

Essential Standards: Week March 30 (*Standards Reviewed in Packet 1*)

Reading	<ul style="list-style-type: none">2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
Writing	<ul style="list-style-type: none">Engage in writing as a process (identify topic, use organizational strategies to structure writing, add specific details to further elaboration)
Mathematics	<ul style="list-style-type: none">2.2 Count Forward/Backward and Determine Even or Odd - The student will:<ul style="list-style-type: none">a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 102.6 Addition/Subtraction Problems - The student will:<ul style="list-style-type: none">a) estimate sums and differencesb) determine sums and differences, using various methodsc) create and solve single-step and two-step practical problems involving addition and subtraction

Essential Standards: Week April 13-17 (*Standards Reviewed in Packet 2*)

Reading	<ul style="list-style-type: none">2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
Writing	<ul style="list-style-type: none">Engage in writing as a process (identify topic, use organizational strategies to structure writing, add specific details to further elaboration)
Mathematics	<ul style="list-style-type: none">2.1 Place Value; Compare/Order/Round Numbers - The student will:<ul style="list-style-type: none">a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models2.2 Count Forward/Backward and Determine Even or Odd - The student will:<ul style="list-style-type: none">a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 102.6 Addition/Subtraction Problems - The student will:<ul style="list-style-type: none">a) estimate sums and differencesb) determine sums and differences, using various methodsc) create and solve single-step and two-step practical problems involving addition and subtraction

Essential Standards: Week April 20-24 (*Standards Aligned to Packet 3*)

Reading	<ul style="list-style-type: none">• 2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">c) Decode regular multisyllabic words• 2.7 The student will read and demonstrate comprehension of poetry.<ul style="list-style-type: none">a) Make and confirm predictionsb) Connect previous experiences to new textsc) Ask and answer questions using the text for supportf) Identify the themeh) Draw conclusions based on the texti) Read and reread familiar poems with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none">• 2.10 The student will write poetry.<ul style="list-style-type: none">a) Understand writing as a processb) Identify audience and purposec) Use prewriting strategies to generate ideas before writingd) Use strategies for organization according to the type of writingh) Expand writing to include descriptive detaili) Revise writing for clarity
Mathematics	<ul style="list-style-type: none">• 2.13 Solid Figures - The student will:<ul style="list-style-type: none">a) identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms)
Science	<ul style="list-style-type: none">• 2.1 The student will:<ul style="list-style-type: none">f) *communicate observations using drawings or writing (*embedded)• 2.5 The student will:<ul style="list-style-type: none">c) describe the changes in a habitat due to various influences
Social Studies	<ul style="list-style-type: none">• Essential Skill: 2.1d Demonstrate critical thinking - asking appropriate questions to solve a problem• Essential Standard: 2.8 Describe natural resources (water, soil, wood, coal), human resources (people at work), and capital resources (machines, tools, and buildings)

Essential Standards: Week April 27 – May 1 (*Standards Aligned to Packet 4*)

Reading	<ul style="list-style-type: none">• 2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">c) Decode regular multisyllabic words• 2.7 The student will read and demonstrate comprehension of poetry.<ul style="list-style-type: none">a) Make and confirm predictionsb) Connect previous experiences to new textsc) Ask and answer questions using the text for supportf) Identify the themeh) Draw conclusions based on the texti) Read and reread familiar poems with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none">• 2.10 The student will write poetry.<ul style="list-style-type: none">a) Understand writing as a processb) Identify audience and purposec) Use prewriting strategies to generate ideas before writingd) Use strategies for organization according to the type of writingh) Expand writing to include descriptive detaili) Revise writing for clarity
Mathematics	<ul style="list-style-type: none">• 2.12 Symmetry - The student will:<ul style="list-style-type: none">a) draw a line of symmetry in a figureb) identify and create figures with at least one line of symmetry
Science	<ul style="list-style-type: none">• 2.1 The student will:<ul style="list-style-type: none">e) *use models to demonstrate natural processes (*embedded)• 2.7 The student will:<ul style="list-style-type: none">b) model the effects of weathering on the land surface
Social Studies	<ul style="list-style-type: none">• Essential Skill: 2.1h Make economic decisions - using a decision-making model to make informed decisions• Essential Standard: - 2.9, 2.10<ul style="list-style-type: none">-Distinguish between the use of barter and the use of money in the exchange for goods and services-Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Essential Standards: Week May 4-8 (*Standards Aligned to Packet 5*)

