

QUINCY PUBLIC SCHOOLS SECOND GRADE CONSENSUS MAP

What is a Consensus Map? The Latin root word for consensus is *con cen tre* which means the acknowledgement of common truths. A consensus map reflects the “WHAT”—the standards, content and skills agreed upon by a school/district and targets those specific areas in each discipline and across disciplines that are to be addressed with consistency in a school/district. A consensus map outlines the scope and sequence for a specific grade level and allows for each teacher the autonomy to be innovative with “HOW” they teach the agreed upon standards, content and skills outlined on the consensus map.

How to Use the Consensus Map:

- District Supplied Resource: *Purchased by the district/school to utilize with Core Instruction. Grade level curriculum maps are aligned to this resource.*
- District Purchased Supplemental Resources for All Students: *Supplemental enrichment resources purchased by the district/school to use with implementing core instruction for all students.*
- Reading Workshop:
- Writing Workshop:
- Word Study:
- Science:
- Social Studies:
- Math:

SMP= Standards of Mathematical Practice- SMP’s are included in each math unit of study. The Standards of Mathematical Practice in Second Grade are:

SMP1: Make sense of problems and persevere in solving them.

SMP 5: Use appropriate tools strategically.

SMP2: Reason abstractly and quantitatively

SMP 6: Attend to precision.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 7: Look for and make use of structure.

SMP 4: Model with mathematics.

SMP 8: Look for and express regularity in repeated reasoning.

	LITERACY			CONTENT		
	Reading Workshop	Writing Workshop	Word Study: <i>Phonics & Spelling</i>	Math	Science	Social Studies
District Supplied Resource		Zaner Blosser Handwriting		Everyday Math (EM4)- Grade 2	HMH Science Dimensions Grade 2	
District Purchased Supplemental Resources for all students.	Learning A-Z Raz-Plus (See Lit Coach) Good Habits, Great Readers	Lucy Calkins Units of Study	Phonics Word Study	K-2: Splash Math 3-5: ALEKS	Mystery Science	Pearson MyWorld- See Lit Coach EngageNY Inquiries HMH Social Studies Magazines
August	Launch Reader's Workshop Framework <ul style="list-style-type: none"> • What is reader’s workshop? • Expectations for reader’s workshop • Reading is Thinking • Classroom Library: Taking care of books • Reading Strategies Chart 	Launch Writer's Workshop Framework <ul style="list-style-type: none"> • What is writer’s workshop? • Guidelines for writer’s workshop • Writing communicating • Tools/Resources • Spelling/conventions <p>Handwriting</p>	Phonic- Launching the Workshop <ul style="list-style-type: none"> • Short a, l, o, u, e • Consonant blends • Digraphs/trigraphs • Vce 	Math <ul style="list-style-type: none"> • Ongoing Daily Routines (Integrate mathematics into daily life at school.) • Review Basic Facts Strategies: Count on, zeros, doubles, easy 10 frames, magic nines Establishing Routines SMP 7 & 8 <ul style="list-style-type: none"> • Number line • Math tools 		Civics: Families, Neighborhoods, and Communities <ul style="list-style-type: none"> • Government and their functions • Communities

