**2nd Grade**

FOURTH QUARTER LEARNING PRIORITIES

**Common Core Second Grade Literacy Standards Emphasized this Quarter**

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| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 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. |
| 3. **Describe** how **characters** in a story respond to major **event**s and **challenges**. | 6. Identify the main **purpose** of a text, including what the **author** wants to answer, **explain**, or **describe**. |
| ***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. |
| 6. Acknowledge **differences** in the points of view of **characters**, including by speaking in a different voice for each **character** when reading dialogue aloud. | 6. Identify the main **purpose** of a text, including what the **author** wants to answer, **explain**, or **describe**. |
| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** | ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 7. Use information gained from the **illustrations** and words in a print or digital text to demonstrate understanding of its **characters**, **setting**, or **plot**. | 7. **Explain** how specific **images** (e.g., a diagram showing how a machine works) contribute to and clarify a text. |

**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.

**Writing:** CCSSW.2.8Recall information from experiences or gather information from provided sources to answer a question.

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**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.

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

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

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| Week of | **New Math** | **Math “Mix”—What to Revisit** |
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**NWEA Math Priorities**

NWEA asks students to use a wide range of math skills.

**Determines probability** of an occurrence based on a simple experiment or frequency table—probability problems increase in complexity of data included in the analysis

**Geometry:** NWEA starts with basics

—identification of **shapes**, classification of **angles**

—then advances to problems of **size, including radius, diameter, area, and volume**, and problems that require them to

**compare and contrast geometric shapes**.

Students use coordinate geometry to figure out **distances.**

**Measurement** starts with basic kinds of measures such as elapsed time and moves to more complex levels, including conversion.

**Proportion** starts with simple fractions and moves to percentages, decimals, and conversion and use of fractions to solve problems.

**PROBLEM SOLVING**

**Solves real-world problems—complexity of the problem increases, including the number of steps required and the level of abstractness**

* Length, Distance, other spatial measures; Weight and mass
* Capacity
* Time
* Data from tables and graphs
* Proportion
* Measurement
* Data Analysis
* Prediction based on probability analysis
* Powers (advanced—grades 6-8)

**Algebra**

Missing elements (basic)

Patterns, sequences, functions, relationships

Expressions and equations of increasing complexity (advanced)

**Check these punctuation and grammar points—schedule their review during the quarter.**

Review them to ensure that students are ready for NWEA and the next grade.

* capital letter
* comma
* contraction
* exclamation mark
* period
* question mark
* sentence fragment
* apostrophe
* past tense
* possessive
* Chooses the correct prefix (re-)
* Chooses the correct prefix (un-)
* Chooses the correct suffix based on context (-er)
* Chooses the correct suffix based on context (-ful)
* Chooses the correct suffix based on context (-less)
* Chooses the correct suffix based on context (-y)

**Second Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

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| **Literature Genre**Links to online poetry and resources[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | POEM[**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | **Stories—Review different genres**—emphasize how they all have the same elements. |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL2.4. **Describe** how **words and phrases** supply **rhythm** and meaning in a story, poem, or song.CCSSRL2.2 What is the theme/main idea? | How does a poet help you understand the ideas in a poem?* What do you like about the poem?
* What words does the poet use that help you see or feel things?
* What is the poet’s message or idea—what does the poet want you to understand?
 | * What are the parts of every story?
* How does the writer help readers understand the message by the events?
* How does the writer help readers infer the characters’ traits.
* How does a reader revisit a story to make sure the message is clear?
 |
| **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. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text.CCSSR2.6—author’s purpose—what does the writer want you to learn? | *How do you use text features to learn when you read nonfiction?**Use these features to figure out the ideas and important information in a nonfiction text.Title**Headings**Boldface**Illustrations**Captions**How do you adjust your rate of reading when reading nonfiction?* | *How do you use text features to learn when you read nonfiction?**Use these features to figure out the ideas and important information in a nonfiction text.Title**Headings**Boldface**Illustrations**Captions**How do you adjust your rate of reading when reading nonfiction?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Prefixes*PHONICS:* Multi-meaning words—infer from context
 | *Suffixes*PHONICS:* Multi-meaning words—infer from context –make your own examples.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | * Write your own poem—use techniques you like that you found in poems you read.
* [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)[Flowers Poem Builder](http://teacher.depaul.edu/files/documents/PoemBuilder-Flowers.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PoemBuilder-FlowersSpanish.pdf) poem builder
 | * Make a list of words that help describe people, places, events.
* Use those words to write about a story.
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[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: FOURTH QUARTER Learning Priorities Weeks 32-33**

