

**Grade 2 Learning Outcomes**  
**January 2020**

**Math: Continue with Topic 6 Topic 6: Fluency of Subtracting to 100**

- **CCSS.MATH.CONTENT.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.
- **CCSS.MATH.CONTENT.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.
- **CCSS.MATH.CONTENT.2.NBT.B.9**  
Explain why addition and subtraction strategies work, using place value and the properties of operations.

**Topic 7: More Solving Problems involving Addition & Subtraction**

- CCSS.MATH.CONTENT.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.

**ELA: Reading Workshop: Features of Non Fiction Text**

- 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL) 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)
- 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)
- 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)

**Writing: Informative/Explanatory Text**

- CCSS.ELA-Literacy.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.

**Word Study:**

- CCSS RF 2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- CCSS RF 2.3b Know spelling sound correspondences for additional common vowel teams.

**Vocabulary:** predict, dialogue, analyze, features

**Social Studies:**

- **Explorers (Continued)**
- **How are communities the same and different?**
- 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities. (Standards 1, 3)
- Features of urban, rural, and suburban communities are different
- Types of transportation in rural and urban communities may be different

**Science: Unit 2 Properties of Materials**

- **PS1.A:** Structure and Properties of Matter: Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
- **PS1.A:** Structure and Properties of Matter: Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3)

**Technology with Ms. Rappo**

- CCSS.ELA-Literacy. 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.