

Quincy Public School Second Grade Curriculum Map

[illegible]

Assessments for Instruction:

<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark ● Letter Identification if needed ● Running Records 	<ul style="list-style-type: none"> ● Reading Proficiency Checklist ● Writing Proficiency Checklist ● Phonics Assessments 	<ul style="list-style-type: none"> ● Words Their Way ● Content Areas Unit tests ● Math Assessments: Unit, Cumulative, ACI's BOY, MOY, EOY
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Quincy Public School Second Grade Curriculum Map

1 st trimester Big Idea/Theme:							
1 st trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons: Second Step: Lessons 2-5							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
S E P T E M B E R	Read Aloud/Shared Reading: _____ Writing about Reading: Personal Opinion Response to a story (teach in a paragraph): What is your opinion of the book/character/topic? <ul style="list-style-type: none">Name the book I read _____State the opinionGive a reason (push your thinking) Lessons continue across the week	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Picking just right books Listening to books: WAR Message/Lesson or BME, Character/Setting Writing Center: stories, letters, cards, book review Buddy reading: Question Task Cards Discovery: Engineering: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins Word Work: Build and Create words with short vowels and blends Poems: Build poem/Illustrate Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Independent Read and respond- WAR Message/Lesson or BME, Character/Setting	9.What to do when I think I am finished 10.What to do when you are stuck? 11. Conference expectations: teacher role vs. student role 12.. Illustrations (enhance writing) Optional: Creating a place for long term projects (red and green stickers in folders	Phonics: Launching <ul style="list-style-type: none">Long a- Mini-lesson 11Long e- mini-lesson 12Long i- mini-lesson 13Long o- mini-lesson 14Long u- mini-lesson 15 Handwriting <ul style="list-style-type: none">Using guidelinesHandwriting positions: left/rightLowercase alphabetUppercase alphabet	<input type="checkbox"/> 1.4 Class Number Scrolls <input type="checkbox"/> 1.5 Number Grid Puzzles-Day 1 OR <input type="checkbox"/> 1.5 Number Grid Puzzles-Day 2 OR <input type="checkbox"/> 1.6 Names for Numbers	Continue Above
	Personal Narrative Unit to prepare for the writing unit Book Talks Close reading Saturdays and Teacakes Develop & apply the strategy of: Making Predictions <ul style="list-style-type: none">Support predictions by using evidence from details in the text and illustrations. (R.L.2.1)Describe how the main character responds to events in the story. (R.L.2.3)Fill out Personal Narrative Text Map on Saturdays and Teacakes.Describe how words and phrases supply rhythm and meaning in a story. (R.L.2.4)Determine or clarify the meaning of unknown words in a story. (L.2.4)Acknowledge differences in points of view of characters. (R.L.2.6)Writing About Reading- Making Predictions (short response): What do you think might happen and why?Writing about Reading: Story Map	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Picking just right books Listening to books: What is your opinion of the book/character/topic? Writing Center: stories, letters, cards Buddy reading: Question Task Cards Discovery: Engineering: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins Word Work: Build and Create words with short vowels, VCe Poems: Build poem, what does this poem make you think of? Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: What is your opinion of the book/character/topic?	Convention/Punctuation: Spacing, Capitalization, Letter features/proportions, punctuation 1. Writing must be neat, on the lines and have spaces 2. Capitalize proper nouns: Create a chart for capitalization rules 3. Punctuation: Create anchor chart for types of punctuation, when to use, how they help the readers 4. Produce Complete Simple Sentences- L.2.1f <ul style="list-style-type: none">Review declarative, interrogative, imperative, and exclamatory sentencesIdentify the two main parts of a simple sentenceProduce complete simple sentences 5. Expand and rearrange complete simple sentences-L.2.1f <ul style="list-style-type: none">Expand complete simple sentencesRearrange complete simple sentences	Unit 1: Week 1 <ul style="list-style-type: none">Short vowelsSyllablesBlendsdigraphs Handwriting <ul style="list-style-type: none">Vertical linesHorizontal linesCircle lines	<input type="checkbox"/> 1.7 Fishing for 10 <input type="checkbox"/> 1.8 MRB, Quarters and Math Boxes <input type="checkbox"/> 1.9 Even and Odd Number Patterns <input type="checkbox"/> 1.10 Skip Counting Patterns	Content- Structure and Properties of Matter Skills: At the end of this unit, students will be able to: <ul style="list-style-type: none">Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1)Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.(2-PS1-2)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-PS1-3)Construct an argument with evidence that some changes caused by heating or colling can be reversed and some cannot. (2-PS1-4)
	Close read: Camping Develop & apply the strategy of: Making Connections <ul style="list-style-type: none">Retell of story B, M, E/Character/SettingAsk & answer questions about unknown words and phrasesVisual imageryInferencingMake connections: Text to self, text to text, text to world. Writing About Reading (short response): <ul style="list-style-type: none">Making Connections Create chart: What we are noticing about the text structure Create definition of the genre/author's purpose	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Read a nonfiction book Listening to books: Prediction: What do you think might happen and why? Writing Center: stories, letters, cards Buddy reading: Question Task Cards Discovery: Engineering: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins Word Work: Diagrams/Blends Poems: Build poem, what does this poem make you think of? Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: BME/Character/Setting	Personal Narrative Unit <i>*Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process</i> 1.Plan: Generate ideas/topics 2.Plan: Beginning, middle, end writing guide/organizer 3.Drafting: Understanding a focused event. 4.Drafting: Planning with a partner	Unit 1: Week 2 <ul style="list-style-type: none">Closed syllableOpen syllable Handwriting <ul style="list-style-type: none">Slant linesBasic strokes practiceKeys to legibility	<input type="checkbox"/> 1.11 Compartment Numbers and Home Links <input type="checkbox"/> 1.12 Exploring Base-10 Blocks, Area, and Dominoes <input type="checkbox"/> 1.13 Unit 1 Progress Check Day 1 <input type="checkbox"/> 1.13 Unit 1 Progress Check Day 2 OR	Resource: <ul style="list-style-type: none">Mystery Science: Material Properties Unit- 6 Lessons Optional Resources: <ul style="list-style-type: none">HMH Chapter 2 MatterDefined Learning: States of MatterDefined Learning: Light and Energy
	Read Aloud/Shared Reading: _____ Develop & apply the strategy of: Asking questions <ul style="list-style-type: none">Determine key details in a text (who, what, when, where, why) Writing about Reading (short response): <ul style="list-style-type: none">Asking questions<ul style="list-style-type: none">Use sticky notes to track thinking and questionsQuestion Clue Words Language: Review nouns, collective nouns- L.2.1a <ul style="list-style-type: none">Review nounsIdentify collective nounsUnderstand that collective nouns are singularDetermine which verb form to use in sentences with collective nouns as subjects.	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas &	Center Options: Browsing library: Read a funny book Listening to books: Making Connections Writing Center: stories, letters, cards Buddy reading: Question Task Cards Discovery: Engineering: Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins Word Work: Diagrams/Blends Poems: Build poem, list all the rhyming words Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Prediction: What do you think might happen and why?	5.Drafting: Introductions 6. Drafting: Capitalization/ Punctuation 7. Drafting: Try it page 8.. Drafting: Show don't tell. 9. Drafting: Temporal words	Unit 1: Week 3 <ul style="list-style-type: none">Long a vowel team Handwriting <ul style="list-style-type: none">NumeralsI, i, t	Unit 2 Basic Facts Doubles + 1 <input type="checkbox"/> 2.1 Grouping by 10s <input type="checkbox"/> 2.2 Addition Number Stories <input type="checkbox"/> 2.3 Doubles and Combinations of 10 <input type="checkbox"/> 2.4 The Making 10 Strategy	Activities: <ul style="list-style-type: none">Anchor PhenomenonLessons 1-3 Assessments: <ul style="list-style-type: none">Lessons 1-3

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Letter Identification if needed
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI's BOY, MOY, EOY

