

**TIPTON COUNTY SCHOOLS**  
**2<sup>ND</sup> GRADE ENGLISH LANGUAGE ARTS**

**1<sup>ST</sup> NINE WEEKS**

<b>Voc. Strategies:</b>	<b>Units to Cover</b>	<b>Focus Skills:</b>	<b>Phonics Skills:</b>	<b>Grammar Skills:</b>
<ul style="list-style-type: none"> <li>• Inflectional endings</li> <li>• Root words</li> <li>• Context clues</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Multi-meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 – week 1 to</li> <li>• Unit 2 – week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Character and Setting</li> <li>• Plot</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Closed syllables</li> <li>• Long vowels</li> <li>• VCe syllables</li> <li>• 2 letter blends</li> <li>• Inflected endings</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Types of sentences</li> <li>• Subjects and Predicates</li> <li>• Punctuation</li> </ul>

<b>Reading Standards for Literature</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• 2RL.KID.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.3: Describe how characters in a story respond to major events and challenges.</li> </ul>
Craft and Structure	<ul style="list-style-type: none"> <li>• 2.RL.CS.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>• 2.RL.IKI.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>

<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• 2.RL.KID.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• 2.RI.KID.2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</li> </ul>
Craft and Structure	<ul style="list-style-type: none"> <li>• 2.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>• 2.RI.CS.5: Know and use various text features to locate key facts or information in a text efficiently.</li> </ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>• 2RI.IKI.8: Describe how reasons support specific points an author makes in a text.</li> </ul>

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<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>● 2.FL.PWR.3: Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>○ RF 2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ RF 2.3f: Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>
Fluency	<ul style="list-style-type: none"> <li>● RF 2.4: Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ RF 2.4a: Read on-level text with purpose and understanding.</li> <li>○ RF 2.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> </li> </ul>

<b>Writing Standard</b>
<ul style="list-style-type: none"> <li>● <b>2.W.TTP.2: Write informative/explanatory texts.</b></li> <li>● <b>2.W.TTP.2a: Introduce a topic</b></li> <li>● <b>2.W.TTP.2b: Use facts and definitions to provide information.</b></li> <li>● <b>2.W.TTP.2c: Provide a concluding statement or section.</b></li> <li>● 2.W.TTP.3: Write narratives recounting an event or short sequence of events.</li> <li>● 2. W.TTP.3a: Include details to describe actions, thoughts, and feelings.</li> <li>● 2. W.TTP.3b: Use time order words to signal event order.</li> <li>● 2.W.TTP.3c: Provide a sense of closure.</li> <li>● 2.W.PDW.4: With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.)</li> <li>● 2.W.RBPK.7: Participate in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.</li> <li>● 2.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question.</li> <li>● 2.W.RW.10: With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</li> </ul>

<b>Language</b>
<ul style="list-style-type: none"> <li>● 2.FL.SC.6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.               <ul style="list-style-type: none"> <li>○ 2. FL.SC.6f: Produce, expand, and rearrange complete simple and compound sentences.</li> <li>○ 2.FL.SC.6g: Use common coordinating conjunctions.</li> </ul> </li> <li>● L 2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing               <ul style="list-style-type: none"> <li>○ 2.FL.SC.6i: Use commas in greetings and closings of letters.</li> </ul> </li> </ul>

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- 2.FL.VA.7a.i: Use sentence-level context as a clue to the meaning of a word or phrase
- 2.FL.VA.7.a.ii: Determine the meaning of the new word formed when a known prefix is added to a known word.
- 2.FL.VA.7a.iii: Use a known root word as a clue to the meaning of an unknown word with the same root.
- 2.FL.VA.7b.i: Identify real-life connections between words and their use

The following skills are **ON-GOING** throughout the year:

**Reading Standards for Literature**

2.RL.RRTC.10: Read and comprehend stories and poems throughout the grades 2-3 complexity band proficiently, with scaffolding at the high end as needed.

