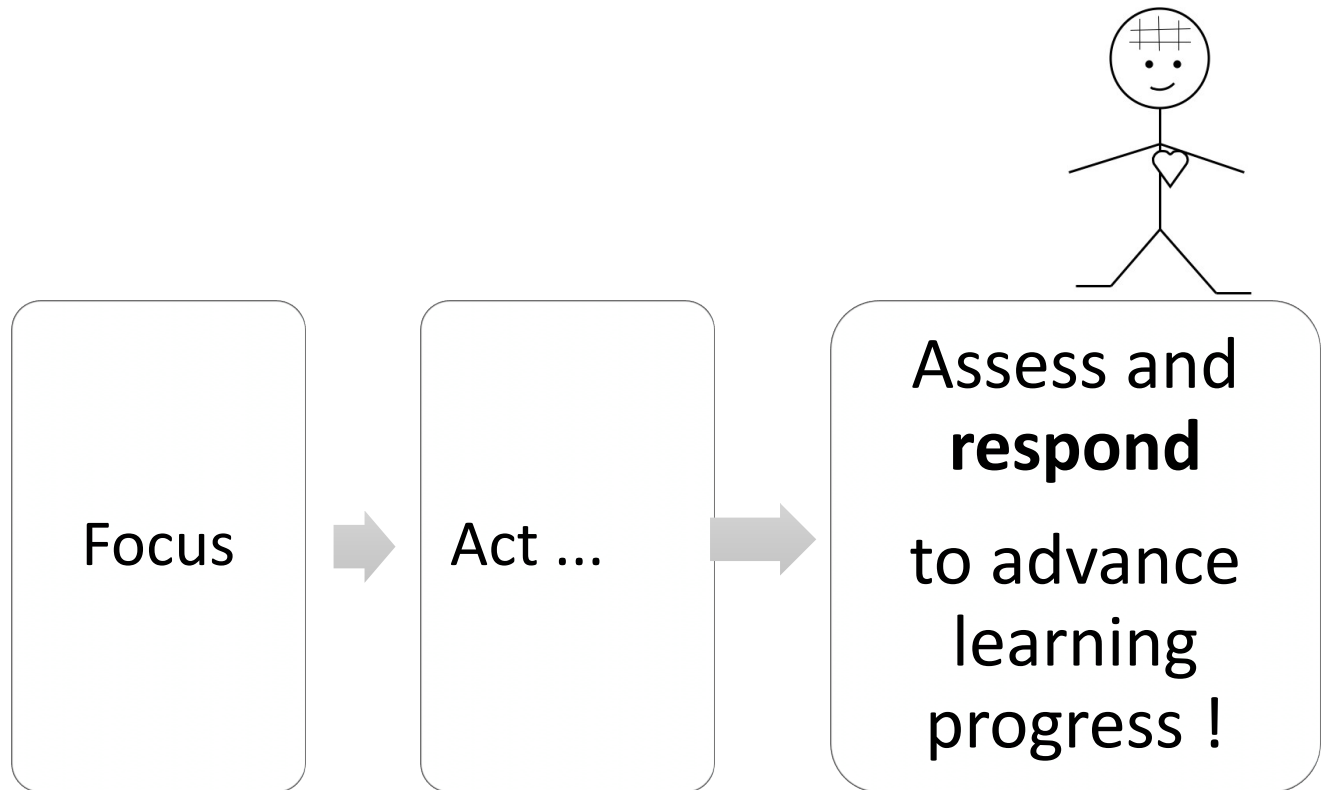


2nd Grade

FIRST QUARTER CORE COMPETENCE DEVELOPMENT



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

| 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 events , 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 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 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 Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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 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 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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 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

| | 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 CCSSRL.2.1 Answer questions—literal and inferential—about CCSSRL2.2-respond to events literature terms: story; character; trait; action; event | <input type="checkbox"/> Take reading interest survey . <input type="checkbox"/> What do you like about reading stories? RELATE CHARACTER TRAITS AND ACTIONS (relates to classroom rules) <input type="checkbox"/> Ask/answer questions about who, what, why <input type="checkbox"/> Identify/infer character traits. | RELATE TRAITS/ACTIONS/MOTIVES <input type="checkbox"/> Read/listen to, then <input type="checkbox"/> 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 CCSSRI.2.1 Answer questions—informational and inferential | <input type="checkbox"/> <i>What do you like about science?</i> <input type="checkbox"/> <i>How do you learn science?</i> <input type="checkbox"/> <i>How do scientists explore?</i> <input type="checkbox"/> <i>What is a trait that helps a scientist?</i> | <input type="checkbox"/> SL2.2 Recount or describe key ideas or details from a text <i>read</i> aloud or information presented orally or through other media—ONGOING <input type="checkbox"/> Integrate use of video and books to learn (Applies CCSSR7.2—tell how visuals help you understand a text) |
| Social Science CCSSRI.2.1 Answer questions—informational and inferential. | <input type="checkbox"/> <i>What traits are important to help people to live and work together in a community? (Responses may be based on experience and readings.)</i> | <input type="checkbox"/> SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ONGOING <input type="checkbox"/> 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 Explanatory CCSSW2.2 and Conventions (sentence) | Assess writing abilities to set specific priorities. <input type="checkbox"/> Describe yourself in sentences and drawings. | <input type="checkbox"/> Provide complete sentences to respond to questions—orally and in writing (SL2.6)—in all subjects. |
| Word Patterns and Grammar In addition to scheduled sight words include phrases such as the Fry Phrases. | PHONICS FOCUS: Assess knowledge of phonics; set priorities Sight Words: Assess knowledge Proper 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!**