Quincy Public School Second Grade Curriculum Map

1 st trimester Big Idea/Theme: Growing and Learning/2 nd quarter Big Idea/Theme:							
1 st trimester extended informational literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
OCTOBER	<p><u>Read Aloud/Shared Reading:</u> _____</p> <p>*Assessment Time</p>	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a rhyming book</p> <p><u>Listening to books:</u> Asking Questions</p> <p><u>Writing Center:</u> stories, letters, cards, prompts</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery: Engineering:</u> Design and create Lego/Lincoln Logs/Playdoh/Block Structures, STEM bins</p> <p><u>Word Work:</u> Long A Vowel Patterns</p> <p><u>Poems:</u> Build poem, create a list of words that rhyme with the words in the poem.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Making Connections</p>	<p>10. Drafting: Conclusions</p> <p>11. Revising: Rereading to revise for meaning</p> <p>12. Revising: Rereading for show don't tell</p> <p>13. Editing: Rereading to check to see if your writing looks right (i.e. punctuation, capitalization) /checklist (reference tools)</p> <p>14. Celebration / Reflects on writing and sets goals</p> <p>Other possibilities: Select a story/book to publish</p> <p>Other possibilities: Audio/voice record books</p>	<p><u>Unit 2: Week 1</u></p> <p><input type="checkbox"/> Long o vowel team</p> <p><u>Handwriting</u></p> <p><input type="checkbox"/> L, I, T</p>	<p><input type="checkbox"/> 2.5 The Near-Doubles Strategy</p> <p><input type="checkbox"/> 2.6 The Turn-Around Rule for Addition</p> <p><input type="checkbox"/> 2.7 Subtraction and the Turn-Around Rule Day 1 OR</p> <p><input type="checkbox"/> 2.7 Subtraction and the Turn-Around Rule Day 2 OR</p>	<p><u>Continue from Above:</u></p> <p><u>Activities:</u></p> <ul style="list-style-type: none">Lessons 4-6
	<p><u>Persuasive Letter Unit (to prepare for the writing unit)</u></p> <p>Book Talks</p> <p>Close read: <u>I Wanna Iguana</u></p> <ul style="list-style-type: none">Demonstrate understanding of key details in text. (R.L.2.1)Acknowledge differences in points of views of characters. (R.L.2.6)Fill out Opinion Text Map on <u>I Wanna Iguana</u>Create a chart: What are we noticing about the text structure. Notice and name characteristics of genre. (R.L.2.5)Create definition of the genre/author's purpose.Fact vs. OpinionDetermine or clarify the meaning of unknown words that express opinions (L.2.4)Notice how the author supports an opinion with reasons.Use information gained from the words in print to demonstrate understanding of its characters and plot. (R.L.7)	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a book with animal characters</p> <p><u>Listening to books:</u> Opinion</p> <p><u>Writing Center:</u> stories, letters, cards, prompts</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Exploration: Properties of Matter</p> <p><u>Word Work:</u> Long O Vowel Patterns</p> <p><u>Poems:</u> Build poem, make a list of Long A Vowels.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Asking Questions</p>	<p><i>*Independent Writing Prompt/ Writing proficiency checklist</i></p>	<p><u>Unit 2: Week 2</u></p> <p><input type="checkbox"/> Long e vowel team</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">o, a, d	<p><input type="checkbox"/> 2.8 Exploring Addition Tools, Odd and Even Patterns, and Shapes</p> <p><input type="checkbox"/> 2.9 Even Numbers and Equal Addends</p> <p><input type="checkbox"/> 2.10 Name-Collection Boxes</p> <p><input type="checkbox"/> 2.11 Playing Name that Number</p>	<p><u>Assessments:</u></p> <ul style="list-style-type: none">Lessons 4-6
	<p><u>Close Read: "Should We Have Pets?"</u></p> <p>Develop & apply the strategies of:</p> <ul style="list-style-type: none">Identify and list the characteristics of a persuasive text (RI 2.6)Ask and answer questions in a text to demonstrate an understanding of key ideas in a text (RI 2.1)Determine the meaning of words in a text (RI 2.4)Identify reasons in a persuasive text and the facts that support those reasons (RI 2.8) <p>Language: Produce complete compound sentences-L.2.1f</p> <ul style="list-style-type: none">Identify the makeup of a compound sentencesUnderstand why writers use compound sentencesProduce complete compound sentencesExpand and rearrange Complete Compound Sentences	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a nonfiction text</p> <p><u>Listening to books:</u> Opinion</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Opinion writing</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Exploration: Taking apart/Recreate structures- Can use Legos, Lincoln Logs, building materials: Challenge: Build something 2 ways using the same materials.</p> <p><u>Word Work:</u> Long E Vowel Patterns</p> <p><u>Poems:</u> Build poem, make a list of Long O Vowels.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Asking Questions</p>	<p><u>Persuasive Letter Unit</u></p> <p><i>*Teacher demonstrates with mentor text and writes a persuasive letter with the class to demonstrate the process</i></p> <p>1. Determine topics & audience for persuasive letter</p> <p>2. Plan letter (using writing guide)</p> <p>3. Choosing persuasive language</p> <p>4. Supporting opinion with reasons</p> <p>5. Produce, expand and rearrange complete compound sentences</p>	<p><u>Unit 2: Week 3</u></p> <p><input type="checkbox"/> Long i vowel team</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">O, A, D	<p><input type="checkbox"/> 2.12 Frames and Arrows</p> <p><input type="checkbox"/> 2.13 Unit 2 Progress Check</p> <p><input type="checkbox"/> 2.13 Unit 2 Cumulative Check</p>	
	<p>Author Study: Choose an author’s set of books to study in depth. See appendix.</p> <ul style="list-style-type: none">Get to know the author (biographical information)Ask and answer questions to understand characters, settings, problem, solution, lesson. (R.L.2.1)Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.Notice the writer’s use of language (regular beats, alliteration, rhymes, repeated lines (R.L.2.4) <p><u>Language: Form irregular plural nouns- L.2.1b</u></p> <ul style="list-style-type: none">Distinguish between regular and irregular plural nouns.Determine the rules for forming plural nouns. <p><u>Language: Use irregular plural nouns-L.2.1b</u></p> <p>Use sentence clues to determine whether to use a singular or plural noun.</p>	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas &</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a text about someone</p> <p><u>Listening to books:</u> BME Characters/Setting</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Opinion writing</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Explore how different materials can be used for different purposes- flexibility, hardness, absorbency, texture</p> <p><u>Word Work:</u> Long I Vowel Patterns</p> <p><u>Poems:</u> Build poem, make a list of Long e Vowels.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> List Facts</p>	<p>6. Use commas in greeting and closings of letters</p> <p>7. Revise for meaning/components of opinion structure</p> <p>8. Edit for conventions</p> <p>9. Publish to share with intended audience</p> <p>*Use a variety of digital tools to produce and publish</p>	<p><u>Unit 3: Week 1</u></p> <p><input type="checkbox"/> Long u vowel team</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">c, e, f	<p><u>Unit 3</u></p> <p><input type="checkbox"/> 3.1 Using Addition Strategies- Day 1 OR</p> <p><input type="checkbox"/> 3.1 Using Addition Strategies- Day 2 OR</p> <p><input type="checkbox"/> 3.2 Subtraction from Addition: Think Addition</p> <p><input type="checkbox"/> 3.3 Fact Families</p>	

Assessments for Instruction:

<ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records	<ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments	<ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY
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2 nd trimester Big Idea/Theme:							
2 nd trimester extended informational text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
N O V E M B E R	<p><u>Read Aloud/Shared Reading:</u> _____</p> <p>Develop & apply the strategy of: Summarizing & Retelling in Fiction</p> <ul style="list-style-type: none">Pausing to restate as you read (read, Cover, Remember, Retell)Takes notes as you read: sticky notes/story map (WAR)Combining related informationDistinguishing between important and less important ideas/What is most essential? <p><u>Language: Using reflexive pronouns- L.2.1c</u></p> <ul style="list-style-type: none">Identify reflexive pronounsLink reflexive pronouns to their antecedentsCorrectly use reflexive pronouns in oral and written sentences	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a text about someone</p> <p><u>Listening to books:</u> Comparing Characters</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Opinion writing</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Video: Changes in matter/response; Three Little Pigs Stem Challenge (which material will withstand the wolf)</p> <p><u>Word Work:</u> Long U Vowel Patterns</p> <p><u>Poems:</u> Build poem, make a list of Long I Vowels.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> List Facts</p>	<p>• Catch up/WAR/prompt writing</p>	<p><u>Unit 3: Week 2</u></p> <p><input type="checkbox"/> R controlled /ar/ syllable patterns</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">C, E, F	<p><input type="checkbox"/> 3.4 Playing Salute</p> <p><input type="checkbox"/> 3.5 Subtraction Strategies: Counting Up and Counting Back</p> <p><input type="checkbox"/> 3.6 -0 and -1 Fact Strategies and Subtraction Top it</p> <p><input type="checkbox"/> 3.7 What’s My Rule?</p>	<p><u>Content:</u> History in Families, Neighborhoods, and Communities * Integrate this unit with research for informational articles about historical people.,</p> <p><u>Skills:</u> At the end of this unit, students will be able to:</p> <ul style="list-style-type: none">Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. (SS.H.1.2)Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups. (SS.H.2.2) <p><u>Optional Resources:</u></p> <ul style="list-style-type: none">EngageNY: Community HistoryMyWorld: Chapter 5, Making a DifferenceHMH: HeroesHMH: Community & ResourcesHMH: Family HistoriesHMH: America’s BeginningsDefined Learning: Egyptian Museum (H.1.2, H.2.2) <p><u>Essential Questions:</u></p> <p><u>Activities:</u></p> <p><u>Assessments:</u></p>
	<p>ODW- Narrative Task: Miss Moore Thought Otherwise (RI 2.2,6) (L.2.1,2) (W 2.2, 4, 5)</p> <p>Day 1</p> <ul style="list-style-type: none">Introduce and read the book to determine key details, events, and respond to essential questions.Identify the topic and focus on multi-paragraph sections <p>Day 2</p> <ul style="list-style-type: none">Focused instruction of vocabulary words: pledged trusted <p>Day 3</p> <ul style="list-style-type: none">Identify Miss Moore’s creative ideas for changes in libraries and reasons why she wanted these changes <p>Day 4</p> <ul style="list-style-type: none">Discuss the essentials questions to prepare for writing ...	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a funny text</p> <p><u>Listening to books:</u> Sticky Notes/Story Map</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, how to writing</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Exploration: how can you change the state of matter-using a piece of paper (Rip/Crumple); make a list (sort) of things that can be reversible and irreversible.</p> <p><u>Word Work:</u> /ar/ controlled syllables</p> <p><u>Poems:</u> Build poem, make a list of Long U Vowels.</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Comparing Characters</p>	<p>ODW- Narrative Task: Miss Moore Thought Otherwise</p> <p>Day 1</p> <ul style="list-style-type: none">Write a response stating Author’s purpose <p>Day 2</p> <ul style="list-style-type: none">Explain the use of persuaded <p>Day 3</p> <ul style="list-style-type: none">Write a response and orally discuss why Miss Moore wanted changes in libraries <p>Day 4</p> <ul style="list-style-type: none">Write an informational response to the prompt: How did Miss Moore make a difference in her community? <p>Day 5</p> <ul style="list-style-type: none">Discuss how and why authors make their writing stronger.Provide directions and supports students as they peer review their writing	<p><u>Unit 3: Week 3</u></p> <p><input type="checkbox"/> R-controlled syllable patterns (er, ir, ur)</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">g, j, q	<p><input type="checkbox"/> 3.8 Using Doubles to Subtract</p> <p><input type="checkbox"/> 3.9 Going-Back Through 10 Strategy for Subtraction</p> <p><input type="checkbox"/> 3.10 Going-Up Through 10 Strategy for Subtraction</p>	
	<p>Informational Article Unit (to prepare for the writing unit) * could write about heroes(history)</p> <p>Book talks</p> <p><u>Close Read:</u> _____</p> <p>Develop & apply the strategy of: Questioning & Summarizing</p> <ul style="list-style-type: none">Identify genre of informational text- differences from narrativeAsk and answers questions of informational text- understand key details (RI.2.1)Identify the main purpose text (author answers, explains or describes (RI.2.6)Identify the main topic of texts and paragraphs (RI.2.2)Compare and contrast most important points presented by two texts same topic (RI.2.9)	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Read a nonfiction text</p> <p><u>Listening to books:</u> Explain what you learned in this book. Why was the information important to you?</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, how to writing</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Performance Task- Model boat</p> <p><u>Word Work:</u> /er/ /ir/ /ur/ controlled syllables</p> <p><u>Poems:</u> Build poem, make a list of all the nouns in the poem</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Sticky Notes/Story Map</p>	<p>Informational Article Unit</p> <p><i>*Teacher demonstrates with mentor text and writes an informational article with the class to demonstrate the process</i></p> <p>1. Participate in shared research (for multiple days)</p>	<p><u>Unit 4: Week 1</u></p> <p><input type="checkbox"/> R- controlled syllable patterns (or, oar, ore)</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">G, J, Q	<p><input type="checkbox"/> 3.11 Exploring Rectangles, Fact Wheels, and Coins</p> <p><input type="checkbox"/> 3.12 Unit 3 Progress Check</p> <p><input type="checkbox"/> 3.12 Unit 3 Progress check-OR</p>	
	<p><u>Read Aloud:</u> _____</p> <p>Develop and apply the strategies of: Identifying non-fiction/informational features - recording information from text features</p> <p>(Can use the same text(s) used in close read from the week before)</p> <ul style="list-style-type: none">Non-Fiction Features: Notice and Name Features (RI.2.5)Non-fiction Features: Defining purpose (RI.2.5)Non-fiction Features: Locate key facts or information (RI.2.5)Explain how specific images contribute to and clarify text (RI.2.7)Determine meanings of words and phrases (RI.2.4)	<p>Small groups:</p> <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>*Use center time to research history standards</p>	<p>2. Generate a topic for article</p> <p>3. Plan article using text map</p> <p>4. Craft a strong introduction (refer to Common core writing handout p.62)</p>	<p><u>Unit 4: Week 2</u></p> <p><input type="checkbox"/> R-controlled patterns (ear, eer, ere)</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none">u, s	<p><u>Unit 4</u></p> <p>Basic Facts: Make 10, Add Extra</p> <p><input type="checkbox"/> 4.1 Clocks and Telling Time</p> <p><input type="checkbox"/> 4.2 Telling Time to the Nearest 5 minutes</p> <p><input type="checkbox"/> 4.3 AM and PM</p> <p><input type="checkbox"/> 4.4 Numeration and Place Value</p>	