<p>September</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Making predictions • Asking Questions to determine key details in a text <p>WAR: Personal Opinion Response to a story</p> <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Close read • Retell B,M,E, characters, setting • Ask and answer questions • Predictions • How the character responds to events in the story • Points of view <ul style="list-style-type: none"> • WAR: Predictions, making connections, asking questions, story map • Language: Review nouns, collective nouns. 	<p>Launch Writer's Workshop</p> <ul style="list-style-type: none"> • Conference Expectations • Illustrations • Conventions: Capitalization & Punctuation • What is a sentence? <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> • Planning: Beginning, middle, end • Drafting: Focused event • Introductions • Try it page • Show don't tell Temporal words <p>Handwriting</p> <ul style="list-style-type: none"> • Handwriting positions • Lowercase/uppercase • Vertical, horizontal, circle, slant lines • Numerals • l, I, t 	<p>Phonics: Launching the Workshop</p> <ul style="list-style-type: none"> • Long a, e, l, o, u • Short vowels, • Syllables • Blends • Closed/open syllables • Long a vowel team 	<p>Math</p> <ul style="list-style-type: none"> • Number scrolls to 100 • Even and odd number patterns • Comparing numbers <p>Fact Strategies SMP 7 & 8</p> <ul style="list-style-type: none"> • Grouping • Addition • Making 10 	<p>Structures and Properties of Matter</p> <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) 	
<p>October</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Making predictions • Activating background knowledge <p>Persuasive Letter Unit</p> <ul style="list-style-type: none"> • Close read • Ask and answer questions to demonstrate understanding • Fact versus opinion • Expressing and supporting an opinion • Use information gained from the words in print to demonstrate understanding of it's character and plot • Language: Form and use irregular plural nouns <p>Author Study:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of the story • Describe the overall structure of the story • Notice the writer's use of language 	<p>Persuasive Letter Unit Intro to personal narratives</p> <ul style="list-style-type: none"> • Determine topics • Plan letter • State opinion and support with reasons • Use commas in greeting and closings • Revise/Edit • Publish <p>Handwriting</p> <ul style="list-style-type: none"> • L, I, T • O, o, A, a, D, d, c, e, f 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • Long o, e, l, u vowel team 	<p>Math</p> <ul style="list-style-type: none"> • Near double strategy • Turn around rule for addition • Subtraction and the turn around rule • Even numbers/equal addends • Name collection boxes • Frames and arrows 	<p>Structures and Properties of Matter</p> <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) 	
<p>November</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> • Summarizing and retelling in fiction • Taking notes on nonfiction • Identify non-fiction/informational features <p>WAR: Taking Notes in Fiction-sticky notes/story maps</p> <p>On Demand Writing: Miss Moore Thought Otherwise</p> <ul style="list-style-type: none"> • Determine key details, events, and respond to essential questions • Identify topic and focus on multi-paragraph sections • Focused vocabulary instruction • Write a response stating author's purpose <p>Informational Article Unit</p> <ul style="list-style-type: none"> • Close read • Ask and answer questions to demonstrate understanding of the text • Identify the main purpose of the text 	<p>Continue On Demand Writing: Miss Moore Thought Otherwise</p> <p>Informational Article Unit</p> <ul style="list-style-type: none"> • Participate in shared research <p>Handwriting</p> <ul style="list-style-type: none"> • C, E, F, g, j, q, G, J, Q, u, s 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> • R controlled ar, er, ir, ur, or, oar, ore, ear, eer, ere 	<p>Math</p> <p>More Fact Strategies SMP 3 & 6</p> <ul style="list-style-type: none"> • Addition Strategies • Subtraction Strategies <p>Place Value and Measurement SMP 1 & 6 Basic Facts: Make 10, add extra</p> <ul style="list-style-type: none"> • Clocks and telling time 		<p>History: Families, Neighborhoods, and Communities</p> <ul style="list-style-type: none"> • Changes in the local community • Compare individuals and groups who have shaped a significant historical change

<p>December</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Summarizing informational texts and recording notes Activating Background knowledge Self-monitoring/self-correcting for meaning <p>Language: Form and use irregular past tense verbs</p>	<p>Informational Article Unit:</p> <ul style="list-style-type: none"> Generate topic Plan using text map Craft strong introduction Paraphrasing Craft concluding statement Effective title Revise/Edit Publish <p>Handwriting</p> <ul style="list-style-type: none"> B, P, R, r, b, p, r, n, m, h 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> R-controlled syllable patterns (armor) VCE syllable patterns, le syllable patterns Oi vowel team 	<p>Math</p> <ul style="list-style-type: none"> Place value Inch/centimeter 		<p>History: Families, Neighborhoods, and Communities</p> <ul style="list-style-type: none"> Changes in the local community Compare individuals and groups who have shaped a significant historical change
<p>January</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Understanding story structure in fiction Analyzing characters <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> Close read Ask and answer questions Determine central message/lesson Relationship among the characters/character's actions Problem/solution Narrative Retell: Somebody wanted but so then <p>Persuasive Unit: Character Analysis</p> <ul style="list-style-type: none"> Close read Gather information on a character How the character responds to a problem Use precise words and key details to describe a character trait 	<p>Writing:</p> <ul style="list-style-type: none"> Space between words Class opinion book <p>Personal Narrative Unit</p> <ul style="list-style-type: none"> Plan Introductions: Dialogue, character Thoughts, actions, feelings Interesting words Spelling strategies Reread to add details Dedication page Celebrate <p>Handwriting</p> <ul style="list-style-type: none"> N, M, H, v, y, w, V, Y, W, x, k, z 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Ou/ow vowel team Oo, ui, er, ue, u, ou, oe vowel team Oo, ou vowel team ((w)a, al, aw, au vowel team 	<p>Math</p> <p>Addition and Subtraction SMP: 2 & 4</p> <ul style="list-style-type: none"> Counting up with money Mentally adding and 10 and 100 Open Number Lines Part and Total number stories 	<p>Earth's Surface Process that Shape the Earth</p> <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 to 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) 	
<p>February</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Making inferences <p>Persuasive Unit</p> <ul style="list-style-type: none"> Read and reread to understand character traits and add text support Sequence of the story and accumulation of the story to learn about a character Language: Adjectives Language: Adverbs <p>On Demand Writing: Tia Isa Wants a Car</p> <ul style="list-style-type: none"> Form questions based on title and illustrations Discuss the meanings of unknown words Describe how characters responded to the challenge in the story. Identify the lesson in the story. 	<p>Persuasive Unit: Character Analysis</p> <ul style="list-style-type: none"> Establish your character and the trait Find supporting details for the trait Organize for drafting/plan Draft: State your opinion, title of the text, reasons for opinion Restate your opinion as a conclusion Revise/Edit Publish <p>Handwriting</p> <ul style="list-style-type: none"> X, K, Z 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Compound words Silent letters (wr, kn, gn) Inflectional endings Related root words Irregular plural nouns 	<p>Math</p> <p>Whole Number Operations and Number Stories SMP: 1 & 5</p> <p>Basic Facts Subtraction Review: Count backs, zeros, add to check, doubles, 10-frames, count-ups</p> <ul style="list-style-type: none"> Number stories Partial sums 		<p>Economics: Families, Neighborhoods, and Communities</p> <ul style="list-style-type: none"> How choices can affect ourselves and others. Explain the role of money in making exchange easier. Compare goods and services between communities Explain that money can be saved or spent on goods or services.