**Language**

2.FL.WC.4e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.FL.VA.7a.v: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



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<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• 2.RL.KID.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text</li> <li>• 2.RI.KID.2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text</li> </ul>
Craft and Structure	
Integration of Knowledge and Ideas	

<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>• 2.FL.PWR.3: Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected texts.               <ul style="list-style-type: none"> <li>○ 2.FL.PWR.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words</li> <li>○ 2.FL.PWR.3b: Know spelling-sound correspondences for additional common vowel teams</li> <li>○ 2.FL.PWR.3d: Decode words with common prefixes and suffixes.</li> <li>○ 2.FL.PWR.3f: Recognize and read grade-appropriate irregularly spelled words eg. Decode grade-level text with purpose and understanding.</li> </ul> </li> <li>• 2.FL.F.5: Read with sufficient accuracy and fluency to support comprehension               <ul style="list-style-type: none"> <li>○ 2.FL.F a: Read grade-level text with purpose and understanding</li> </ul> </li> </ul>
Fluency	

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**Writing Standards**

- 2.W.TTP.1: Write opinion pieces on topics or text
  - 2.W.TTP.1a: Introduce topic or text.
  - 2.W.TTP.1b: State an opinion.
  - 2.W.TTP.1c: Supply reasons to support the opinion.
  - 2.W.TTP.1d: Use linking words to connect the reason to the opinion.
  - 2.W.TTP.1e: Provide a concluding section or statement.
  
- 2.W.TTP.2: Write informative/explanatory texts
  - 2.W.TTP.2a: Introduce a topic.
  - 2.W.TTP.2b: Use facts and definitions to provide information.
  - 2.W.TTP.2c: Provide a concluding statement or section.
  
- 2.W.TTP.3: Write narratives recounting an event or short sequence of events.
  - 2.W.TTP.3a: Include details to describe actions, thoughts, and feelings.
  - 2.W.TTP.3b: Use time order words to signal event order.
  - 2.W.TTP.3c: Provide a sense of closure.
  
- 2.W.RBPK.7: Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report..
- 2.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question

**Language Standards**

- 2.FL.SC.6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.
  - 2.FL.SC.6b: Form and use frequently occurring irregular plural nouns.
  - 2.FL.SC.6h: Capitalize holidays, product names, and geographic names.
  - 2.FL.SC.6j: Use an apostrophe to form contractions and frequently occurring possessives.
- 2.FL.VA.7a: 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.
  - 2.FL.VA.7a.i: Use sentence-level context as a clue to the meaning of a word or phrase.
  - 2.FL.VA.7a.iv: Use knowledge of the meaning of individual words to predict the meaning of compound words.
- 2.FL.VA.7b: Demonstrate understanding of word relationships and nuances in word meanings.
  - 2.FL.VA.7b.i: Identify real-life connections between words and their use.
- 2.FL.VA.7c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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<b>Voc. Strategies:</b>	<b>Units to Cover</b>	<b>Focus Skills:</b>	<b>Phonics Skills:</b>	<b>Grammar Skills:</b>
<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Root words</li> <li>• Similies</li> <li>• Compound words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Context clues</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 (all)</li> <li>• Unit 5 – week 4</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Main Idea</li> <li>• Key Details</li> <li>• Compare and contrast</li> <li>• Cause and effect</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Contractions</li> <li>• Plurals</li> <li>• Comparative endings</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs and tenses</li> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Linking verbs</li> <li>• Helping verbs</li> <li>• Contractions</li> <li>• Apostrophes</li> </ul>

<b>Reading Standards for Literature</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• 2.RL.KID.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• 2.FL.KID.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• 2.RL.CS.4: Describe how words and phrases supply meaning in a story, poem, or song.</li> <li>• 2.RL.CS.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• 2.RL.CS.6: Determine when the characters have different points of view.</li> <li>• 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• 2.RL.RRTC.10: Read and comprehend stories and poems, throughout the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>
Craft and Structure	
Integration of Knowledge and Ideas	
Range of Reading and Level of Text Complexity	

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<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	<ul style="list-style-type: none"> <li>• 2.RL.KID.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• 2.RL.KID.2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</li> <li>• 2.RL.KID.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
Craft and Structure	
Integration of Knowledge and Ideas	
	<ul style="list-style-type: none"> <li>• 2.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>• 2.RI.CS.5: Know and use various text features to locate key facts or information in a text efficiently.</li> <li>• 2.RI.CS.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• 2.RI.IKI.7: Identify and explain how illustrations and words contribute to and clarify a text.</li> <li>• 2.RI.IKI.8: Describe how reasons support specific points the author makes in a text.</li> <li>• 2.RI.IKI.9: Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>