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Letter Identification if needed
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY

Quincy Public School Second Grade Curriculum Map

2 nd trimester Big Idea/Theme:							
2 nd trimester extended informational text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons: PBIS Booster, Review Class Expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
D E C E M B E R	Read Aloud/Shared Reading: _____ Develop and apply the strategies of: <u>Summarizing informational texts and recording notes</u> (Can use a text on the same topic as used in previous 2 weeks) <ul style="list-style-type: none">Monitoring for meaning while reading - Read, Cover, Remember, Retell (RI.2.2)Leaving sticky notes while reading - (RI.2.1 and 2.2)Distinguishing between important information rather than interesting (RI.2.6 and 2.8)Describe the connection between events, ideas, and concepts in text (RI.2.3)Determine meanings of words and phrases (RI.2.4)	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Read a nonfiction text <u>Listening to books:</u> Explain what you learned in this book. Why was the information important to you? <u>Writing Center:</u> stories, letters, cards, prompts, How to writing <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Changes in our community over time- Could explore how schools have changed- New schools in QPS <u>Word Work:</u> (or, oar, ore) controlled syllables <u>Poems:</u> Build poem, Write a poem with the same idea <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Sticky Notes/Story Map	5. Use your own words(paraphrase) to begin drafting 6. Craft a concluding statement (refer to mentor texts) 7. Include definitions in your writing 8. Craft an effective title for informational article.	<u>Unit 4: Week 3</u> <input type="checkbox"/> r-controlled syllable patterns_(air, are, ear, ere) <u>Handwriting</u> <ul style="list-style-type: none">b, p, r	<input type="checkbox"/> 4.5 Using Place Value to Compare Numbers <input type="checkbox"/> 4.6 Using Base 10 Blocks to Show a Number-Day 1 OR <input type="checkbox"/> 4.6 Using Base 10 Blocks to Show a Number- Day 2 OR <input type="checkbox"/> 4.7 Playing Target	<u>Continue above</u>
	Read Aloud/Shared Reading: _____ Develop & apply the strategy of: <u>Activating Background Knowledge</u> <ul style="list-style-type: none">Before readingIdentifying what background knowledge is helpfulUsing what you know throughout the storyUsing clues to build knowledgeAsking questions to build your background knowledge <u>Language: Form & Use Irregular Past Tense Verbs L.2.1d</u> <ul style="list-style-type: none">Identify past tense verbsUnderstand the difference between regular and irregular past tense verbs.Understand that we must memorize the spellings of irregular past tense verbsUse sentence clues to determine whether to use a present or past tense verb.	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Read a nonfiction text <u>Listening to books:</u> List Facts <u>Writing Center:</u> stories, letters, cards, prompts, how to writing <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore individuals who have shaped our country over time. <u>Word Work:</u> (ear, eer, ere) controlled syllables <u>Poems:</u> Build poem, what do you think this poem means? <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Sticky Notes/Story Map	9. Reread writing to make sure meaning is clear. 10. Edit for conventions and spelling 11. Share/publish/celebrate <small>* Use a variety of digital tools to produce and publish</small>	<u>Unit 5: Week 1</u> <input type="checkbox"/> VCe syllable patterns, le syllable patterns <u>Handwriting</u> <ul style="list-style-type: none">B, P, R	<input type="checkbox"/> 4.8 How Big is a Foot? <input type="checkbox"/> 4.9 The Inch <input type="checkbox"/> 4.10 The Centimeter <input type="checkbox"/> 4.11 Matching Facts with Strategies, measuring a Path, Exploring Arrays	
	Read Aloud/Shared Reading: _____ Develop & Apply through talk and text the strategy of: <u>Self-monitoring/self-correcting for meaning on non-fiction</u> <ul style="list-style-type: none">Asking “Does that make sense?”Rereading when meaning is lostRereading to identify important ideasIdentifying main idea	Small groups: <ul style="list-style-type: none">Guided Reading<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Read holiday story <u>Listening to books:</u> List Facts <u>Writing Center:</u> stories, letters, cards, prompts, how to writing <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore individuals who have shaped our country over time. <u>Word Work:</u> (air, are, ear, ere) controlled syllables <u>Poems:</u> Build poem, Illustrate poem <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Sticky Notes/Story Map	<u>Independent Writing Prompt/Writing proficiency checklist</u>		<input type="checkbox"/> 4.12 Unit 4 Progress Check <input type="checkbox"/> 4.12 Unit 4 Progress Check Cumulative	

Assessments for Instruction:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records | <ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments | <ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY |
|---|---|--|

Quincy Public School Second Grade Curriculum Map

2nd trimester Big Idea/Theme:

