**2nd Grade**

FIRST QUARTER

CORE COMPETENCE DEVELOPMENT

 

**For resources to support first quarter progress, go to**

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

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**MATH MIX: New and Continuing PRIORITIES**

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 designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Students need to take home an example of how to solve problems—*they prepare* so they can practice correctly. Encourage math games that reinforce math facts.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly kinds of assessment:**

\_\_solve problem, explain patterns and strategies \_\_write math booklet

\_\_make my own “anchor chart” \_\_make “math path”—how to “do math”

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Common Core Second Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **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 multi-paragraph text as well as the **focus** of specific paragraphs within the text. |
| 3. **Describe** how **characters** in a story respond to major **events** and challenges. | 3. **Describe** the **connection** between a series of historical **event**s, scientific **ideas** or **concepts**, or steps in technical procedures in a 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. |
| **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.

*Nonfiction reading competencies are developed each week in science or social science—ideally students focus on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**Check the standards you will emphasize in students’ “collaborative conversations” during first 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.

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

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**Second Grade: First Quarter, Weeks 1-2 Learning Priorities**

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| --- | --- | --- |
|  | **Week of September 3** | **Week of September 10** |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.1Answer questions—literal and inferential—about CCSSRL2.2-respond to eventsliterature terms: story; character; trait; action; event  | * Take [reading interest survey](http://teacher.depaul.edu/Documents/LiteracySurvey.pdf).
* What do you like about reading stories?

**RELATE CHARACTER TRAITS AND ACTIONS** (relates to classroom rules)* Ask/answer questions about [who, what, why](http://teacher.depaul.edu/resources/Model%20How%20to%20Map%20a%20Story%20or%20History.pdf)
* Identify**/**infer character traits.
 | **RELATE TRAITS/ACTIONS/MOTIVES** * Read/listen to, then
* Identify/infer motive, relate to character traits –how characters respond to events

(Supports continuing the focus on classroom cooperation, the positive classroom—problem-solving) |
| **Nonfiction Sources** | \_ picture books \_big books \_topic/trade books \_\_videos \_\_museum exhibit | \_ picture books \_big books \_topic/trade books \_\_videos\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)CCSSRI.2.1Answer questions—informational and inferential | * *What do you like about science?*
* *How do you learn science?*
* *How do scientists explore?*
* *What is a trait that helps a scientist?*
 | * SL2.2 Recount or describe key ideas or details from a text *read* aloud or information presented orally or through other media—ONGOING
* Integrate use of video and books to learn (Applies CCSSR7.2—tell how visuals help you understand a text)
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.2.1Answer questions—informational and inferential. | * *What traits are important to help people to live and work together in a community? (Responses may be based on experience and readings.)*
 | * SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ONGOING
* Integrate the use of visuals/videos/books with a BIG question of the week. (Applies CCSSR7.2—tell how visuals help you understand a text)
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Explanatory CCSSW2.2andConventions (sentence) | Assess writing abilities to set specific priorities.* Describe yourself in sentences and drawings.
 | * Provide complete sentences to respond to questions—orally and in writing (SL2.6)—in all subjects.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | PHONICS FOCUS: Assess knowledge of phonics; set prioritiesSight Words: Assess knowledgeProper nouns: Assess use in writing. | PHONICS FOCUS: Sight Words:Proper nouns: Expand knowledge and use |

**SEL Connects: literature, history, science, math—**

 **learning—life—SEL is everywhere!**

***Example--You can set up a display—students choose, then illustrate traits.***

**What character traits are most important to our classroom community? Here are three. Add yours!**

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| **careful** | **helpful** | **cooperative** |
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**Personalize learning from the beginning:**

**Make a Literacy Survey to**

**Learn What Your Students Like.**

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

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| 1. What is your favorite kind of book to read?
 | 1. What is your favorite story?
 |
| 1. What is your favorite TV show?
 | 1. What do you like about that TV show?
 |
| 1. What do you like to write?
 | 1. What do you want to learn more about?

animals, countries, famous people, music, sports, or another topic? |

**Second Grade: First Quarter, Weeks 3-4 Learning Priorities**

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|  | **Week of September 17** | **Week of September 24** |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.1**Infer with evidence****CCSSR2.3 How characters respond to events**literature terms: character; event; sequence; cause-effect; motive | **ANALYZE SEQUENCE TO IDENTIFY CAUSES AND EFFECTS** Read a story, then:* identify sequence,
* then identify/infer cause-effect;
* relate to character traits and motive.
* Relate traits to classroom—see next page.

