**2nd Grade**

THIRD QUARTER LEARNING PRIORITIES

**Common Core Second Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to **demonstrate understanding** of **key details** in a text. | 1. Ask and answer such questions as *who, what, where, when, why*, and *how* to **demonstrate understanding** of **key details** in a text. |
| 2. Recount stories, including fables and folktales from diverse cultures, and **determine** their **central message**, **lesson**, or **moral**. | 2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Describe** how **words and phrases** (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | 4. **Determine** the **meaning** of **words and phrases** in a text relevant to a grade 2 **topic** or subject area. |
| 5. **Describe** the overall **structure** of a story, including describing how the beginning introduces the story and the ending concludes the action. | 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. |

***Nonfiction reading competencies are developed each week***

***in science or social science****.*

**Integrated Standards:** 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to **demonstrate understanding** of **key details** in a text—is the basis for responding to questions and tasks based on the other reading standards. Progress in all standards supports standard 10-- By the end of the year, **read and comprehend** literature, including **stories** and **poetry**, and 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.

**RESOURCE CONNECTIONS**

[**Primary Reading Resources**](http://teacher.depaul.edu/PrimaryReadingResources.html)

[**Vocabulary and Reading Resources**](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[**Primary Writing Guides**](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

[**Primary Literacy Toolkit**](http://teacher.depaul.edu/Documents/ReadytoTeachToolkit.pdf)

Learning Guides in Spanish and English

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

[**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**Passages and Activities/Assessments (assessments when done independently) are available at**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)

**Scholastic Teachables**

<https://teachables.scholastic.com/teachables/guesthomepage.html>

**(first month is free!)**

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| 4  February |  |  |
| 11 February |  |  |
| 18  February |  |  |
| 25 February |  |  |
| 4 March |  |  |
| 11 March |  |  |
| 18 March |  |  |
| 25 March |  |  |
| 1 April |  |  |

**During spring break, students should take home:**

* List of links to online math activities.
* Math games they make and take home to play.
* Activity pages you provide to parents in a parent “pickup” session before spring vacation.

**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy.**

***Check the standards you will emphasize this quarter.***

**Comprehension and Collaboration**

* [SL.2.1](http://www.corestandards.org/ELA-Literacy/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.

\_\_[SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) 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).

[\_\_SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.

[\_\_SL.2.1c](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.

* [SL.2.2](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**LANGUAGE Second Grade**

**These lists are set up with lines so that you can check your students’ learning priorities for this quarter.**

|  |
| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.   \_\_a. Form common irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).  \_\_b. Form the past tense of common irregular verbs (e.g., *sat*, *hid*, *told*).  \_\_c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.  \_\_d. Produce and expand complete sentences to provide requested detail or clarification. |
| * 2. Observe conventions of capitalization, punctuation, and spelling.   \_\_a. Capitalize holidays, product names, geographic names, and important words in titles.  \_\_b. Use commas in greetings and closings of letters.  \_\_c. Use apostrophes to form contractions and common possessives.  \_\_d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*; *paper → copper*).  \_\_e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 3. (Beings in grade 3) |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 2 reading*).   \_\_a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.  \_\_b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).  \_\_c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).  \_\_d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). |
| * 5. Understand word relationships.   \_\_a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).  \_\_b. Distinguish shades of meaning among related verbs (e.g., *toss*, *throw*, *hurl*) and related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*). |
| * 6. Use newly learned words acquired through conversations, reading, and responding to texts. |

**Second Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**LITERATURE AND FOUNDATIONAL SKILLS**

***Nonfiction reading is developed in science and social science.***

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history  \_\_historical fiction  \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history  \_\_historical fiction  \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.2.1  Answer questions—literal and inferential—with evidence  CCSSRL2.2 Identify and support Theme  CCSSRL2.3 analyze relationships | * Chart the parts of a biography or story (relate to Black History) * How is a story different from a biography?  |  |  | | --- | --- | | persons |  | | place |  | | events |  |  * What is the theme of the story or biography? * Why do you think that? (evidence) | * Chart the parts of a biography or story (relate to Black History) * How is a story different from a biography?  |  |  | | --- | --- | | persons |  | | place |  | | events |  |  * What is the theme of the story or biography? * Why do you think that? (evidence) |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including  Fry phrase activities | *Sight Words:*  Use sight words in sentences.  Use pronouns correctly.  PHONICS:  Identify/add Prefix--un | *Sight Words:*  Use sight words in sentences.  Use pronouns correctly.  PHONICS:  Identify/add Prefix--re |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Opinion CCSSW2.1  and  Narrative CCSSW2.3 | * Explain what you like about a story—and tell how what the writer included helped you understand it. * Make a plan to write a narrative based on a mentor text. | * Explain what you like about a story—WRITE A NOTE TO THE AUTHOR. * Write the narrative that you planned last week. Then edit for correct punctuation (period, exclamation mark), complete sentences (no fragments), verb tense. |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)

[Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

***Nonfiction reading is developed in science and social science.***

**Second Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **Nonfiction Sources** | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2.2  Analyze information to identify ideas  CCSSRI2.7, integrate information from different sources | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* |

NONFICTION GRAPHIC ORGANIZERS [**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)[**social studies**](http://teacher.depaul.edu/Social_Studies.html)

[**Classify**](http://teacher.depaul.edu/Documents/Classify.pdf) [**Classify** to Clarify](http://teacher.depaul.edu/NYC_Organizers/General%20Organizers/Classify%20to%20Clarify.pdf)

[**Identify Important Information When I Read**](http://teacher.depaul.edu/html/Nonfiction-Identify_Important_Information.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history  \_\_historical fiction  \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history  \_\_historical fiction  \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSR5. Describe the overall **structure of a story**, including describing how the beginning introduces the story and the ending concludes the action.  CCSSR2. Analyze the theme | Trace (make timeline or sequence chart) a biography or historical fiction  Summarize it:   * What happens? * Why (cause and effect) * Who are the important characters or persons? * What is a problem they solve—and how?   Then Infer author’s message   * What theme does the writer want me to understand? * What events help me understand that theme?   What do I like about the text? (opinion) | Trace (outline or make timeline or sequence chart) a biography or historical fiction  Summarize it:   * What happens? * Why (cause and effect) * Who are the important characters or persons? * What is a problem they solve—and how?   Then Infer the author’s message   * What theme does the writer want me to understand? * What events help me understand that theme? * What do I like about the text? (opinion) |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including  Fry phrase activities | *Sight Words:*  Identify and use **plurals** correctly.  PHONICS:  Identify/add suffix--er | *Sight Words:*  Identify and use **plurals** correctly.  PHONICS:  Identify/add suffix--ful |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Summary | *Write a summary of a story or nonfiction (See nonfiction plan on next page.)* | *Write a summary of a story or nonfiction (See nonfiction plan on next page.)* |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)

[Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

*Each week, students learn about a different topic exercising the same skills.*

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Nonfiction Sources** | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2.2  Organize information to support idea of paragraph.  CCSSRI2.7, integrate information from different sources | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* |

NONFICTION GRAPHIC ORGANIZERS [**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)[**social studies**](http://teacher.depaul.edu/Social_Studies.html)

[**Classify**](http://teacher.depaul.edu/Documents/Classify.pdf) [**Classify** to Clarify](http://teacher.depaul.edu/NYC_Organizers/General%20Organizers/Classify%20to%20Clarify.pdf)

[**Identify Important Information When I Read**](http://teacher.depaul.edu/html/Nonfiction-Identify_Important_Information.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of March 4** | **Week of March 11** |
| --- | --- | --- |
| **Literature Genre** | \_\_realistic fiction \_historical fiction \_\_fable \_\_folktale \_\_fantasy  \_\_biography \_\_history  (May include history and biography for Women’s history month.) | \_\_realistic fiction \_historical fiction \_\_fable \_\_folktale \_\_fantasy  \_\_biography \_\_history  (May include history and biography for Women’s history month.) |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL. 1  Analyze, then infer; answer with evidence  2—message, theme, idea  CCSSRL3 characters, events  CCSSR5—writer’s techniques | * Make story map—setting, events * Analyze cause-effect relations * Infer how characters feel about each other * Infer character’s traits based on actions * Use to infer author’s message/moral. * Identify author’s techniques   --narrator  --descriptive details  --dialogue  --mood | * Make story map—setting, events * Analyze cause-effect relations * Infer how characters feel about each other * Infer character’s traits based on actions * Use to infer author’s message/moral. * Identify author’s techniques   --narrator  --descriptive details  --dialogue  --mood |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including  Fry phrase activities | *Sight Words:*  Identify and use contractions correctly  PHONICS:  Identify/add suffix-- less | *Sight Words:*  Identify and use contractions correctly  PHONICS:  Identify/add suffix--y |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  opinion  narrative | * Write opinion about a nonfiction book—what is most important and why you have that opinion. * Plan a narrative text based on a mentor text—make a story map to PLAN a story. | * Edit opinion from last week for subject-verb agreement and verb tense. * Use exclamation point in your opinion statement. Add a statement with that punctuation mark. * Write the narrative text planned last week. |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)

[Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

*Each week, students learn about a different topic exercising the same skills.*

|  | **Week of March 4** | **Week of March 11** |
| --- | --- | --- |
| **Nonfiction Sources** | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2.2  Organize information to support idea of paragraph.  CCSSRI2.7, integrate information from different sources | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text. * *Summarize what you learned.* |