2nd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults

Social Emotional Lessons : PBIS Booster, Second Step: Lessons: 11,12,13,14

Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
J A N U A R Y	<u>Personal Narrative Unit (to prepare for the writing unit)</u> Close read - Owl Moon Develop and apply the strategies of understanding narrative story structure. <ul style="list-style-type: none">Ask and answer questions of texts including key details. (RL.2.1)Retell stories to determine the central message/lesson. (RL.2.2)Describe how characters respond to events and challenges (RL.2.3)Describe words and phrases that supply rhythm and meaning to a story. (RI.2.4)Use information from illustrations and words to understand characters, setting and plot. (RL.2.7)Describe the overall structure of a story including describing the beginning and the ending. (RL.2.5)Narrative Retell- Somebody wanted but so then	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Read a story that rhymes Listening to books: BME, Character, Setting Writing Center: stories, letters, cards, prompts, Nonfiction writing Buddy reading: Question Task Cards Discovery: Explore Bodies of water Word Work: VCe syllable patterns, le syllable patterns OR oi and oy patterns Poems: Build poem, Illustrate poem Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Connection	<u>Personal Narrative Unit</u> <i>*Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process</i> 1. Generate ideas/topics 2. Text Map/Writing Guide-planner /3rd 3. Introductions (Dialogue) 4. Introductions (character)	<u>Unit 5: Week 2</u> <input type="checkbox"/> Oi vowel team (oi, oy) *Do Words Their Way assessment <u>Handwriting</u> S, U, n, m, h	<u>Unit 5</u> Basic Facts: Addition Review <input type="checkbox"/> 5.1 Playing Beat the Calculator <input type="checkbox"/> 5.2 Using Coins to Buy Things	<u>Content: Earth’s Surface Processes that Shape the Earth</u> <u>Skills:</u> At the end of this unit, students will be able to: <ul style="list-style-type: none">Use information from several sources to provide evidence that Earth events can occur quickly or slowly.(2-ESS1-1)Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.(2-ESS2-1)Develop a model t present the shapes and kinds of land and bodies of water in an area.(2-ESS2-2)Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)
	<u>Close Read: White Socks Only</u> Develop and apply the strategies of understanding narrative story structure. <ul style="list-style-type: none">Retell of story B, M, E/Character/SettingAsk & answer questions about unknown words and phrasesIdentifying characters and settingRelationships among characters/character’s actionsProblem/SolutionUse dialogue and actions to understand a characterSomebody wanted but so then- Narrative retell	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Problem/Solution Text Listening to books: Problem/Solution Writing Center: stories, letters, cards, prompts, Nonfiction writing Buddy reading: Question Task Cards Discovery: Explore Bodies of water Word Work: Ou/OW pattern Poems: Build poem, make a list of words this poem reminds you of. Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: BME, Character, Setting	5. Thoughts, actions, feelings 6. Interesting words/phrases (adjectives & adverbs) 7. Dialogue 8. Spelling (strategies, priority words, try it)	<u>Unit 5: Week 3</u> <input type="checkbox"/> Ou vowel team (ou, ow) <u>Handwriting</u> • N, M, H	<input type="checkbox"/> 5.3 Counting Up with Money <input type="checkbox"/> 5.4 Coin Calculations <input type="checkbox"/> 5.5 Exploring Arrays, Time, and Shapes <input type="checkbox"/> 5.6 Mentally Adding and Subtracting 10 and 100	<u>Resources</u> <ul style="list-style-type: none">Mystery Science: Erosion and Earth’s Surface Unit (Work of Water)
	<u>Read Aloud/Shared Reading:</u> _____ Develop & apply the strategy of: <u>Analyzing Characters</u> <ul style="list-style-type: none">Notice and name character feelings (R.L.2.3 and RL.2.4)Understand the differences between character feelings and character traits (R.L.2.7) <i>*Lucy Calkins Series Book Clubs could be used for the next six weeks in Reading.</i> <i>Mentor Texts: Henry Freedom Box, Freedom Summer, Frog and Toad</i>	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Strong Characters Listening to books: Summary Writing Center: stories, letters, cards, prompts, Roll a Story Buddy reading: Question Task Cards Discovery: Explore Maps Word Work: oo pattern Poems: Build poem, Write your own poem with the same main idea Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Problem/Solution	9. Varied sentence structure/complex sentences 10. Conclusion 11. Substituting better word choice 12. Reread to add details with thoughts, actions, and feelings	<u>Unit 6: Week 1</u> <input type="checkbox"/> Oo vowel team (oo, ui, ew, ue, u, ou, oe) <u>Handwriting</u> • v, y, w	<input type="checkbox"/> 5.7 Open Number Lines <input type="checkbox"/> 5.8 Change-to-More Number Stories <input type="checkbox"/> 5.9 Parts-and-Total Number Stories	<u>Activities:</u> <ul style="list-style-type: none">Anchor PhenomenonLesson 1Lesson 2Lesson 3Lesson 4
	<u>Persuasive Unit (to prepare for the writing unit)</u> Close Read - Teacher Choice Preparing for Persuasive Writing- Character Analysis Develop and apply the strategy of: <u>Character Analysis: Reading to determine character traits and adding support</u> <ul style="list-style-type: none">Read to collect/gather information on a character (RL.2.1)Pay attention to how the character responds to the problem (RL.2.2)Think about what characters say, do and think (RL 2.6 and 2.7)Use precise words and key details to describe a character trait (RL.2.7)Write opinion pieces to state an opinion, supply reasons that support the opinion, using linking words and a concluding statement	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: Strong Characters Listening to books: Character Analysis Writing Center: stories, letters, cards, prompts, Roll a Story Buddy reading: Question Task Cards Discovery: Explore Maps Word Work: oo/ ou pattern Poems: Build poem, look for long vowel words Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Summary	13. Reread to check to see if your writing looks right (i.e. punctuation, capitalization, - students notice some error) 14. Checklist 15. Dedication page 16. Celebrate (i.e. buddy classroom, parents, principal, etc.) <i>*Use a variety of digital tools to produce and publish</i>	<u>Unit 6: Week 2</u> <input type="checkbox"/> Oo, ou vowel team <u>Handwriting</u> V, Y, W	<input type="checkbox"/> 5.10 Change Number Stories <input type="checkbox"/> 5.11 Adding Multidigit Numbers- Day 1 OR <input type="checkbox"/> 5.11 Adding Multidigit Numbers- Day 2 OR <input type="checkbox"/> 5.12 Unit 5 Progress Check <input type="checkbox"/> 5.12 Unit 5 Progress Check OR • Supplement regrouping in addition lessons.	<u>Assessments:</u> <ul style="list-style-type: none">Lesson 1Lesson 2Lesson 3Lesson 4

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Letter Identification if needed
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY

Quincy Public School Second Grade Curriculum Map

3rd trimester Big Idea/Theme:							
3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons : PBIS Booster, Second Step: Lessons 15, 16, 17							
Month	Literacy Workshop (90-105 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (15-20 minutes)	Math Workshop (45 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
FEBRUARY	<p>Read Aloud/Shared Reading_____</p> <p>Develop and applying the strategy of: <u>Reading and rereading to understand character traits and add text support.</u></p> <ul style="list-style-type: none">• Use what you know to guess what the character will do next (RL.2.1)• Notice how characters change and grow (RL.2.3)• Think about what causes the character to change (RL.2.3)• Notice what character relationships reveal about characters (RL.2.6) <p>Language: Understand and identify adjectives L.2.1e</p> <ul style="list-style-type: none">• Understand that adjectives modify nouns• Identify adjectives that describe color, number, and size• Choose appropriate adjectives in oral and written language	<p>Small groups:</p> <ul style="list-style-type: none">○ Guided Reading/Literature Discussion<ul style="list-style-type: none">▪ Letter/Word Work/Vocab (L.2.4)▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice▪ Write about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Strong Characters</p> <p><u>Listening to books:</u> Connection</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Roll a Story</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Explore natural disasters</p> <p><u>Word Work:(</u> w) a, al, aw, au vowel team</p> <p><u>Poems:</u> Build poem, Write or draw about how this poem makes you feel</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Character Analysis</p>	<p><u>Persuasive Unit: Character Analysis</u></p> <p><u>(This could be a writing about reading opportunity)</u></p> <p><i>*Teacher demonstrates with mentor text and writes a persuasive piece with the class to demonstrate the process of determining a character trait and supporting with reasons</i></p> <p>1. Establish your character and the trait</p> <p>2. Find supporting details for the trait</p> <p>3. Organize for drafting/plan</p> <p>4. Draft: State your opinion, title of text, reasons for opinion</p> <p>5.Restating your opinion as a conclusion</p>	<p><u>Unit 6: Week 3</u></p> <p><input type="checkbox"/> ((w)a, al, aw, au vowel team</p> <p><u>Handwriting</u></p> <p>x, k, z</p>	<p><u>Unit 6</u></p> <p>Basic Facts: Subtraction Review: Count Backs, Zeroes, Add to Check, Doubles, 10-Frames, Count-Ups</p> <p><input type="checkbox"/> 6.1 Representing Data: Pockets</p> <p><input type="checkbox"/> 6.2 Comparison Number Stories</p> <p><input type="checkbox"/> 6.3 Interpreting Number Stories</p> <p><input type="checkbox"/> 6.4 Animal Number Stories</p>	<p><u>Activities:</u></p> <ul style="list-style-type: none">• Lesson 5 <p><u>Assessments:</u></p> <ul style="list-style-type: none">• Lesson 5
	<p>Read Aloud/Shared Reading_____</p> <p>Develop and applying the strategy of: <u>Paying attention to sequences of the story and accumulation of the story to learn about a character.</u></p> <ul style="list-style-type: none">• Learn more about a character to notice when feelings change (RL.2.1 and RL.2.3)• Look over a story to find and retell important parts that reveal a character (RL.2.1, 2.2)• Connect parts of a story to see patterns and changes (RL.2.7)• Notice what’s the same and different across a series or book (RL.2.7 and 2.9)• Empathize to understand characters’ motivations and trouble (RL.2.3)• Pay attention to words and phrases that supply meaning to a story (RL.2.4)	<p>Small groups:</p> <ul style="list-style-type: none">○ Guided Reading/Literature Discussion<ul style="list-style-type: none">▪ Letter/Word Work/Vocab (L.2.4)▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice▪ Write about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Fantasy text</p> <p><u>Listening to books:</u> Prediction</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Roll a Story</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Explore natural disasters</p> <p><u>Word Work:(</u> Compound Words</p> <p><u>Poems:</u> Build poem, what picture do you see as you read the poem? Draw a picture</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Character Analysis</p>	<p><u>Repeat unit with a new text & character trait</u></p> <p>1. Establish your character and the trait</p> <p>2. Find supporting details for the trait</p> <p>3. Organize for drafting/plan</p> <p>4. Draft: State your opinion, title of text, reasons for opinion</p>	<p><u>Unit 7: Week 1</u></p> <p><input type="checkbox"/> Compound words, silent letters (wr, kn, gn)</p> <p><u>Handwriting</u></p> <p>X, K, Z</p>	<p><input type="checkbox"/> 6.5 Two Step Number Stories</p> <p><input type="checkbox"/> 6.6 Recording Addition Strategies</p> <p><input type="checkbox"/> 6.7 Partial-Sums Addition, Part 1</p>	<p><u>Content:</u> Economics: Families, Neighborhoods, and Communities</p> <p><u>Skills:</u> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none">• Demonstrate how our choices can affect ourselves and other in appositve and negative ways.(SS.EC.1.2)• Explain the role of money in making exchange easier. ((SS>EC.2.2)• Compare the goods and services that people in the local community produce and those that are produced in other communities. ((SS.EC.3.2)• Explain that money can be saved or spent on goods and services. (ES.EC.FL.4.2) <p><u>Resource: JA: Our Community</u></p> <p><u>*This unit covers all Economic standards)</u></p>
	<p>Read Aloud/Shared Reading_____</p> <p>Develop & apply the strategy of: <u>Making Inferences</u></p> <ul style="list-style-type: none">• Using text clues to infer meaning• Using background knowledge to make inferences• Using multiple clues (details) to make inferences• Making inferences about characters based on background knowledge and the character’s actions <p>Language: Understand and identify adverbs</p> <ul style="list-style-type: none">• Understand that adverbs modify verbs• Identify adverbs that describe how, when, and where <p>Choose appropriate adverbs in oral and written language</p>	<p>Small groups:</p> <ul style="list-style-type: none">○ Guided Reading/Literature Discussion<ul style="list-style-type: none">▪ Letter/Word Work/Vocab (L.2.4)▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice▪ Write about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Strong Character</p> <p><u>Listening to books:</u> Connection</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Opinion</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Explore natural disasters</p> <p><u>Word Work:(</u> inflectional endings</p> <p><u>Poems:</u> Build poem, List adjectives in the poem</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Character Analysis</p>	<p>5.Restating your opinion as a conclusion</p> <p>Can pick one piece of writing about character trait to revise/edit/publish</p> <p>6. Revise/Edit</p> <p>7.Publish</p>	<p><u>Unit 7: Week 2</u></p> <p><input type="checkbox"/> Inflectional endings with spelling changes (drop final e, double final consonant)</p> <p><u>Handwriting</u></p> <p><u>*Continue to practice as needed</u></p>	<p><input type="checkbox"/> 6.8 Partial-Sums Addition, Part 2</p> <p><input type="checkbox"/> 6.9 Subtraction with Base Ten Blocks- Day 1 OR</p> <p><input type="checkbox"/> 6.9 Subtraction with Base Ten Blocks-Day 2 OR</p>	<p><u>Optional Resources:</u> :</p> <ul style="list-style-type: none">• MyWorld: Chapter 4: People Who supply our Goods and Services• EngageNY: Economic Interdependence• HMH: Why People Work• HMH: Community & Resources• Defined Learning: Entrepreneur Lemonade Stand (EC.3.2)• Defined Learning: The Banker (EC.FL 4.2)
	<p><u>ODW Literacy Task: Tia Isa Wants a Car</u></p> <p>(RL.2.1,2,3,4,6,7)(L.2.1,2) (W.2.2)</p> <p>Lesson 1:</p> <ul style="list-style-type: none">• Create an “Our Wonders” class chart <p>Lesson 2</p> <ul style="list-style-type: none">• Form questions based on the title and illustrations on the cover <p>Lesson 3</p> <ul style="list-style-type: none">• Class Chart- “One way to Determine a Point of view”• Discuss the meaning of challenge and identify the challenge in the text <p>Lesson 3</p> <ul style="list-style-type: none">• Discuss the refrain• Introduce the word determined	<p>Small groups:</p> <ul style="list-style-type: none">○ Guided Reading/Literature Discussion<ul style="list-style-type: none">▪ Letter/Word Work/Vocab (L.2.4)▪ High-Frequency words (make & write)▪ Reading text at highest instructional level: 1:1 conference, running record)▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts▪ Rereading texts: for text support, prepare for writing about reading, fluency practice▪ Write about Reading: text support and use of practice page for problem solving <p>Refer to Literacy Behaviors for Reading level in the Fountas &</p>	<p>Center Options:</p> <p><u>Browsing library:</u> Strong Character</p> <p><u>Listening to books:</u> Connection</p> <p><u>Writing Center:</u> stories, letters, cards, prompts, Opinion</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Explore natural disasters</p> <p><u>Word Work:(</u> related root words</p> <p><u>Poems:</u> Build poem, List adverbs in the poem</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Character Analysis</p>	<p><u>ODW Literacy Task: Tia Isa Wants a Car</u></p> <p>Lesson 1 continued</p> <ul style="list-style-type: none">• Identify the most difficult questions <p>Lesson 2 Continued</p> <ul style="list-style-type: none">• Create an anchor chart to list descriptors for the role of narrator• Describe how three characters responded to the challenge in the story.• Write the two differing points of view represented by two characters and ask students to read speech bubbles from each character using voice that demonstrates the difference sin their pints of view. <p>Lesson 3 continued</p> <ul style="list-style-type: none">• Identify the lesson of the story and facts or key details form the story that help them explain their thinking	<p><u>Unit 7: Week 3</u></p> <p><input type="checkbox"/> Related root words</p> <p><u>Handwriting</u></p> <p>Continue to practice as needed</p>	<p><input type="checkbox"/> 6.10 Exploring Arrays, Length, and Shapes</p> <p><input type="checkbox"/> 6.11 Unit 6 Progress Check</p> <p><input type="checkbox"/> 6.11 Unit 6 Progress Check-cumulative</p> <p><u>Unit 7</u></p> <p>Basic Facts: Subtraction 9’s</p> <p><input type="checkbox"/> 7.1 Playing Hit the Target</p>	<p><u>Activities: JA: Our Community</u></p> <ul style="list-style-type: none">• Session 1• Session 2• Session 3• Session 4• Session 5

