.2.1.6/2.W.7</td>
<td>Write a book report identifying character(s), setting, and sequence of events.</td>
</tr>
<tr>
<td>LA.2.2.1.7/2.RL.4</td>
<td>The student will identify and explain an authors use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</td>
</tr>
<tr>
<td>LA.2.2.2.2/2.RIT.1, 2.RL1</td>
<td>Use explicitly stated information to answer a question.</td>
</tr>
<tr>
<td>LA.2.6.3.1/2.RIT.7</td>
<td>Recognize that non-print media affect thoughts and feelings.</td>
</tr>
</tbody>
</table>

### Writing Quarter 4

| LA.2.4.2           | The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic. |
| LA.2.6.4.2         | The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories. |
| LA.2.6.2.3         | The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details. |
| LA.2.6.2.4         | The student will record the authors and titles of works. |
## Grade 2 Yearlong Benchmarks

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td>LACC.2.RI.1.3</td>
<td>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
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<tr>
<td>LACC.2.RI.2.4</td>
<td>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
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<tr>
<td>LACC.2.RI.4.10</td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.</td>
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<tr>
<td>LACC.2.W.3.7</td>
<td>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).</td>
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<tr>
<td>LACC.2.W.3.8</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
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<tr>
<td>LACC.2.SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
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<tr>
<td>A.</td>
<td>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).</td>
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<td>B.</td>
<td>Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
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<tr>
<td>C.</td>
<td>Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
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<tr>
<td>MACC.2.MD.4.9</td>
<td>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.</td>
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<tr>
<td>MACC.2.MD.4.10</td>
<td>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 problems using information presented in a bar graph.</td>
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<tr>
<td>HE.2.B.3.2</td>
<td>Name healthy options to health-related issues and problems.</td>
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<tr>
<td>SC.2.N.1.1</td>
<td>Moderate</td>
<td></td>
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<tr>
<td>SC.2.N.1.2</td>
<td>Moderate</td>
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<tr>
<td>SC.2.N.1.3</td>
<td>High</td>
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<tr>
<td>SC.2.N.1.4</td>
<td>High</td>
<td></td>
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</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
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<tr>
<td>SS.2.A.1.1</td>
<td>Examine primary and secondary sources.</td>
<td></td>
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<tr>
<td>SS.2.A.1.2</td>
<td>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</td>
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<tr>
<td>SS.2.A.3.1</td>
<td>Identify terms and designation of time sequence.</td>
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