| 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.

| | |
|--|--|
| 1. What is your favorite kind of book to read? | 2. What is your favorite story? |
| 3. What is your favorite TV show? | 4. What do you like about that TV show? |
| 5. What do you like to write? | 6. 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

| | Week of September 17 | Week of September 24 |
|---|---|---|
| Literature Genre | __fairy tale __folk tale __realistic fiction __fable _____ | __fairy tale __folk tale __realistic fiction __fable _____ |
| <p>Reading Literature CCSSRL.2.1 Infer with evidence CCSSR2.3 How characters respond to events</p> <p>literature terms: character; event; sequence; cause-effect; motive</p> | <p>ANALYZE SEQUENCE TO IDENTIFY CAUSES AND EFFECTS Read a story, then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify sequence, <input type="checkbox"/> then identify/infer cause-effect; <input type="checkbox"/> relate to character traits and motive. <input type="checkbox"/> Relate traits to classroom—see next page. <p>INTEGRATE WRITING: Construct sentences to tell an event in a story—details about actions</p> | <p>Analyze SEQUENCE, cause-effect, then PREDICT Read a story, then:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify sequence, <input type="checkbox"/> then identify/infer cause-effect; <input type="checkbox"/> relate to character traits and motive. <input type="checkbox"/> Make and support predictions based on that analysis. <p>INTEGRATE WRITING: Construct sentences to tell an event in a story—details about actions</p> |
| Nonfiction Sources | _topic book __video __museum exhibit __internet source _____ | topic book __video __museum exhibit __internet source _____ |
| <p>Science or Social Science CCSSRI.2.1—answer questions with evidence CCSSR2.4 expand academic vocabulary (ongoing)</p> <p>literacy terms: glossary; text feature; illustration; caption; bold print; heading; title</p> | <p>Contrast fiction and nonfiction/real and make-believe.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do writers put into a story? <input type="checkbox"/> What do writers put into a topic book? <input type="checkbox"/> What are the parts of a topic book? How do they help you learn? <input type="checkbox"/> 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.) | <ul style="list-style-type: none"> <input type="checkbox"/> 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? <input type="checkbox"/> Make glossary—can be Word-picture glossary—with sentences that use words. ONGOING |
| <p>Writing narrative CCSSW2.2 Expository</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Journal—can apply to any subject—and SEL <input type="checkbox"/> Strengthen sentences with adjectives | <ul style="list-style-type: none"> <input type="checkbox"/> Journal—can apply to any subject—and SEL <input type="checkbox"/> Strengthen sentences with adjectives <input type="checkbox"/> Organize a paragraph |
| <p>Word Patterns and Grammar Word Patterns and Grammar In addition to sight words include the Fry Phrases. Infer from context--ongoing</p> | <p>PHONICS FOCUS:</p> <p>Sight Words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, classify singular and plural nouns | <p>PHONICS FOCUS:</p> <p>Sight Words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, classify singular and plural nouns |