INTEGRATE WRITING: [Construct sentences](http://teacher.depaul.edu/GraphicOrganizers/Sentence%20Expander.pdf) to tell an event in a story—**details about actions** | **Analyze SEQUENCE, cause-effect, then PREDICT** Read a story, then:* identify sequence,
* then identify/infer cause-effect;
* relate to character traits and motive.
* Make and support predictions based on that analysis.

INTEGRATE WRITING: [Construct sentences](http://teacher.depaul.edu/GraphicOrganizers/Sentence%20Expander.pdf) to tell an event in a story—**details about actions** |
| **Nonfiction Sources** | \_topic book \_\_video\_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | topic book \_\_video \_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.2.1—answer questions with evidenceCCSSR2.4 expand academic vocabulary (ongoing)literacy terms: glossary; text feature; illustration; caption; bold print; heading; title  | Contrast fiction and nonfiction/real and make-believe.* What do writers put into a story?
* What do writers put into a topic book?
* What are the parts of a topic book?

 How do they help you learn?* Use text features to locate information to answer literal questions with information from illustration and/or text. (Teacher points out use of bold print, headings, captions, other text features to use.)
 | * Use text features to locate information to answer questions with information from illustration and/or text (guided to use text features). Then evaluate: What are the important facts you learned?
* Make glossary—can be Word-picture glossary—with sentences that use words. ONGOING
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)narrative*CCSSW2.2*Expository | * Journal—can apply to any subject—and SEL
* Strengthen sentences with adjectives
 | * Journal—can apply to any subject—and SEL
* Strengthen sentences with adjectives
* Organize a paragraph
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases.**Infer from context--ongoing** | PHONICS FOCUS: Sight Words:* Identify, classify singular and plural nouns
 | PHONICS FOCUS: Sight Words:* Identify, classify singular and plural nouns
 |

**Second Grade: First Quarter, Weeks 5-6 Learning Priorities**

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|  | **Week of October 1**  | **Week of October 8** |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.2—theme development--Answer with evidence (2.1)LITERATURE TERMS: theme; setting, plot, character; writer, illustrator | Mid Quarter Assessment: Identify important parts of a story Identify [elements of story](http://teacher.depaul.edu/resources/Model%20How%20to%20Map%20a%20Story%20or%20History.pdf) (setting, plot, character)* Theme Development: Tell how the plot relates to the [MESSAGE OR THEME](http://teacher.depaul.edu/files/documents/IcaninferthemainideaofastoryK-2.pdf)  (teacher tells message or theme, student explains how it is developed—by the writer and illustrator—how they help communicate it).

INTEGRATE WRITING: Write a sequential summary of the story including the events that support the theme. | CLARIFY THEME* Identify [elements of story](http://teacher.depaul.edu/resources/Model%20How%20to%20Map%20a%20Story%20or%20History.pdf) (setting, plot, character)
* Tell how the plot relates to the [MESSAGE OR THEME](http://teacher.depaul.edu/files/documents/IcaninferthemainideaofastoryK-2.pdf)  (teacher tells message or theme, student explains how it is developed—by the writer and illustrator—how they help communicate it with the events they show/tell). (CCSSR5)

