**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.

**MATH PROGRESS PRIORITIES CALENDAR**

*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  |
| 5February |  |  |
| 12 February |  |  |
| 19February  |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Students should take high-interest math activities home.*  |
| 2 April |  |  |
| 9 April |  |  |

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

**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**

|  | **Week of February 5**  | **Week of February 12** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.1Answer questions—literal and inferential—with evidenceCCSSRL2. Theme | * 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:*PHONICS: | *Sight Words:*PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)OpinionAndnarrative | * 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.
 |

[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 21-22**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  | **Week of February 5**  | **Week of February 12** |
| --- | --- | --- |
| **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 | * *use text features and paragraph structure to identify main topic of text and each paragraph*
* *Then summarize what you learned.*
* *Make vocabulary glossary*
 | * *use text features and paragraph structure to identify main topic of text and each paragraph.*
* *Then summarize what you learned.*
* *Make vocabulary glossary*
 |

[**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)

[**Illustrate a Text**](http://teacher.depaul.edu/html/Nonfiction-IllustrateText.html)

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

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

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **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 fictionSummarize 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 idea does the writer want me to understand?
* What events help me understand that idea?

What do I like about the text? (opinion) | Trace (outline or make timeline or sequence chart) a biography or historical fictionSummarize 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 idea does the writer want me to understand?
* What events help me understand that idea?
* 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:*PHONICS: List and use opinion words | *Sight Words:*PHONICS:list and use opinion words |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinionnarrative | Write opinion about a nonfiction text—what the writer did that helped you learnIllustrate the narrative—mentor text. | Write opinion about a fiction book—what the writer did that helped you learnIllustrate with captions the parts of an event (mentor text). |

[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**

|  | **Week of February 19** | **Week of February 26** |
| --- | --- | --- |
| **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 | * *use text features and paragraph structure to identify main topic of text and each paragraph in two texts that relate to the question.*
* *Then summarize what you learned.*
* *Make vocabulary glossary*
 | * *use text features and paragraph structure to identify main topic of text and each paragraph in two texts that relate to the question.*
* *Then summarize what you learned.*
* *Make vocabulary glossary*
* *Use the vocabulary to write a paragraph telling about the topic*
 |

[**Word**-**Picture**-**Word** Core Vocabulary](http://teacher.depaul.edu/Documents/Word-Picture-WordCoreVocabulary.pdf)

[**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)

[**Illustrate a Text**](http://teacher.depaul.edu/html/Nonfiction-IllustrateText.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)**Second Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL. 1Analyze, then infer; answer with evidence2—message, theme, ideaCCSSRL3 characters, events CCSSR5—writer’s techniques | * Make story map—for different kind of story—choose a different kind this week from last.
* Teacher guides students to identify how elements of fiction are consistent across genres.
* Use to determine writer’s message/moral.
 | * Make story map—for different kind of story—choose a different kind this week from last.
* Teacher guides students to identify how elements of fiction are consistent across genres.
* Use to determine writer’s message/moral.
 |
| **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:* PHONICS:. | *Sight Words:* PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinionnarrative | * 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.
 | * Write opinion about a nonfiction book—what is most important and why you have that opinion.
* 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**

|  | **Week of March 5** | **Week of March 12** |
| --- | --- | --- |
| **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 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features and paragraph structure to identify main topic and important information in each of two texts or one text and a video.*
* *Then summarize*
* *Make vocabulary glossary*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features and paragraph structure to identify main topic and important information in each of two texts or one text and a video.*
* *Then summarize*
* *Make vocabulary glossary*
 |

[**Word**-**Picture**-**Word** Core Vocabulary](http://teacher.depaul.edu/Documents/Word-Picture-WordCoreVocabulary.pdf)

[**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)

[**Illustrate a Text**](http://teacher.depaul.edu/html/Nonfiction-IllustrateText.html)

[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm)**Second Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL. 1Analyze, then infer; answer with evidence2—message, theme, ideaCCSSRL3 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? (opinion)
 | 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? (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 | Explain contractions found in text.*Sight Words:*PHONICS: | **Compare** contractions and possessives.Sight Words:PHONICS: |
| [**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**

|  | **Week of March 19** | **Week of April 2** |
| --- | --- | --- |
| **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 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features and paragraph structure to identify main topic of text and each paragraph*
* *Then summarize*
* *Make vocabulary glossary*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features and paragraph structure to identify main topic of text and each paragraph*
* *Then summarize*
* *Make vocabulary glossary*
 |

[**Word**-**Picture**-**Word** Core Vocabulary](http://teacher.depaul.edu/Documents/Word-Picture-WordCoreVocabulary.pdf)

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

[**Illustrate a Text**](http://teacher.depaul.edu/html/Nonfiction-IllustrateText.html)

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

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

**LITERATURE AND FOUNDATIONAL SKILLS**

|  | **Week of April 9 COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.1Answer with evidenceCCSSRL2.2 main idea, 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?
 |
| **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 | * List words that are part of writing an opinion.
* Write sentences with those words.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Opinion  | * Write about what you learned about writing.
* Tell what is important and why it is important.
 |

[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 Week 29**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 9 COMPREHENSIVE ASSESSMENT**  |
| --- | --- |
| **Nonfiction Sources** | \_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**CCSSRi2.5 text features show the writer’s choices to show relationships that CCSSR2.2 communicate ideas | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Make a poster or booklet or report that tells/shows what you have learned about one Topic and BIG Question: tell why it is important to understand.
* Explain how to use features of a text to learn nonfiction ideas and information.
* Explain how you can combine information from two texts or one text and a video to tell about a topic.
 |