Assessments for Instruction:

<ul style="list-style-type: none">• Fountas and Pinnell Benchmark• Letter Identification if needed• Running Records	<ul style="list-style-type: none">• Reading Proficiency Checklist• Writing Proficiency Checklist• Phonics Assessments	<ul style="list-style-type: none">• Words Their Way• Content Areas Unit tests• Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY
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Quincy Public School Second Grade Curriculum Map

3rd trimester Big Idea/Theme: How on Earth /4 th quarter Big Idea/Theme:							
3 rd trimester extended informational text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons :PBIS Booster, Spring Break, Second Step: Lessons: 18							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
MARCH	<u>Read Aloud/Shared Reading:</u> _____ Develop & apply the strategy of: <u>Building Vocabulary and Concept Knowledge</u> <ul style="list-style-type: none">Using context to understand the meaning of a wordDetermine the meaning of the new word formed when a known prefix is added to a known wordUse a known root word as a clue to the meaning of an unknown word with the same rootSubstituting similar words to check meaningUse glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases Language: Choose between adjectives and adverbs depending on what is being modified.	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Fairytale <u>Listening to books:</u> BME, Character/Setting <u>Writing Center:</u> stories, letters, cards, prompts, Opinion <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore natural disasters <u>Word Work:</u> irregular plural nouns <u>Poems:</u> Build poem, write a poem with the same main idea <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Opinion	<u>Independent Writing Prompt</u> <u>/Writing proficiency checklist</u>	<u>Unit 8: Week 1</u> <input type="checkbox"/> Irregular plural nouns <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 7.2 Four or More Addends- Day 1 OR <input type="checkbox"/> 7.2 Four or More Addends- Day 2 OR <input type="checkbox"/> 7.3 Basketball Addition <input type="checkbox"/> 7.4 Measuring with Yards	
	<u>ODW Literacy Task: Ant and Grasshopper</u> (RL.2.2,3,6,9)(L.2.1,2) (W.2.1) Day 1 <ul style="list-style-type: none">Identify major events in the story. Day 2 <ul style="list-style-type: none">Discuss point of view.Identify Ant’s point of view and form collaborative groups to determine Grasshopper’s point of view. Day 3 <ul style="list-style-type: none">Independently read “Ant and the Grasshopper” Day 4 <ul style="list-style-type: none">Collaborate with student groups to enter events, character descriptions, points of view, and moral on the McGovern column of the class chart Day 5 <ul style="list-style-type: none">Write individually to compare the character response and moral in the two versions	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Funny Story <u>Listening to books:</u> Central Message/lesson <u>Writing Center:</u> stories, letters, cards, prompts, Opinion <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> How do our choices affect ourselves and others? <u>Word Work:</u> Suffixes er/or <u>Poems:</u> Build poem, how did this poem make you feel? <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Opinion	<u>ODW Literacy Task: Ant and Grasshopper</u> Day 1 <ul style="list-style-type: none">Identify the challenge in the story and Ant’s response to the challenge Day 2 <ul style="list-style-type: none">Discuss and decide on the moral in the Luli Gray version Day 3 <ul style="list-style-type: none">Create a comic strip about the McGovern version that depicts the major events, the characters’ responses, their points of view and the story’s moral. Day 4 <ul style="list-style-type: none">Share completed comic stripsDisplay and discuss the Essential Question in relationship to McGovern version: How do the characters’ choices affect themselves and others? Day 5 <ul style="list-style-type: none">Write an opinion letter to the teachers, choosing which of the two ant and grasshopper versions they recommend. Tally student responses and share their thinking	<u>Unit 8: Week 2</u> <input type="checkbox"/> Suffixes er, or <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 7.5 Measuring with Meters <input type="checkbox"/> 7.6 Generating Data: Standing Jumps and Arm Spans <input type="checkbox"/> 7.7 Representing Data: Standing Jumps <input type="checkbox"/> 7.8 Representing Data: Arm Spans	<u>Content:</u> Geography: Families, Neighborhoods, and Communities <u>Skills:</u> At the end of this unit, students will be able to: <ul style="list-style-type: none">With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places. (SS.2.G.1.)With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.(SS.2.G.2.)Describe the connections between the physical environment of a place and the economic activities found there. (SS.2.G.3) * This standard is also addressed in JA. <u>Options:</u> <ul style="list-style-type: none">MyWorld: Chapter 2: People, Places, and NatureMyWorld: Chapter 6: Our American CultureEngageNY: Geography, Humans, and the EnvironmentJA: Our CommunityHMH: LocationHMH: North American CultureDefined Learning: A Sister City(G.1.2, G 2.2)Defined Learning: Family Culture(G.1.2)Defined Learning: Farmers & The Economy(G1.2, G2.2, G.3.2)Defined Learning: Smart Products, Smart Consumers (G.1.2)Defined Learning: Housing & Culture- (G.2.2)Defined Learning: Safety & Design (G.2.2)
	<u>Read Aloud/Shared Reading:</u> _____ Develop & Apply the strategy of: <u>Understanding Story Structure in fairytales/fables/folktales</u> <ul style="list-style-type: none">Retell the story using a text map (R.L.2.2)Discuss the message or lesson learned in the story (R.L.2.2)Describe how a character responds to a major event or challenge in the story (R.L.2.3)Read multiple versions of the same fairy tale to discuss similarities and differences (R.L.2.4)Read multiple versions to note different points of view (R.L.2.6)Notice and list text structure features in a fairy taleDescriber character traits of one of the characters	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Nonfiction Text <u>Listening to books:</u> Change the ending <u>Writing Center:</u> stories, letters, cards, prompts, Opinion <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore goods and services <u>Word Work:</u> Comparative and Superlative suffixes er/est <u>Poems:</u> Build poem, why did the author write this poem? <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Central Message/Lesson/moral	WAR: Central message, lesson, moral: What is the author’s message or lesson? What is the moral of the story?	<u>Unit 8: Week 3</u> <input type="checkbox"/> Comparative and superlative suffixes, er, est <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 7.9 Exploring Shape Attributes, Graphs and Measurements <input type="checkbox"/> 7.10 Unit 7 Progress Check <input type="checkbox"/> 7.10 Unit 7 Progress Check OR	<u>Essential Questions:</u> <u>Activities:</u> <u>Assessments:</u>
	<u>Imagined Writing Unit(to prepare for the writing unit):</u> <u>Close Read:</u> _____ Develop & apply the strategy of: Engaging with books to understand the parts and layers of a story <ul style="list-style-type: none">Understand the structure of the story - Imagined stories - narrative structure (text map) (RL.2.1 and 2.5)Question the author on ideas and plots for imagined stories (RL.2.1)Understand the characters (RL.2.3 and 2.7)Understand the theme of the story (RL.2.2)Consider alternative endings or settings in an imagined story (2.5)	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving	Center Options: <u>Browsing library:</u> Story about our Earth <u>Listening to books:</u> opinion <u>Writing Center:</u> stories, letters, cards, prompts <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore how we change our environment <u>Word Work:</u> Suffixes y and Ly <u>Poems:</u> Build poem, illustrate the poem <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Central Message/Lesson/moral	<u>Imagined Writing Unit</u> <i>*Teacher demonstrates with mentor text and writes an imagined writing piece with the class to demonstrate the process</i> 1.Developing ideas 2.Creating believable characters 3.Plan story with graphic organizer 4.Problem/Solution		Unit 8 Basic Facts: Subtraction Partner Facts, Families of Facts <input type="checkbox"/> 8.1 Attributes of 2-Dimensional Shapes <input type="checkbox"/> 8.2 Playing Shape Capture	

