

The Connected Curriculum

# GRADE 2

## Curriculum Map

*Standards-Based Scope and Sequence for Teaching and Assessment  
with integrated principles and strategies of special education.*

*This guide was prepared by the DePaul Center for Urban Education  
through support from the Polk Bros. Foundation Teacher Leadership Network.*

*Relevant resources for instruction, independent learning, and assessment:  
<http://teacher.depaul.edu>.*

## Second Grade Mid- and End-of Quarter Competencies to Assess First Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 5</b>	<b>Week 9</b>	<b>Week 14</b>	<b>Week 19</b>
<b>Word Knowledge</b> 1A	Identify vowel consonant patterns and syllables Give examples of vowel consonant patterns Make own phonics chart/book	Identify word families Silent consonants	Identify/explain prefixes and suffixes	Identify and explain contractions when reading. Explain and give examples of possessives.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Read or hear a new story and draw pictures that show stated and inferred traits; identify motive, sequence, cause-effect; make predictions	Draw conclusions from text: Identify/explain cause-effect in response to questions or with diagram; Make and explain predictions	Identify/describe different kinds of stories Identify, infer motives Complete a story map	Identify and classify information; Compare/contrast  relate information to main idea;
<b>Fluency</b> <b>ILS1B,4AB</b>	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing</b>	Write sentence to tell action.	Write/edit sentences	Edit sentence to add words for clarity 3A,B	Write sequence statements for non-fiction; edit sentences
<b>Content</b>	<b>GEOGRAPHY</b> List, picture features; describe features; make map; complete booklet or model of community geography.	<b>ECOLOGY</b> List, picture features; describe, illustrate terms, features Make a chart, collage, or booklet about environment Explain how to use parts of a non-fiction book.	<b>CULTURE</b> Describe values; illustrate and explain examples of a community's values in the past and today.	<b>PHYSICS/TECHNOLOGY</b> List, picture key terms/concepts; describe key terms/concepts; describe, explain how to measure and classify—give examples
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

## Second Grade Mid- and End-of Quarter Competencies to Assess Second Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 24</b>	<b>Week 29</b>	<b>Week 34</b>	<b>Weeks 37-8</b>
<b>Word Knowledge</b> <b>1A</b>	Use sight words in sentences  Identify/explain prefixes, compound words	Use sight words in sentences Identify syllables in words. Provide rhyming words.	Identify sight words  Explain and give examples of phonics of these weeks.	Word book—what are my favorite words?  My own Decoding Guide
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Explain literal, analytic questions; explain how to paraphrase and summarize	Explain how to answer questions: literal, inferential Answer with evidence literal and inferential questions	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.	Combine information from different sources
<b>Fluency</b> ILS1B,4AB	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing</b> ILS 3,4	Explain how to write a biography.	Revise sentences to make them persuasive	Next Grade Prep Identify skills needed for next grade, particularly paragraphs.	I can write a poem
<b>Content</b>	<b>ECONOMICS</b> <i>Describe and draw work in our community.</i>	<b>SYSTEMS OF SCIENCE</b> Based on what I knew and what I learned, what do I think is important about _____?	<b>GOVERNMENT</b> Explain how government is part of the community.	<b>DISCOVERIES</b> My own learning yearbook—what I have learned about the world this year.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

## Second Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
<b>Word Knowledge</b>  <b>1A</b>	Assess student phonics Word Knowledge Use "word wall" for phonics patterns, sight words, other vocabulary	Count syllables  Sight Words	Apply vowel-Consonant patterns Sight words	Apply vowel-Consonant patterns Sight Words	Identify vowel consonant patterns and syllables Give examples of vowel consonant patterns Make own phonics chart/book Recognize, use sight words in sentences
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  <i>Goals 1, 2</i>	Determine purpose for reading/listening (ongoing) Ask/answer questions (ongoing) 1B, 2A	Read/listen to identify/infer motive 1B,C  Follow 1, 2-step directions (4A) Take reading interest inventory.	Read/listen to identify sequence, cause-effect make predictions 1B Recommended: relate to classroom rules	Retell content read independently (setting, plot, character, theme)  1B, 2A	Read or hear a new story and draw pictures that show stated and inferred traits; identify motive, sequence, cause-effect; make predictions-- Illustrate predictions and support predictions with oral presentation
<b>Fluency</b>  <b>ILS1B,4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b>	Classify: People, places, noun, verb (assess if need to develop further)	Construct sentences. Write/draw actions	Construct sentences with singular and plural noun	Identify, use subject-verb agreement (ONGOING)	Write and illustrate sentence to tell action. Identify noun, verb in sentences
<b>Content Community Geography</b> 17A,B,C <b>Read to Learn--</b> Goal 5	Our community Places apartment community house place where	Our community Workers fire department hospital library police	Our community Transportation bus car train	Our community and the city citizen downtown leader	List, picture features; describe features; make map; complete booklet or model of community geography.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
<b>Word Knowledge</b>  1A	alphabetize to second letter Identify and use word families (ongoing)	Word families continue Add/delete phonemes Sight words	Silent consonants  Use primary dictionary Sight words	Identify word families Identify silent consonants Create own dictionary using classroom word lists (student choice); alphabetize and illustrate 5 words use sight words in sentences
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Relate prior knowledge to new text—What you knew, what's new? (ONGOING) 1B	Draw conclusions from text cause-effect  1B	Draw conclusions from text: Causes-effects Predictions  1B	Read/hear new story and draw conclusions from text: Identify/explain cause-effect in response to questions or with diagram; Make and explain predictions
<b>Fluency</b>  ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing Goals 3 and 4</b>	Construct sentences- - Descriptive—with adjectives ILS3A,B	Construct sentences Descriptive ILS3AB	Construct sentences Descriptive ILS3AB	Write/edit sentences Illustrate sentences Identify adjectives in sentences
<b>Content Ecology</b>  <b>Research Goal 5</b>	Our community's environment change farm garden park place 12A	How plants grow here: begin, big flower, grow little, rain, seed 12A,B Get information from pictures, charts 5A	How animals live here: animal, around group, growth here, large Earth, eat Food, move 12A,B; 13B Use Table of contents, index, glossary 5A	List, picture features; describe, illustrate terms, features Make a chart/collage/booklet about an environment Explain how to use parts of a non-fiction book.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>				Make a Math Glossary