NONFICTION GRAPHIC ORGANIZERS [**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)[**social studies**](http://teacher.depaul.edu/Social_Studies.html)

[**Classify**](http://teacher.depaul.edu/Documents/Classify.pdf) [**Classify** to Clarify](http://teacher.depaul.edu/NYC_Organizers/General%20Organizers/Classify%20to%20Clarify.pdf)

[**Identify Important Information When I Read**](http://teacher.depaul.edu/html/Nonfiction-Identify_Important_Information.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **Literature Genre** | \_\_realistic fiction \_historical fiction \_\_fable \_\_folktale \_\_fantasy  \_\_biography \_\_history  (May include history and biography for Women’s history month.) | \_\_realistic fiction \_historical fiction \_\_fable \_\_folktale \_\_fantasy  \_\_biography \_\_history  (May include history and biography for Women’s history month.) |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL. 1  Analyze, then infer; answer with evidence  2—message, theme, idea  CCSSRL3 characters, events  CCSSR5—writer’s techniques | Trace sequence of events  (make timeline or sequence chart)   * What are important events? * What are their causes/effects?   Then Infer the author’s message   * What idea does the writer want me to understand? * What events help me understand that idea? * What do I like about how the writer tells the story? (techniques) | Trace sequence of events  (make timeline or sequence chart)   * What are important events? * What are their causes/effects? * How do the characters feel about them?   Then Infer the author’s message   * What idea does the writer want me to understand? * What events help me understand that idea? * What do I like about how the writer tells the story? (techniques) |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including  Fry phrase activities | Explain contractions found in text.  *Sight Words:*  PHONICS:  Identify/add suffixes  er, ful, less, y | **Compare** contractions and possessives.  Sight Words:  PHONICS:  Identify/add suffixes  er, ful, less, y |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  opinion | Write sentences with periods, question marks, exclamation marks that tell your opinion about a topic (science or social studies) | Write sentences with periods, question marks, exclamation marks that tell your opinion about a story or poem. |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)

[Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**Second Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

*Each week, students learn about a different topic exercising the same skills.*

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **Nonfiction Sources** | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit | \_topic/trade book \_ biography  \_ history \_\_ video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI.2.2  Organize information to support idea of paragraph.  CCSSRI2.7, integrate information from different sources | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Descriptive Social Studies and Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text.   *Summarize what you learned.* | *Each week, teacher asks a BIG question students answer by reading one or more texts. Teacher uses graphic organizer to demonstrate, students use to analyze and report****.***  *For* ***biography or history****, ask students to identify:*   * *Challenge faced* * *Actions to respond to the challenge* * *Traits that the actions show*   *For Descriptive social studies and science Science, ask students to identify important ideas and relevant information.*  *Then students read to…*   * *Identify text features—headings, captions, diagram, map, illustration* * Use text features to guide reading. * *Use sub-headings to identify topic of each part of a text* * Identify an important idea you learn from a paragraph or section of a text and tell what information supports it * Figure out (analyze then infer) the main idea of a nonfiction text.   *Summarize what you learned.* |

NONFICTION GRAPHIC ORGANIZERS [**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)[**social studies**](http://teacher.depaul.edu/Social_Studies.html)

[**Classify**](http://teacher.depaul.edu/Documents/Classify.pdf) [**Classify** to Clarify](http://teacher.depaul.edu/NYC_Organizers/General%20Organizers/Classify%20to%20Clarify.pdf)

[**Identify Important Information When I Read**](http://teacher.depaul.edu/html/Nonfiction-Identify_Important_Information.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)

**Second Grade: THIRD QUARTER Learning Priorities Week 29**

**COMPREHENSIVE ASSESSMENT**

|  | **Week of April 1**  **COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.2.1  Answer with evidence  CCSSRL2.2 theme, summary | **Explain how to read--**   * Make a “how to” read book— * What do you first when you read a story. * Then what do you do? What do you do when you finish reading the story? * Why do people re-read stories? * How is a biography different from a story? How are they alike? * How does an author help readers understand the theme of a story? |
| **Phonics/Sight Words/Grammar** | * Explain with examples   Possessives  Contractions  Subject-verb agreement  Pronouns  Identify/choose suffix—er, ful, less, y  Identify/choose prefix—un, re |
| **Nonfiction** | * How do text features help readers comprehend nonfiction texts? * Prepare a summary of a new nonfiction passage. * Identify the main idea of that new nonfiction passage. |
| **Writing** | * Edit a text to improve:   Verb tense  Sentence fragments  Punctuation—periods, commas, exclamation points   * Tell what is important and why it is important. |