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Letter Identification if needed
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY

Quincy Public School Second Grade Curriculum Map

3 rd trimester Big Idea/Theme:							
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons: Second Step Lessons: 19,20, Classroom Expectations/SS step review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
A P R I L	<u>Imagined Unit</u> <u>Close Read:</u> Develop & apply the strategy of: <u>Identifying and understanding the theme of a story</u> <ul style="list-style-type: none">Understand the structure of the story - Imagined stories - narrative structure (text map) (RL.2.1)Connect the problem of the story with the lesson/theme RL.2.3)Consider author’s motives for selection of theme (RL.2.2)Relate themes in books to personal experiences (RL.2.2)Compare themes across texts - fantasy/imagined (RL.2.9)	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Story about our earth <u>Listening to books:</u> Questions <u>Writing Center:</u> stories, letters, cards, prompts <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore how we change our environment <u>Word Work:</u> Schwa <u>Poems:</u> Build poem, illustrate the poem <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Opinion	5.Character Development 6.Creating Literary beginning 7. Craft endings that create back to the heart of the story 8. Revise 9.Edit 10.Publish <i>*Use a variety of digital tools to produce and publish</i>	Unit 9: Week 1 <input type="checkbox"/> Suffixes y, ly <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 8.3 Comparing Triangles, Pentagons, and Hexagons <input type="checkbox"/> 8.4 Drawing and Reasoning About Quadrilaterals-Day 1 OR <input type="checkbox"/> 8.4 Drawing and Reasoning About Quadrilaterals- Day 2 OR	<u>Content: Interdependent Relationships in Ecosystems</u> <u>Skills:</u> At the end of this unit, students will be able to: <ul style="list-style-type: none">Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-1)Develop a simple model that mimics the function of an animals in dispersing seeds or pollinating plants.(2-LS2-2)Make observations of plants and animals to compare the diversity of life in different habitats.(2-LS4-1)
	<u>Informational All About Unit (to prepare for the writing unit)</u> <u>Close Read:</u> (can be related to the science unit of animal habitats) Develop & apply the strategy of: <u>Read for main ideas and key details in an informational text</u> <ul style="list-style-type: none">Understand the purpose of informational texts. RI 2.6)Ask questions of the text and the author (RI 2.1)Use text features to locate key facts or information (RI 2.5 and 2.7)Distinguish between important ideas and interesting details (RI 2.2)Take notes and record information into a useable format (W. 2.7)<ul style="list-style-type: none">Writing About Reading/Taking notes for research<ul style="list-style-type: none"><input type="checkbox"/> List facts from text/reporting interesting information<input type="checkbox"/> Web of facts<input type="checkbox"/> T charts: question/answer/fact/ /learned/	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Story about plants <u>Listening to books:</u> Connection <u>Writing Center:</u> stories, letters, cards, prompts <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore what plants need <u>Word Work:</u> Silent letters <u>Poems:</u> Build poem, write your own poem with the same rhyming words <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Questions	<u>Informational All About</u> <i>*Teacher demonstrates with mentor text and writes an informational all about with the class to demonstrate the process</i> 1. Plan: Research around content (could happen in reader’s workshop) 2. Plan: Choosing a topic 3. Plan: Use informational planner 4. Plan: Determine headings (gather facts-using note bards, sticky notes, or web)	Unit 9: Week 2 <input type="checkbox"/> schwa <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 8.5 Attributes of 3-Dimensional Shapes <input type="checkbox"/> 8.6 Partitioning Rectangles, part 1 <input type="checkbox"/> 8.7 Partitioning Rectangles, part 2 <input type="checkbox"/> 8.8 Equal Group Number Stories	<u>Resources</u> <ul style="list-style-type: none">Mystery Science: Animal AdventuresMystery Science: Plant Adventures <u>Optional Resources:</u> <ul style="list-style-type: none">HMH Unit 3Defined Learning: Producers and ConsumersDefined Learning: Creating a GardenDefined Learning: Zoo VeterinarianDefined Learning: Reptile Land Curator
	<u>Develop & Apply the strategy of: Evaluate non-fiction and determines its use (for research)</u> <ul style="list-style-type: none">Select books to see if it will be useful for the purpose (RI 2.6)Take notes in own words on key ideas and details (RI 2.1 & RI 2.2)Determine the meaning of words and phrases relevant to topic (RI 2.4)Organize information for research (web of facts, chart, etc.) (RI 2.1 & 2.3)Evaluate authenticity of information and booksCompare and contrast important points presented by two texts/same topic (RI 2.9) Revisit chart: What we are noticing about the informational text structure/features Revisit author’s purpose for writing genre to inform about a topic	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> Story about plants <u>Listening to books:</u> Nonfiction <u>Writing Center:</u> stories, letters, cards, prompts <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Explore how plants and animals need each other <u>Word Work:</u> Possessive nouns <u>Poems:</u> Build poem, make a list of words this poem makes you think of <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Connection	5. Drafting: Write ideas and details by turning facts into sentences 6. Drafting: Use your own words(paraphrase) to begin drafting (may take a few days) 7. Crafting an introduction 8. Add details using various text features (headings, labels, bold words	Unit 9: Week 3 <input type="checkbox"/> Silent letters /n/,gn,kn, /r/r, wr. /m/, mb <u>Handwriting</u> Continue to practice as needed	<input type="checkbox"/> 8.9 More Equal Groups and Arrays <input type="checkbox"/> 8.10 Playing Array Concentration <input type="checkbox"/> 8.11 Exploring Mystery Shapes, Polygons, and Equal Parts <input type="checkbox"/> 8.12 Unit 8 Progress Check <input type="checkbox"/> 8.12 Unit 8 Progress Check-cumulative	<u>Activities:</u> Mystery Science: Animal Adventures <ul style="list-style-type: none">Anchor PhenomenonLesson 1Lesson 2Lesson 3Lesson 4 Mystery Science: Plant Adventures <ul style="list-style-type: none">Lesson 1
	<u>Author Study:</u> Choose an author’s set of books to study in depth. See appendix. <ul style="list-style-type: none">Get to know the author (biographical information)Ask and answer questions such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI 2.1)Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI 2.2)Explain how specific images contribute to and clarify a text. (RI 2.7)Identify various text features to locate information in a text. (RI 2.5)	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: <u>Browsing library:</u> nonfiction text- Habitats? <u>Listening to books:</u> Questions <u>Writing Center:</u> stories, letters, cards, prompts <u>Buddy reading:</u> Question Task Cards <u>Discovery:</u> Pollination <u>Word Work:</u> Prefixes un, re, dis <u>Poems:</u> Build poem, why did the author write this poem? <u>Technology related to specific learning</u> <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate <u>Reading Responses:</u> Nonfiction	9. Crafting concluding statement or section (refer to mentor texts) 10. Create a glossary 11. Create a table of contents 12. Revising: Reread writing to make sure meaning is clear	Unit 10: Week 1 <input type="checkbox"/> Possessive nouns <u>Handwriting</u> Continue to practice as needed	<u>Unit 9</u> Basic Facts: Subtraction Other Teen Minuend Facts, Zero Finger Facts <input type="checkbox"/> 9.1 Creating and Naming Equal Parts <input type="checkbox"/> 9.2 Exploring Equal Shares, Pattern-Block Fractions, and Number Lines	<u>Assessments:</u> Mystery Science: Animal Adventures <ul style="list-style-type: none">Lesson 1Lesson 2Lesson 3Lesson 4 Mystery Science: Plant Adventures <ul style="list-style-type: none">Anchor PhenomenonLesson 1

Assessments for Instruction:

- Fountas and Pinnell Benchmark
- Letter Identification if needed
- Running Records

- Reading Proficiency Checklist
- Writing Proficiency Checklist
- Phonics Assessments

- Words Their Way
- Content Areas Unit tests
- Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY

Quincy Public School Second Grade Curriculum Map

3 rd trimester Big Idea/Theme:							
3 rd trimester extended literature text: Mentor(anchor) or extended read aloud text. (I.e. teacher selected short chapter read aloud. Respond to texts read aloud by asking and answering questions. Compare and contrast ideas across other related texts. Have text-focused discussions. Produce oral, illustrated, and written responses with guidance and support from adults							
Social Emotional Lessons: Classroom Expectations/SS Review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (45-60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Lessons	Independent Learning Centers				
MAY	ODW- Narrative Task: Giant Pacific Octopus(RI 2.1,2,5) (L.2.1,2) (W.2.3,5,7) Day 1 & 2 <ul style="list-style-type: none">Read and research the giant Pacific octopus’s body parts in order to write a narrative about a fictious octopus Day 3 <ul style="list-style-type: none">Read and discuss facts to prepare for narrative writing incorporating facts about a fictious octopus Day 4 & 5 <ul style="list-style-type: none">Review facts and prompt students to write a narrative about a fictitious octopus incorporating facts about the giant Pacific octopus	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: nonfiction text- Habitats? Listening to books: Ask and Answer questions Writing Center: stories, letters, cards, prompts, nonfiction writing, creative writing Buddy reading: Question Task Cards Discovery: Habitats Word Work: Suffix ful, less Poems: Build poem, how does this poem make you feel? Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Nonfiction -what did you learn?	13. Editing: Edit for conventions and spelling 14. Celebration * Use a variety of digital tools to produce and publish ODW- Narrative Task: Giant Pacific Octopus <ul style="list-style-type: none">Complete narratives using peer editing to strengthen writing.	Unit 10: Week 2 <input type="checkbox"/> Prefixes un, re, dis Handwriting Continue to practice as needed	<input type="checkbox"/> 9.3 Sharing Muffins- Day 1 OR <input type="checkbox"/> 9.3 Sharing Muffins-Day 2 OR <input type="checkbox"/> 9.4 Fractional Units of Length <input type="checkbox"/> 9.5 Reviewing Place Value	Continue above Activities: Mystery Science: Plant Adventures <ul style="list-style-type: none">Lesson 2Lesson 3Lesson 4 Assessments: Mystery Science: Plant Adventures <ul style="list-style-type: none">Lesson 2Lesson 3Lesson 4
	Poetry Unit to prepare for the writing unit Close read: _____ Develop & apply the strategy of: Identifying and understanding Literary Devices: <ul style="list-style-type: none">Recognizing personificationUse of rhyming & alliterationPunsTypes of humorSpeaker of the poem <ul style="list-style-type: none">Create chart: What we are noticing about Poetic Features (Listening for line breaks, Listening for patterning in repetition, etc.)	Small groups: <ul style="list-style-type: none">Guided Reading/Literature Discussion<ul style="list-style-type: none">Letter/Word Work/Vocab (L.2.4)High-Frequency words (make & write)Reading text at highest instructional level: 1:1 conference, running record)Discussion of the text: tailored strategy work, foundational skills, within, beyond, about textsRereading texts: for text support, prepare for writing about reading, fluency practiceWrite about Reading: text support and use of practice page for problem solving Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	Center Options: Browsing library: nonfiction text- Habitats? Listening to books: Summary Buddy reading: Question Task Cards Discovery: Habitats Word Work: Review concepts students struggled with Poems: Build poem, Write your own poem about the main idea. Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: Ask and answer questions	Poetry Unit <i>*Teacher demonstrates with mentor text and writes a variety of poems with the class to demonstrate the process</i> <div><div>1.</div><div>Becoming a poet</div></div> <div><div>2.</div><div>Brainstorm ideas</div></div> <div><div>3.</div><div>Choose meaningful topic</div></div> <div><div>4.</div><div>Choose structure that fits what you want to say</div></div> Choose poetic features (e.g., regular beats, alliteration, rhymes, repeated lines)	Unit 10: Week 3 <input type="checkbox"/> Suffixes ful, less Handwriting Continue to practice as needed	<input type="checkbox"/> 9.6 Expand and Trade Subtraction, Part 1 <input type="checkbox"/> 9.7 Expand and Trade Subtraction, Part 2 <input type="checkbox"/> 9.8 Equivalent Money Amounts <input type="checkbox"/> 9.9 Estimating Costs- Day 1 OR <input type="checkbox"/> 9.9 Estimating Costs-Day 2 OR <ul style="list-style-type: none">Supplement regrouping in subtraction lessons.	
	Close Read: _____ Develop & apply the strategy of: Visualizing <ul style="list-style-type: none">Using the poet’s words to visualizeUsing background knowledge to visualizeVisualizing to connect two familiar ideas to create a new idea		Center Options: Browsing library: Free Read Listening to books: Connection Buddy reading: Question Task Cards Discovery: Habitats Word Work: Review concepts students struggled with Poems: Build poem; What does this poem remind you of? Technology related to specific learning Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate Reading Responses: free choice	Independent Writing Prompt-Writing proficiency checklist	Phonics Handwriting Continue to practice as needed	<input type="checkbox"/> 9.10 Connecting Double Facts, Even Numbers, and Equal Groups <input type="checkbox"/> 9.11 Multiples of 10 and 5 <input type="checkbox"/> 9.12 Unit 9 Progress Check <input type="checkbox"/> 9.12 Unit 9 Progress Check OR <input type="checkbox"/> End of the Year Assessment	

Assessments for Instruction:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">Fountas and Pinnell BenchmarkLetter Identification if neededRunning Records | <ul style="list-style-type: none">Reading Proficiency ChecklistWriting Proficiency ChecklistPhonics Assessments | <ul style="list-style-type: none">Words Their WayContent Areas Unit testsMath Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY |
|---|---|--|

Quincy Public School Second Grade Curriculum Map

Second Grade ELA Reading: Literature

Key Ideas and Details

- **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.

Craft and Structure

- **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.

Integration of Knowledge and Ideas

- **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.2.8.** (Not applicable to literature)
- **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.

Range of Reading and Level of Text Complexity

- **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

Second Grade ELA Reading: Informational

Key Ideas and Details

- **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 multipara graph 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.

Quincy Public School Second Grade Curriculum Map

Craft and Structure

- **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.

Integration of Knowledge and Ideas

- **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.

Range of Reading and Level of Text Complexity

- **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.

Second grade ELA Reading: Foundational Skills

Phonics and Word Recognition

- **RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency

- **RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

Quincy Public School Second Grade Curriculum Map

Second Grade ELA: Writing

Text Types and Purposes

- **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.

Production and Distribution of Writing

- **W.2.4.** (Begins in grade 3)
- **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.

Research to Build and Present Knowledge

- **W.2.7.** Participate in shared research and writing projects (e.g., read several 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.
- **W.2.9.** (Begins in grade 4)

Range of Writing

- **W.2.10.** (Begins in grade 3)

Quincy Public School Second Grade Curriculum Map

Second grade ELA: Speaking and Listening

Comprehension and Collaboration

- **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - 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).
 - Build on others’ talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Second Grade ELA: Language

Conventions of Standard English

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

Quincy Public School Second Grade Curriculum Map

- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- **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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - 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 figurative language, word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - 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*).

Quincy Public School Second Grade Curriculum Map

Second Grade Math: Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- **2.OA.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

Add and subtract within 20.

- **2.OA.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.

Work with equal groups of objects to gain foundations for multiplication.

- **2.OA.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.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.

Second Grade Math: Number and Operations in Base Ten

Understand place value.

- **2.NBT.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:
 - 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - 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.2.** Count within 1000; skip-count by 5s, 10s, and 100s.
- **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- **2.NBT.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.

Use place value understanding and properties of operations to add and subtract.

- **2.NBT.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.6.** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- **2.NBT.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.

Quincy Public School Second Grade Curriculum Map

- **2.NBT.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.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations.¹

¹ **Second Grade Math: Measurement and Data**

Measure and estimate lengths in standard units.

- **2.MD.1.** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- **2.MD.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.3.** Estimate lengths using units of inches, feet, centimeters, and meters.
- **2.MD.4.** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.

Relate addition and subtraction to length.

- **2.MD.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.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.

Work with time and money.

- **2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.MD.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?

Represent and interpret data.

- **2.MD.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.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.

Quincy Public School Second Grade Curriculum Map

Reason with shapes and their attributes.

- **2.G.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.2.** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- **2.G.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.

¹ Sizes are compared directly or visually, not compared by measuring.

Illinois Learning Standards for Social Science-2nd Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.K-2.IS.6. With guidance and support, students will reflect on one’s inquiry process and findings
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Civics	Economics and Financial Literacy	Geography	History
SS.2. CV.1. With guidance and support, identify features and functions of governments.	SS.2. EC.1.: Demonstrate how our choices can affect ourselves and others in positive and negative ways.	SS.2.G.1. With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.	SS.2.H.1.2. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
SS.2. CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.	SS.2.EC.2: Explain the role of money in making exchange easier.	SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.	SS.2.H.2.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.
	SS.2.EC.3.: Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.	
	SS.2.EC.FL.4...: Explain that money can be saved or spent on goods and services.		