<b>Reading Standards: Foundational Skills</b>	
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>• 2.FL.PWR.3: Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text.               <ul style="list-style-type: none"> <li>○ 2.FL.PWR.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ 2.FL.PWR.3b: Know spelling-sound correspondences for additional common vowel teams.</li> <li>○ 2.FL.PWR.3e: Identify words with inconsistent but common spelling- sound correspondences.</li> <li>○ 2.FL.PWR.3f: Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> <li>• 2.FL.F.5: Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ 2.FL.F.5a: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</li> </ul> </li> </ul>
Fluency	

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**Writing Standards**

- 2.W.TTP.1: Write opinion pieces on topics or texts.
  - a. Introduce a topic.
  - b. State an opinion.
  - c. Supply reasons to support the opinion.
  - d. Use linking words to connect the reasons to the opinion.
  - e. Provide a concluding statement or section.
- 2.W.TTP.2: Write informative/explanatory texts.
  - a. Introduce a topic.
  - b. Use facts and definitions to provide information.
  - c. Provide a concluding statement or section.
- 2.W.TTP.3: Write narratives recounting an event or short sequence of events.
  - a. Include details to describe actions, thoughts, and feelings.
  - b. Use time order words to signal event order.
  - c. Provide a sense of closure.
- 2.W.RBPK.7: Participate in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
- 2.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question

**Language Standards**

- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
  - d. Form and use the past tense of frequently occurring irregular verbs.
  - e. Produce, expand, and rearrange complete simple and compound sentences
  - h. Capitalize holidays, product names, and geographic names
  - i. Use commas in greetings and closings of letters
  - j. Use an apostrophe to form contractions and frequently occurring possessives
- 2.FL.VA.7a: 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.
  - i. Use sentence-level context as a clue to the meaning of a word or phrase
  - ii. Determine the meaning of the new word formed when a known prefix is added to a known word.
  - iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
  - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- 2.FL.VA.7b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - i. Identify real-life connections between words and their use.

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ii. Distinguish shades of meaning among closely related words.

- 2.FL.VA.7c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.





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#### Writing Standards

- 2.W.TTP.2: Write informative/explanatory texts.
  - a. Introduce a topic.
  - b. Use facts and definitions to provide information.
  - c. Provide a concluding statement or section.
  
- 2.W.TTP.3: Write narratives recounting an event or short sequence of events.
  - a. Include details to describe actions, thoughts, and feelings.
  - b. Use time order words to signal event order.
  - c. Provide a sense of closure.
  
- 2.W.PDW.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
  
- 2.W.PDW.6: With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
  
- 2.W.RBPK.7: Participate in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
  
- 2.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question

#### Language Standards

- 2.FL.SC.6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
  - c. Use reflexive pronouns such as myself and ourselves.
  - e. Use adjectives and adverbs correctly.
  
- 2.FL.VA.7A: 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
  - i. Use sentence-level context as a clue to the meaning of a word or phrase
  - ii. Determine the meaning of the new word formed when a known prefix is added to a known word.
  - iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
  - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
  - v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
  
- 2.FL.VA.7b: Demonstrate understanding of word relationships and nuances in word meanings.
  - i. Identify real-life connections between words and their use.
  - ii. Distinguish shades of meaning among closely related words.
  
- 2.FL.VA.7c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

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**CONTENT INTEGRATED INTO READING WONDERS**

**Unit 1**

**Science Standards**

- **GLE 0207.1.1** Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- **GLE 0207.2.2** Investigate living things found in different places.
- **GLE 0207.2.3** Identify basic ways that plants and animals depend on each other.