Reading	<ul style="list-style-type: none"> • 2.4 The student will use phonetic strategies when reading and spelling. <ul style="list-style-type: none"> a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words • 2.7 The student will read and demonstrate comprehension of fictional texts. <ul style="list-style-type: none"> a) Make and confirm predictions. b) Connect previous experiences to new texts c) Ask and answer questions using the text for support d) Describe characters, setting, and plot events in fiction and poetry e) Identify the conflict and resolution f) Identify the theme g) Summarize stories and events with beginning, middle, and end in the correct sequence h) Draw conclusions based on the text i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none"> • 2.10 The student will write in a variety of forms to include narrative. <ul style="list-style-type: none"> a) Understand writing as a process b) Identify audience and purpose c) Use prewriting strategies to generate ideas before writing d) Use strategies for organization according to the type of writing e) Organize writing to include a beginning, middle, and end h) Expand writing to include descriptive detail i) Revise writing for clarity
Mathematics	<ul style="list-style-type: none"> • 2.16 Patterns - The student will: <ul style="list-style-type: none"> a) identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers • 2.9 Tell/Write Time - The student will: <ul style="list-style-type: none"> a) tell time and write time to the nearest five minutes, using analog and digital clocks
Science	<ul style="list-style-type: none"> • 2.1 The student will: <ul style="list-style-type: none"> d) *make simple conclusions based on data or observations (*embedded) • 2.8 The student will: <ul style="list-style-type: none"> c) construct and interpret models as to how plants help reduce the impact of wind and water
Social Studies	<ul style="list-style-type: none"> • Essential Skill: 2.1f Determine cause and effect - recognizing direct cause-and-effect relationships • Essential Standard: 2.4, 1.2 Describe how the contributions of selected individuals changed the lives of Americans with an emphasis on Benjamin Franklin, George Washington, and Thomas Jefferson

Essential Standards: Week May 11-15 (*Standards Aligned to Packet 6*)

Reading	<ul style="list-style-type: none"> • 2.4 The student will use phonetic strategies when reading and spelling. <ul style="list-style-type: none"> a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words • 2.7 The student will read and demonstrate comprehension of fictional texts. <ul style="list-style-type: none"> a) Make and confirm predictions. b) Connect previous experiences to new texts c) Ask and answer questions using the text for support d) Describe characters, setting, and plot events in fiction and poetry e) Identify the conflict and resolution f) Identify the theme g) Summarize stories and events with beginning, middle, and end in the correct sequence h) Draw conclusions based on the text i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none"> • 2.10 The student will write in a variety of forms to include narrative. <ul style="list-style-type: none"> a) Understand writing as a process b) Identify audience and purpose c) Use prewriting strategies to generate ideas before writing d) Use strategies for organization according to the type of writing e) Organize writing to include a beginning, middle, and end h) Expand writing to include descriptive detail i) Revise writing for clarity
Mathematics	<ul style="list-style-type: none"> • 2.9 Tell/Write Time - The student will: <ul style="list-style-type: none"> a) tell time and write time to the nearest five minutes, using analog and digital clocks • 2.10 Identify Days/Dates on a Calendar - The student will: <ul style="list-style-type: none"> a) determine past and future days of the week b) identify specific days and dates on a given calendar • 2.7 Count/Compare Money - The student will: <ul style="list-style-type: none"> a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less b) use the cent symbol, dollar symbol, and decimal point to write a value of money
Science	<ul style="list-style-type: none"> • 2.1 The student will: <ul style="list-style-type: none"> b) *with guidance, plan and conduct investigations to produce data (*embedded) • 2.4 The student will: <ul style="list-style-type: none"> b) investigate the question, "What is the life cycle of a flowering plant?"
Social Studies	<ul style="list-style-type: none"> • Essential Skill: 2.1f Demonstrate comprehension - defending positions using content vocabulary orally and in writing • Essential Standard: 2.4 Describe how the contributions of selected individuals changed the lives of Americans with an emphasis on Abraham Lincoln