Quincy Public School Second Grade Curriculum Map

2nd grade Illinois Science Standards

Structure and Properties of Matter

2.Structure and Properties of Matter		
<p>Students who demonstrate understanding can:</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p>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. * [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <p>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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none">Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none">Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none">Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none">Construct an argument with evidence to support a claim. (2- PS1-4) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none">Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)	<div>Disciplinary Core Ideas</div> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none">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)Different properties are suited to different purposes. (2- PS1-2), (2-PS1-3)A great variety of objects can be built up from a small set of pieces. (2-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none">Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)	<div>Crosscutting Concepts</div> <p>Patterns</p> <ul style="list-style-type: none">Patterns in the natural and human designed world can be observed. (2-PS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none">Events have causes that generate observable patterns. (2-PS1-4)Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2) <p>Energy and Matter</p> <ul style="list-style-type: none">Objects may break into smaller pieces and be put together into larger pieces or change shapes. (2-PS1-3) <p>-----</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none">Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: 4.ESS2.A (2-PS1-3); 5.PS1.A (2-PS1-1),(2-PS1-2),(2-PS1-3); 5.PS1.B (2-PS1-4); 5.LS2.A (2-PS1-3)		
<p>Common Core State Standards Connections:</p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (2-PS1-4) RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4) RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2), (2-PS1-4)</p> <p>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., <i>because</i>, <i>and also</i>) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)</p> <p>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). (2-PS1-1), (2-PS1- 2), (2-PS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3) <i>Mathematics</i> –</p> <p>MP.2 Reason abstractly and quantitatively. (2-PS1-2) MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2) MP.5 Use appropriate tools strategically. (2-PS1-2)</p> <p>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 problems using information presented in a bar graph. (2-PS1-1), (2-PS1-2)</p>		

Quincy Public School Second Grade Curriculum Map

Interdependent Relationships in Ecosystems

2.Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can: 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.] 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. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.<ul style="list-style-type: none">Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.<ul style="list-style-type: none">Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)<div>-----</div><div>Connections to Nature of Science</div><div>Scientific Knowledge is Based on Empirical Evidence<ul style="list-style-type: none">Scientists look for patterns and order when making observations about the world. (2-LS4-1)</div></div>	<div>Disciplinary Core Ideas</div> <div>LS2.A: Interdependent Relationships in Ecosystems<ul style="list-style-type: none">Plants depend on water and light to grow. (2-LS2-1)Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)LS4.D: Biodiversity and Humans<ul style="list-style-type: none">There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)ETS1.B: Developing Possible Solutions<ul style="list-style-type: none">Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)</div>	<div>Crosscutting Concepts</div> <div>Cause and Effect<ul style="list-style-type: none">Events have causes that generate observable patterns. (2-LS2-1)Structure and Function<ul style="list-style-type: none">The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)</div>
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2- 2),(2-LS4-1)		
<div>Common Core State Standards Connections:</div> <div>ELA/Literacy – 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). (2-LS2-1), (2-LS4-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1), (2-LS4-1) SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2) <div>Mathematics – MP.2 Reason abstractly and quantitatively. (2-LS2-1), (2-LS4-1) MP.4 Model with mathematics. (2-LS2-1), (2-LS2-2), (2-LS4-1) MP.5 Use appropriate tools strategically. (2-LS2-1) 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 problems. (2-LS2-2), (2-LS4-1)</div></div>		

Quincy Public School Second Grade Curriculum Map

Earth’s Systems: Processes that Shape the Earth

2.Earth’s Systems: Processes that Shape the Earth		
Students who demonstrate understanding can: 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.] 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. * [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.] 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.] 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.<ul style="list-style-type: none">Develop a model to represent patterns in the natural world. (2-ESS2-2)Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.<ul style="list-style-type: none">Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)Compare multiple solutions to a problem. (2-ESS2-1)Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.<ul style="list-style-type: none">Obtain information using various texts, text features(e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)</div>	<div>Disciplinary Core Ideas</div> <div>ESS1.C: The History of Planet Earth<ul style="list-style-type: none">Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)ESS2.A: Earth Materials and Systems<ul style="list-style-type: none">Wind and water can change the shape of the land. (2-ESS2-1)ESS2.B: Plate Tectonics and Large-Scale System Interactions<ul style="list-style-type: none">Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2- 2)ESS2.C: The Roles of Water in Earth’s Surface Processes<ul style="list-style-type: none">Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)ETS1.C: Optimizing the Design Solution<ul style="list-style-type: none">Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (<i>secondary to 2-ESS2-1</i>)</div>	<div>Crosscutting Concepts</div> <div>Patterns<ul style="list-style-type: none">Patterns in the natural world can be observed. (2-ESS2-2), (2-ESS2-3)Stability and Change<ul style="list-style-type: none">Things may change slowly or rapidly. (2-ESS1-1), (2-ESS2-1)<div>-----</div><div>Connections to Engineering, Technology, and Applications of Science</div><div>Influence of Engineering, Technology, and Science on Society and the Natural World<ul style="list-style-type: none">Developing and using technology has impacts on the natural world. (2-ESS2-1)<div>-----</div><div>Connections to Nature of Science</div><div>Science Addresses Questions About the Natural and Material World<ul style="list-style-type: none">Scientists study the natural and material world. (2-ESS2-1)</div></div></div>
Connections to other DCIs in second grade: 2.PS1.A (2-ESS2-3)		
Articulation of DCIs across grade-levels: K.ETS1.A (2-ESS2-1); 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1),(2-ESS2-1); 4.ESS2.B (2-ESS2-2); 4.ETS1.A (2-ESS2-1); 4.ETS1.B (2-ESS2-1); 4.ETS1.C (2-ESS2-1); 5.ESS2.A (2-ESS2-1); 5.ESS2.C (2-ESS2-2),(2-ESS2-3)		
Common Core State Standards Connections: <i>ELA/Literacy –</i> RI.2.1 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. (<i>2-ESS1-1</i>) RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1), (<i>2-ESS2-1</i>) RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1) 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. (<i>2-ESS1-1</i>), (<i>2-ESS2-3</i>) 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). (2-ESS1-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1), (2-ESS2-3) SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1) SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2) <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. (<i>2-ESS2-1</i>), (<i>2-ESS2-1</i>), (<i>2-ESS2-2</i>) MP.4 Model with mathematics. (<i>2-ESS1-1</i>), (<i>2-ESS2-1</i>), (<i>2-ESS2-2</i>) MP.5 Use appropriate tools strategically. (<i>2-ESS2-1</i>) 2.NBT.A Understand place value. (2-ESS1-1) 2.NBT. A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (<i>2-ESS2-2</i>) 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. (<i>2-ESS2-1</i>)		

Quincy Public School Second Grade Curriculum Map

K-2. Engineering Design

K-2. Engineering Design		
Students who demonstrate understanding can: K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. <ul style="list-style-type: none">Ask questions based on observations to find more information about the natural and/or designed world.(K-2- ETS1-1)Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1) Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. <ul style="list-style-type: none">Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. <ul style="list-style-type: none">Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	ETS1.A: Defining and Delimiting Engineering Problems <ul style="list-style-type: none">A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2- ETS1-1)Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) ETS1.B: Developing Possible Solutions <ul style="list-style-type: none">Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2) ETS1.C: Optimizing the Design Solution <ul style="list-style-type: none">Because there is always more than one possible solution to a problem, it is useful to compare and test designs.(K-2-ETS1-3)	Structure and Function <ul style="list-style-type: none">The shape and stability of structures of natural and designed objects are related to their function(s). (K-2- ETS1-2)
<i>Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Kindergarten: K-PS2-2, K-ESS3-2 <i>Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:</i> Kindergarten: K-ESS3-3, First Grade: 1-PS4-4, Second Grade: 2-LS2-2 <i>Connections to K-2-ETS1.C: Optimizing the Design Solution include:</i> Second Grade: 2-ESS2-1		
Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)		
<i>Common Core State Standards Connections:</i> <i>ELA/Literacy –</i> RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. (K-2-ETS1-1) 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. <i>(K-2-ETS1-1), (K-2-ETS1-3)</i> W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), <i>(K-2-ETS1-3)</i> SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <i>(K-2-ETS1-2)</i> <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. <i>(K-2-ETS1-1), (K-2-ETS1-3)</i> MP.4 Model with mathematics. <i>(K-2-ETS1-1), (K-2-ETS1-3)</i> MP.5 Use appropriate tools strategically. <i>(K-2-ETS1-1), (K-2-ETS1-3)</i> 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 problems using information presented in a bar graph. <i>(K-2-ETS1-1), (K-2-ETS1-3)</i>		

Quincy Public School Second Grade Curriculum Map

Author Studies: Teaching for Deep Comprehension p. 91-92

- **An author is selected to study.**
- **The teacher shares the author’s biographical information.**
- **The teacher displays several titles by the author, and students select one to be read aloud.**
- **The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.**
- **The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.**
- **The students read, reread, and enjoy the author’s text during independent reading and/or centers.**
- **The students discuss the text with others during shared reading.**

Marzano’s 6 steps for vocabulary instruction:

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student’s original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student’s drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it’s a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”) Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like www.visualthesaurus.com, <http://innovativocab.wikispaces.com>, www.visuwords.com, www.thesaurus.com, www.wordsmith.org, www.wordle.net | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

Quincy Public School Second Grade Curriculum Map

Sample Second Grade Schedule

TEACHER'S SCHEDULE: 2023-2024									
First Name:_____ Last Name:_____							Room #_____		
School:_____				Grade: 2nd			# of Students:_____		
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week	
8:25	8:45	20	BREAKFAST/MORNING ROUTINES						
8:45	9:00	15	CALENDAR/MATH						
9:00	9:15	15	READ ALOUD/READER'S WORKSHOP -WHOLE GROUP LESSON						
9:15	9:45	30	MUSIC	RW-WHOLE GROUP LESSON-15 min/ SMALL GROUPS/CENTERS(3-4 groups)					
9:45	10:15	30	RW-WHOLE GROUP/ SMALL GROUPS/CENTERS(3-4 groups	SMALL GROUPS/CENTERS(3-4 groups)					
10:15	10:45	30	SMALL GROUPS/CENTERS	SMALL GROUPS/CENTERS(3-4 groups)/Word Study					
10:45	11:15	30	SMALL GROUPS/CENTERS	WORD STUDY		WORD STUDY			
11:15	11:45	30	WORD STUDY	PE	MUSIC	MUSIC	LIBRARY		
11:45	12:15	30	LUNCH						
12:15	12:30	15	RECESS						
12:30	1:00	30	MATH						
1:00	1:15	15	MATH						
1:15	2:00	30	WRITER'S WORKSHOP						
2:00	2:15	15	WRITER'S WORKSHOP/WORD STUDY						
2:15	2:30	15	Recess						
2:30	3:00	30	CONTENT	CONTENT	CONTENT	PE	CONTENT		
3:00	3:15	15	CONTENT	CONTENT	CONTENT	WORD STUDY	CONTENT		
3:15	3:35	20	DISMISSAL/SUPERVISION						
								Total Special Minutes	