INTEGRATE WRITING: Write a sequential summary of the story including the events that support the theme. |
| **Nonfiction Sources** | \_topic book \_\_video\_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ | topic book \_\_video \_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.2.2Summarize literacy terms: summarize; important information; list; paragraph | *Mid-Quarter Assessment:**Identify important information, list it, then summarize it.* *Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| *Facts about \_\_* |
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INTEGRATE WRITING: Write a paragraph that summarizesthe chart | *Identify important information, list it, then summarize it.* *Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |
| --- |
| *Facts about \_\_* |
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INTEGRATE WRITING: Write a paragraph that summarizesthe chart that summarize*s* the chart*.* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW2.2*Expository | Mid-quarter assessment: What are the rules for writing sentences? Give examples. * Journal—can apply to any subject and also SEL
 | * Journal—can apply to any subject and also SEL
* How do you write a paragraph to support an idea?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases.**Infer from context--ongoing** | PHONICS FOCUS: Sight Words:Identify, classify Singular and plural nouns and verbs | PHONICS FOCUS: Sight Words:Identify, classify, Singular and plural nouns and verbs |

**2nd Grade: First Quarter, Weeks 7-8 Learning Priorities**

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|  | **Week of October 15** | **Week of October 22** |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.2 Infer the theme of a story Also includes CCSSR5—how the writer’s choices communicate that themeLITERATURE TERMS: NARRATE; ACTIONS; TEMPORAL WORDS; EVENT ORDER; ILLUSTRATION | **INFER MESSAGE/THEME** * Guided by teacher analyze how the writer included different events to support the theme of a story.
* Identify details that the writer and illustrator provide to explain the story and focus on the theme. (Teacher may identify theme –deductive--or guide students to infer it--inductive.)

INTEGRATE WRITING: Start with mentor text—tell how the writer and illustrator communicate the story—showing and telling actions, thoughts, feelings; using temporal words. * Narrate a story/event
* Include details to describe **actions;** use **temporal words** to signal event order, and provide a sense of **closure**
 | **INFER MESSAGE/THEME** * analyze how the writer included events to support the theme.
* Identify details that the writer and illustrator provide to explain the story and focus on the theme. (Teacher may identify theme –deductive--or guide students to infer it--inductive.)

INTEGRATE WRITING: Start with mentor text—tell how the writer and illustrator communicate the story—showing and telling actions, thoughts, feelings; using temporal words. * Narrate a story/event
* Include details to describe **actions;** use **temporal words** to signal event order, and provide a sense of **closure**
 |
| **Nonfiction Sources** | \_topic book \_\_video \_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | topic book \_\_video \_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.2.2Identify the main idea and supporting information*LITERACY TERMS: MAIN IDEA; SUPPORTING INFORMATION; LOCATE; PARAGRAPH*  | * *Teacher identifies main idea of a text.*
* *Students locate and list information to support it.*
* *This can be done for each part of a nonfiction text or for a video or photo—students need to develop proficiency with visuals as well as texts.*
 | * Students identify i*mportant information in a paragraph.*
* *Then identify main idea of the paragraph.*
* *Teacher guides to determine central idea of the text.*
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)narrativeCCSSW2.3 | * Organize and writing paragraph
 | * *Organize and write paragraphs. Improve support for main idea.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases.**Infer from context--ongoing** | PHONICS FOCUS: Sight Words:Adjectives | PHONICS FOCUS: Sight Words:Adjectives  |

**2nd Grade: First Quarter, Week 9 Learning Priorities**

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|  | **Week of October 29****Comprehensive Assessment** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.2**Analyze development of theme** **LITERATURE TERMS: reason; purpose; author; moral**  | **Comprehensive assessment****How do you read a story?*** **What are the parts of a story?**
* **How do pictures help tell a story?**
* **How do you figure out what a story’s lesson is**—what the writer wants you to understand because you read it.
 |
| **Nonfiction Sources** | topic book \_\_video \_\_museum exhibit\_\_internet source \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.2.2Analyze the parts of a nonfiction text; use them to figure out main ideas. | Comprehensive Assessment* Students independently answer questions based on a topic book.
* Students independently read a passage with illustrations and identify important information and ideas.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Expository—2.2 | Comprehensive Assessment:* How do you write a paragraph? List the steps.
* Recommended:
* Read another student’s paragraph. Tell what you learned.
* Then suggest a way to make it even better.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to sight words include the Fry Phrases.**Infer from context--ongoing** | PHONICS FOCUS: Sight Words: |