Essential Standards: Week May 18-22 (*Standards Aligned to Packet 7*)

Reading	<ul style="list-style-type: none">• 2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words• 2.7 The student will read and demonstrate comprehension of fictional texts.<ul style="list-style-type: none">a) Make and confirm predictionsb) Connect previous experiences to new textsc) Ask and answer questions using the text for supportd) Describe characters, setting, and plot events in fiction and poetrye) Identify the conflict and resolution.f) Identify the themeg) Summarize stories and events with beginning, middle, and end in the correct sequenceh) Draw conclusions based on the texti) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none">• 2.10 The student will write in a variety of forms to include narrative.<ul style="list-style-type: none">a) Understand writing as a processb) Identify audience and purposec) Use prewriting strategies to generate ideas before writingd) Use strategies for organization according to the type of writinge) Organize writing to include a beginning, middle, and endh) Expand writing to include descriptive detaili) Revise writing for clarity
Mathematics	<ul style="list-style-type: none">• 2.15 Pictographs and Bar Graphs - The student will:<ul style="list-style-type: none">a) collect, organize, and represent data in pictographs and bar graphsb) read and interpret data represented in pictographs and bar graphs• 2.14 Probability - The student will:<ul style="list-style-type: none">a) use data from probability experiments to predict outcomes when the experiment is repeated
Science	<ul style="list-style-type: none">• 2.1 The student will:<ul style="list-style-type: none">e) *develop and use models (*embedded)• 2.4 The student will:<ul style="list-style-type: none">a) explain how plants change as they grow
Social Studies	<ul style="list-style-type: none">• Essential Skill: 2.1c Organizing information - using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support understanding of American history• Essential Standard: 2.4 Describe how the contributions of selected individuals changed the lives of Americans with an emphasis on George Washington Carver, Helen Keller, Thurgood Marshall, Jackie Robinson

Essential Standards: Week May 26-29 (*Standards Aligned to Packet 8*)

Reading	<ul style="list-style-type: none">• 2.4 The student will use phonetic strategies when reading and spelling.<ul style="list-style-type: none">b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words• 2.8 The student will read and demonstrate comprehension of nonfiction texts.<ul style="list-style-type: none">a) Preview the selection using text features including table of contents, headings, pictures, captions, and mapsb) Make and confirm predictionsc) Use prior and background knowledge as context for new learningd) Set purpose for readinge) Ask and answer questions using the text as supportf) Identify the main ideag) Draw conclusions based on the texth) Read and reread familiar texts with fluency, accuracy, and meaningful expression
Writing	<ul style="list-style-type: none">• 2.10 The student will write nonfiction.<ul style="list-style-type: none">a) Understand writing as a processb) Identify audience and purposec) Use prewriting strategies to generate ideas before writingd) Use strategies for organization according to the type of writingf) Write facts about a subject to support a main ideag) Write to express an opinion and provide a reason for supporth) Expand writing to include descriptive detaili) Revise writing for clarity
Mathematics	<ul style="list-style-type: none">• 2.5 Fluency with Addition/Subtraction - The student will:<ul style="list-style-type: none">a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20b) demonstrate fluency with addition and subtraction within 20
Science	<ul style="list-style-type: none">• 2.1 The student will:<ul style="list-style-type: none">d) *make simple conclusions based on data or observations (*embedded)• 2.4 The student will:<ul style="list-style-type: none">b) compare and contrast life cycles of a plant and an animal
Social Studies	<ul style="list-style-type: none">• Essential Skill: 2.1e Compare and contrast - comparing and contrasting people, places, or events in American history• Essential Standard: 2.4 Describe how the contributions of selected individuals changed the lives of Americans with an emphasis on Rosa Parks, Martin Luther King, Jr., Cesar Chavez