**Social Studies Standards**

- 2.6.02 Understand how groups can cause change at the local, state national and world levels.
  - a. Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.
  - b. Recognize individuals have a role in each group in which they participate.
- 2.6.01 Recognize the impact of individual and group decisions on citizens and communities.
  - a. Describe how groups work independently and cooperatively to accomplish goals within a community.
  - b. Recognize individuals can belong to groups but still have their own identity.
  - c. Know how to share and give opinions in a group.
- 2.1.01 Understand the diversity of human cultures.
  - a. Recognize most cultures preserve important personal and public items from the past.
  - b. Recognize communities have customs and cultures that differ.
  - c. Recognize patterns of cultural traits such as language, religion, and family structure.
- 2.1.02 Discuss cultures and human patterns of places and regions of the world.
  - a. Identify diverse cultural groups within the communities of Tennessee.
  - b. Compare and contrast the cultures of Tennessee's three grand divisions.
  - c. Understand that Tennessee's culture has ties to other cultures in the world.
  - d. Recognize that cultures have strong traditions of loyalty to their region or country.
  - e. Compare the regional cultures of Tennessee to those of other states.
- 2.1.03 Recognition the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.
  - a. Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.
  - b. Examine the effects of changing technologies on the local community and state.
  - c. Recognize diverse cultural neighborhoods within Tennessee and America.
- 2.2.03 Understand fundamental economic concepts.
  - a. Categorize resources needed to operate industries.
  - b. Understand the necessity of importing resources needed for industry.

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**Unit 2**

**Science Standards**

- **GLE 0207.2.2** Investigate living things found in different places.
- **GLE 0207.3.1** Recognize that animals eat plants or other animals for food.
- **GLE 0207.5.1** Investigate the relationship between an animal’s characteristics and the features of the environment where it lives.
- **GLE 0207.1.1** Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- **GLE 0207.4.1** Compare the life cycles of various organisms.
- **GLE 0207.4.2** Realize that parents pass along physical characteristics to their offspring.

**Social Studies Standards**

- **Content Standard: 1.0 - Culture**
  - Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

**Unit 3**

**Science Standards**

- **GLE 0207.12.1** Experiment with magnets to determine that objects can move without being touched.
- **GLE 0207.12.2** Realize that things fall toward the ground unless something holds them up.
- **GLE 0207.6.1** Realize that the sun is our nearest star and that its position in the sky appears to change.
- **GLE 0207.6.2** Make observations of changes in the moon’s appearance over time.
- **Conceptual Strand 8**

*The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.*
- **GLE 0207.11.1** Investigate how vibrating objects produce sound.

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**Social Studies Standards**

- 2.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- **Content Standard: 6.0 - Individuals, Groups, and Interactions**
  - Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Unit 4**

**Science Standards**

- **GLE 0207.3.1** Recognize that animals eat plants or other animals for food.
- **Conceptual Strand 1**  
*All living things are made of cells that perform functions necessary for life.*
- **GLE 0207.9.2** Investigate how temperature changes affect the state of matter.
- **Conceptual Strand 7**  
*Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.*

**Social Studies Standards**

- 2.1.01 Understand the diversity of human cultures.
- 2.1.02 Discuss cultures and human patterns of places and regions of the world.

**Unit 5**

**Science Standards**

- **Conceptual Strand 2**  
*All life is interdependent and interacts with the environment.*

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**Social Studies Standards**

- 2.4.01 Discuss the structure and purposes of governance.
- 2.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 2.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.
- 2.6.02 Understand how groups can cause change at the local, state national and world levels.
- **Content Standard: 6.0 - Individuals, Groups, and Interactions**
  - Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Unit 6**

**Science Standards**

- **GLE 0207.4.1** Compare the life cycles of various organisms.
- **GLE 0207.10.1** Explain why the sun is the primary source of the earth's energy.

**Social Studies Standards**

- **Content Standard: 6.0 - Individuals, Groups, and Interactions**
  - Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.
- **Content Standard: 2.0 - Economics**
  - Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.
- 2.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.
- 2.2.02 Give examples of the interaction of individuals, businesses and governments in a market economy.
- 2.2.03 Understand fundamental economic concepts.

**TIPTON COUNTY SCHOOLS**  
**2<sup>ND</sup> GRADE ENGLISH LANGUAGE ARTS**

**Ongoing Standards – Speaking and Listening**

- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate second grade topics and texts. FL.F.5, RL.1-7, 9, 10, RI. 1-10, W.5-8
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. FL.7 RL1 RI1
- 2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. RL.1, 2, 3 RI.1, 2, 3 W3, 4, 7
- 2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. RI.7, 8, 9 W.6, 8
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. FL.6 W.4-5