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

| | Week of October 1 | Week of October 8 | | | | | | |
|--|---|--|--|--|--|-------------------|--|--|
| Literature Genre | ___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____ | ___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____ | | | | | | |
| <p><u>Reading Literature</u> CCSSRL.2.2— theme development- - Answer with evidence (2.1)</p> <p>LITERATURE TERMS: theme; setting, plot, character; writer, illustrator</p> | <p>Mid Quarter Assessment: Identify important parts of a story Identify elements of story (setting, plot, character)</p> <p><input type="checkbox"/> Theme Development: Tell how the plot relates to the MESSAGE OR THEME (teacher tells message or theme, student explains how it is developed—by the writer and illustrator—how they help communicate it).</p> <p>INTEGRATE WRITING: Write a sequential summary of the story including the events that support the theme.</p> | <p>CLARIFY THEME</p> <p><input type="checkbox"/> Identify elements of story (setting, plot, character)</p> <p><input type="checkbox"/> Tell how the plot relates to the MESSAGE OR THEME (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)</p> <p>INTEGRATE WRITING: Write a sequential summary of the story including the events that support the theme.</p> | | | | | | |
| Nonfiction Sources | ___topic book ___video ___museum exhibit internet source _____ | topic book ___video ___museum exhibit ___internet source _____ | | | | | | |
| <p><u>Science</u> or <u>Social Science</u> CCSSRI.2.2 Summarize</p> <p>literacy terms: summarize; important information; list; paragraph</p> | <p><i>Mid-Quarter Assessment: Identify important information, list it, then summarize it.</i></p> <p>Topic: _____</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">Facts about _____</td> </tr> <tr> <td style="height: 15px;"> </td> </tr> <tr> <td style="height: 15px;"> </td> </tr> </table> <p>INTEGRATE WRITING: Write a paragraph that summarizes the chart</p> | Facts about _____ | | | <p><i>Identify important information, list it, then summarize it.</i></p> <p>Topic: _____</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">Facts about _____</td> </tr> <tr> <td style="height: 15px;"> </td> </tr> <tr> <td style="height: 15px;"> </td> </tr> </table> <p>INTEGRATE WRITING: Write a paragraph that summarizes the chart that summarizes the chart.</p> | Facts about _____ | | |
| Facts about _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Facts about _____ | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| <p><u>Writing</u> CCSSW2.2 Expository</p> | <p>Mid-quarter assessment: What are the rules for writing sentences? Give examples.</p> <p><input type="checkbox"/> Journal—can apply to any subject and also SEL</p> | <p><input type="checkbox"/> Journal—can apply to any subject and also SEL</p> <p><input type="checkbox"/> How do you write a paragraph to support an idea?</p> | | | | | | |
| <p><u>Word Patterns and Grammar</u> In addition to sight words include the Fry Phrases. Infer from context-- ongoing</p> | <p>PHONICS FOCUS:</p> <p>Sight Words:</p> <p>Identify, classify Singular and plural nouns and verbs</p> | <p>PHONICS FOCUS:</p> <p>Sight Words:</p> <p>Identify, classify, Singular and plural nouns and verbs</p> | | | | | | |

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

| | Week of October 15 | Week of October 22 |
|---|---|---|
| Literature Genre | ___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____ | ___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____ |
| <u>Reading Literature</u> CCSSRL.2.2 Infer the theme of a story Also includes CCSSR5—how the writer’s choices communicate that theme LITERATURE TERMS: NARRATE; ACTIONS; TEMPORAL WORDS; EVENT ORDER; ILLUSTRATION | INFER MESSAGE/THEME <input type="checkbox"/> Guided by teacher analyze how the writer included different events to support the theme of a story. <input type="checkbox"/> 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. <input type="checkbox"/> Narrate a story/event <input type="checkbox"/> Include details to describe actions ; use temporal words to signal event order, and provide a sense of closure | INFER MESSAGE/THEME <input type="checkbox"/> analyze how the writer included events to support the theme. <input type="checkbox"/> 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. <input type="checkbox"/> Narrate a story/event <input type="checkbox"/> 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 _____ |
| <u>Science</u> or <u>Social Science</u> CCSSRI.2.2 Identify the main idea and supporting information LITERACY TERMS: MAIN IDEA; SUPPORTING INFORMATION; LOCATE; PARAGRAPH | <input type="checkbox"/> <i>Teacher identifies main idea of a text.</i> <input type="checkbox"/> <i>Students locate and list information to support it.</i> <input checked="" type="checkbox"/> <i>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.</i> | <input type="checkbox"/> <i>Students identify important information in a paragraph.</i> <input type="checkbox"/> <i>Then identify main idea of the paragraph.</i> <input type="checkbox"/> <i>Teacher guides to determine central idea of the text.</i> |
| <u>Writing</u> narrative CCSSW2.3 | <input type="checkbox"/> Organize and writing paragraph | <input type="checkbox"/> <i>Organize and write paragraphs. Improve support for main idea.</i> |
| <u>Word Patterns and Grammar</u> <u>Word Patterns and Grammar</u> 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

| | |
|---|---|
| | Week of October 29 Comprehensive Assessment |
| <u>Reading Literature</u> 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 _____ |
| <u>Science</u> or <u>Social Science</u> CCSSRI.2.2 Analyze 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. |
| <u>Writing</u> Expository—2.2 | Comprehensive Assessment: <input type="checkbox"/> How do you write a paragraph? List the steps. ✓ Recommended: <input type="checkbox"/> Read another student's paragraph. Tell what you learned. <input type="checkbox"/> Then suggest a way to make it even better. |
| <u>Word Patterns and Grammar</u> <u>Word Patterns and Grammar</u> In addition to sight words include the Fry Phrases. Infer from context--ongoing | PHONICS FOCUS: Sight Words: |