Essential Standards: Week June 1-5 (*Standards Aligned to Packet 9*)

Reading	<ul style="list-style-type: none"> • 2.4 The student will use phonetic strategies when reading and spelling. <ul style="list-style-type: none"> b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words • 2.8 The student will read and demonstrate comprehension of nonfiction texts. <ul style="list-style-type: none"> a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps b) Make and confirm predictions c) Use prior and background knowledge as context for new learning d) Set purpose for reading e) Ask and answer questions using the text as support f) Identify the main idea g) Draw conclusions based on the text h) Read and reread familiar
Writing	<ul style="list-style-type: none"> • 2.10 The student will write nonfiction. <ul style="list-style-type: none"> a) Understand writing as a process b) Identify audience and purpose c) Use prewriting strategies to generate ideas before writing d) Use strategies for organization according to the type of writing f) Write facts about a subject to support a main idea g) Write to express an opinion and provide a reason for support h) Expand writing to include descriptive detail i) Revise writing for clarity
Mathematics	<ul style="list-style-type: none"> • 2.1 Place Value; Compare/Order/Round Numbers - The student will: <ul style="list-style-type: none"> a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999 c) compare and order whole numbers between 0 and 999 d) round two-digit numbers to the nearest ten
Science	<ul style="list-style-type: none"> • 2.1 The student will: <ul style="list-style-type: none"> e) *develop and use models (*embedded) • 2.8 The student will: <ul style="list-style-type: none"> b) construct and interpret a chart illustrating plant foods consumed by different animals
Social Studies	<ul style="list-style-type: none"> • Essential Skill: 2.1g Make connections - making connections between past and present • Essential Standard: 2.2 Demonstrate knowledge of the United States by describing important developments and innovations in the United States, including those related to communication and transportation.

Essential Standards: Week June 8-12 (*Standards Aligned to Packet 10*)

Reading	<ul style="list-style-type: none"> • 2.4 The student will use phonetic strategies when reading and spelling. <ul style="list-style-type: none"> b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words • 2.8 The student will read and demonstrate comprehension of nonfiction texts. <ul style="list-style-type: none"> a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps b) Make and confirm predictions c) Use prior and background knowledge as context for new learning d) Set purpose for reading e) Ask and answer questions using the text as support f) Identify the main idea g) Draw conclusions based on the text h) Read and reread familiar
Writing	<ul style="list-style-type: none"> • 2.10 The student will write nonfiction. <ul style="list-style-type: none"> a) Understand writing as a process b) Identify audience and purpose c) Use prewriting strategies to generate ideas before writing d) Use strategies for organization according to the type of writing f) Write facts about a subject to support a main idea g) Write to express an opinion and provide a reason for support h) Expand writing to include descriptive detail i) Revise writing for clarity
Mathematics	<ul style="list-style-type: none"> • 2.6 Addition/Subtraction Problems - The student will: <ul style="list-style-type: none"> a) estimate sums and differences b) determine sums and differences, using various methods c) create and solve single-step and two-step practical problems involving addition and subtraction
Science	<ul style="list-style-type: none"> • 2.1 The student will: <ul style="list-style-type: none"> f) *communicate observations using writing (*embedded) • 2.8 The student will: <ul style="list-style-type: none"> b) compare and contrast different ways animals use plants as homes and shelters
Social Studies	<ul style="list-style-type: none"> • Essential Skill: 2.1i Exercise civic responsibility - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities • Essential Standard: 2.5 Describe why United States citizens celebrate major holidays including Memorial Day and Independence Day.