<p>March</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Understanding Story Structure in fairytales, folktales, fables Building vocabulary and concept knowledge <p>Fairy Tales/Fables/Folktales Unit:</p> <ul style="list-style-type: none"> Identify and use features of fairytales/fables/folktales and determine central message, lesson or moral <p>On Demand Writing: <u>Ant and the Grasshopper</u></p> <ul style="list-style-type: none"> Identify major events in the story Point of view Identify the challenge in the story and the response to the challenge. Moral of the story Write to compare the character responses and moral in the two versions of the story <p>Imagined Unit:</p> <ul style="list-style-type: none"> Close read Understand the structure of the story Theme of the story Consider alternate endings 	<p>Imagined Writing Unit:</p> <ul style="list-style-type: none"> Develop ideas Create believable characters Plan with graphic organizer Problem/Solution <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Suffixes er, or Comparative and superlative suffixes, er, est Suffixes y, ly schwa 	<p>Math</p> <p>Whole Number Operations and Measurement and Data</p> <p>SMP: 3 & 4</p> <p>Basic Facts: Subtraction 9's</p> <ul style="list-style-type: none"> Measuring with yards & meters Representing data 		<p>Geography: Families, Neighborhoods, and Communities</p> <ul style="list-style-type: none"> Construct and interpret maps Identify and compare culture characteristics of communities Describe connections between the physical environment of a place and economic activities found there
<p>April</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Identifying and evaluating theme of the book Evaluate non-fiction and determines its use Identifying and using non-fiction text features <p>Informational All About Unit:</p> <ul style="list-style-type: none"> Close Read Read for main ideas and key details in an informational text Use text features to locate key facts or information Distinguish between important ideas and interesting details WAR: Taking notes for research <p>Author Study</p>	<p>Imagined Writing Unit</p> <ul style="list-style-type: none"> Character Development Literary beginning Conclusion: Heart of the story Revise/Edit Publish <p>Informational All About Unit:</p> <ul style="list-style-type: none"> Plan: Research around content Choose a topic Use planner Headings Draft ideas Paraphrases Introduction Text features Concluding statement Glossary/table of contents Revise <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<p>Phonics & Word Study</p> <ul style="list-style-type: none"> Silent letters gn, kn, r, wr, mb Possessive nouns Prefixes un, re, dis Suffixes ful, less 	<p>Math</p> <p>Geometry and Arrays</p> <p>SMP: 1 & 7</p> <p>Basic Facts: Subtraction Partner Facts, Families of Facts</p> <ul style="list-style-type: none"> Attributes of 2 & 3 dimensional shapes Comparing triangles, pentagons, hexagons Partitioning rectangles Equal groups and arrays 	<p>Interdependent Relationships in Ecosystems</p> <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) 	
<p>May</p>	<p>Developing and Applying Strategies</p> <ul style="list-style-type: none"> Identifying and understanding literary devices Visualizing <p>Poetry Unit:</p> <ul style="list-style-type: none"> Close read Notice Structure <p>On Demand Writing: Giant Pacific Octopus</p> <ul style="list-style-type: none"> Read and discuss facts to prepare for narrative writing incorporating facts about a fictitious octopus Write a narrative about a fictitious octopus incorporating facts about the giant Pacific octopus 	<p>Poetry Unit:</p> <ul style="list-style-type: none"> Becoming a poet Brainstorm ideas Choose meaningful topic Choose structure Poetic features: regular beats, alliteration, rhymes, repeated lines <p>Handwriting</p> <ul style="list-style-type: none"> Review 	<ul style="list-style-type: none"> Review lessons as needed 	<p>Math</p> <p>Equal Shares and Whole Number Operations</p> <p>SMP: 1 & 2</p> <p>Basic Facts: Subtraction other teen minuend facts, zero finger facts</p> <ul style="list-style-type: none"> Equal parts Fractional units of length Expand and trade subtraction Multiples of 10 and 5 	<p>Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> What do plants need? How do plants depend on animals? What plants and animals live in water habitats? What plant and animals live in land habitats? 	