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| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **Describe** how **characters** in a story respond to major **event**s and **challenges**. (CCSSRL2.3)[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)    | How does a story writer help you understand the theme?* Locate information a writer uses to describe character, setting, events; illustrate with captions.
* **Describe** how **characters** in a story respond to major **event**s and **challenges**.
* Explain how the writer’s choices help you get the writer’s message.
 | How does a story writer help you understand the theme?* Locate information a writer uses to describe character, setting, events; illustrate with captions.
* **Describe** how **characters** in a story respond to major **event**s and **challenges**.
* Explain how the writer’s choices help you get the writer’s message.
 |
| **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) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text.2.7. **Explain** how specific **images** contribute to and clarify a text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features—title, headings, boldface, illustrations, captions—to figure out important information.*
* [Identify important details that support the main idea of a paragraph or passage.](http://teacher.depaul.edu/files/documents/Icaninferthemainidea2ndgrade.pdf)
* What is the writer’s purpose—and how do you know?
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features—title, headings, boldface, illustrations, captions—to figure out important information.*
* [Identify important details that support the main idea of a paragraph or passage.](http://teacher.depaul.edu/files/documents/Icaninferthemainidea2ndgrade.pdf)
* What is the writer’s purpose—and how do you know?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Plurals*PHONICS: | *Plurals* PHONICS:* Make a chart: Synonyms/Antonyms
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)C CCSSW 2.8. Recall information from experiences or gather information from provided sources to answer a question. | * *How do you organize a paragraph? Explain that and organize and write an example.*
 | * *How do you organize a paragraph? Explain that and organize and write an example.*
 |

[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: FOURTH QUARTER Learning Priorities Weeks 34-35**

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| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **CCSSRL2.2 figure out the theme of a story.****CCSSRL2.3**  **Describe** how **characters** in a story respond to major **event**s and **challenges**.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | HOW DO WRITERS HELP YOU UNDERSTAND THE THEME OF A STORY?* Trace the changes in a story—how a character learns about others or himself/herself.
* Then figure out why the writer tells the story that way—what is the message that the change is intended to help you understand?
* What is the message or lesson of the story?
* Why do you think that?
 | HOW DO WRITERS HELP YOU UNDERSTAND THE THEME OF A STORY?* Trace the changes in a story—how a character learns about others or himself/herself.
* Then figure out why the writer tells the story that way—what is the message that the change is intended to help you understand?
* What is the message or lesson of the story?
* Why do you think that?
 |
| **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) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* *List ideas you learned.*
* [Write](http://teacher.depaul.edu/html/social_studies_writing.html) *a summary of the selection starting with main idea and then supporting important information.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* *List ideas you learned.*
* [Write](http://teacher.depaul.edu/html/social_studies_writing.html) *a summary of the selection starting with main idea and then supporting information.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Prefixes and Suffixes*PHONICS:Make your own Fry phrases | *Prefixes and Suffixes*PHONICS:Make your own Fry phrases |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 2.7. Participate in shared research and writing projects  | How do you write a story?What are the parts?Work with another student to plan and write a story.  | Collaborate to list the ideas you will communicate, then information you will use, and then write a booklet or multi-paragraph explanation of a topic. Include diagram(s) and/or illustrations |

[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: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL 2.9. **Compare** and **contrast** the adventures and experiences of **characters** in stories.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | *HOW ARE STORIES DIFFERENT?** **Compare**/**contrast** two stories

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| --- | --- | --- |
| Setting |  |  |
| Main character |  |  |
| What the main character does to solve a problem |  |  |

* How are the main characters different or alike?
* How do the writers help you understand the theme through what the main characters do?
 | *HOW ARE STORIES DIFFERENT?** **Compare**/**contrast** two stories

|  |  |  |
| --- | --- | --- |
| Setting |  |  |
| Main character |  |  |
| What the main character does to solve a problem |  |  |

* How are the main characters different or alike?
* How do the writers help you understand the theme through what the main characters do?
 |
| **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) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI 2.2. Identify the **main topic** of a multiparagraph text as well as the **focus** of specific paragraphs within the text. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* [**Summarize**](http://teacher.depaul.edu/html/Nonfiction-Summarize.html) ideas you learned.
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Evaluate information to decide which are the most important facts about the topic.*
* [**Summarize**](http://teacher.depaul.edu/html/Nonfiction-Summarize.html) *ideas you learned.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Adjectives*PHONICS: | *Adjectives* PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 2.7. Participate in shared research and writing projects  | Collaborate to write a booklet or multi-paragraph explanation of a topic. Include diagram(s) and/or illustrations | * Collaborate to write a booklet or multi-paragraph explanation of a topic. Include diagram(s) and/or illustrations
 |

[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: FOURTH QUARTER Learning Priorities Week 38**

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| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSR2.5 | **Recognize Progress*** My favorite story or poem—students select their favorite story/poem, write to explain why they like it—support their opinion with evidence; share it with another student.
 |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **or** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **DEVELOP NONFICTION LITERACY** CCSSRI.2.2Summarize | [My own topic book](http://teacher.depaul.edu/GraphicOrganizers/Show%20to%20Tell.pdf)—students write about a topic they learned, explaining important ideas with relevant information.Book exchange—students exchange and read the books they wrote.[Book planner](http://teacher.depaul.edu/files/documents/BookMakerSpanish.pdf) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | Polish a paragraph.Explain what you know about writing a paragraph that you will take with you to third grade.Class word “bank”—words we’ll take to the next grade. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Apply writing skills to communicate effectively.CCSSW3--narrative | My second grade biography. |

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