## Second Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Identify prefixes Sight Words:	list prefixes, tell how they affect meaning Sight Words:	Identify and use suffixes Sight Words:	Identify and use suffixes Sight Words:	Identify/explain prefixes and suffixes
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Compare/contrast kinds of stories (such as fable, story, folktale)  “map” a story —show the characters, setting, events 1B, 2AB	Compare/contrast kinds of stories  “map” a story 1B, 2AB	Identify, infer motives Make predictions  1B	“map” a story with graphic organizers  interpret values in a story  1B, 2A	Identify/describe different kinds of stories Identify, infer motives Complete a story map
<b>Fluency</b>  ILS 1B, 4AB	This week’s read aloud:	This week’s read aloud:	This week’s read aloud:	This week’s read aloud:	Students read aloud with increased fluency.
<b>Writing</b>	illustrate sequence statements 3C	write sequence statements 3C	Narrate story with clear diction 4B,C	Add adjectives to sentence 3A	Edit sentence to add words for clarity 3A,B
<b>Content:</b>  <b>Culture</b>	Read, list, classify compare/contrast how people met needs in our community in the past. 16A,, 5A, 5A community need past	Read, infer what values people had in our community in the past. 16A5A help share work	Read, list, classify, contrast how people in our community meet needs today. 18A 5A past present today	Read, list, infer how people in our communities shows values today. 18A 5A building place value	<b>Describe values;</b> illustrate and explain examples of a community’s values in the past and today.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Locate contractions in text. Sight Words:	Explain contractions found in text. Sight Words:	Compare contractions and possessives. Sight Words:	Possessive pronouns  Sight Words:	Identify and explain contractions when reading. Explain and give examples of possessives.
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Identify main idea and supporting information  1B, 4A	Locate and Classify information 1B	Compare 1B	Compare/contrast 1B	Identify and classify information; Compare/contrast  relate information to main idea;
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing GOALS 3, 4</b>	Write sentences with periods, question marks, exclamation marks 3A	Write sentences with periods, question marks, exclamation marks 3A	write sequence (non-fiction 3B)	Plan and make big book; Write description; edit for punctuation 3B, 3A	Write sequence statements for non-fiction; edit sentences
<b>Content: Technology/ Physics</b>	Read/experience/write/illustrate about measuring size  foot, inch, mile, tall, walk  11, 12C, 5A	Read/experience/write/illustrate about: how to classify things large, little, long, metal, natural, paper, rock, wood  12CD, 11,5A	Read/experience/write/illustrate about: how to compare things begin, alike, end, kind, many, same, something 12CD, 11,5A	Read/experience/Write about: how to contrast things different, bigger, smaller, harder, softer  ILS12CD, 5A	List, picture key terms/concepts; describe key terms/concepts; describe, explain how to measure and classify—give examples
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Prefixes  Sight Words:	Prefixes  Sight words:	Compound words  Sight Words:	Compound words  Sight Words:	<i>Use sight words in sentences</i>  <i>Identify/explain prefixes, compound words</i>
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Identify main idea, details  1B	Paraphrase Summarize Text  1B	Paraphrase Summarize Text  1B	Paraphrase Summarize Text  1B	<i>explain how to paraphrase and summarize</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing emphasis: focus 3A,B</b>	Writing biography	Write biography	Write poem.	Write letter.	Explain how to write a biography.
<b>Content: The Community Economy</b>  ILS 5A plus content goals	What are the parts of the community economy? ILS 15D,E	What workplaces are in the community? ILS 15D,E	What jobs are part of our community? ILS 15 D,E	How do people make community choices? ILS 15 D,E	Write a paragraph or booklet about the economy in the community.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26	Week 27	Week 28	Week 29 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Rhyming words  Sight Words:	Rhyming words  Sight Words:	Syllables  Sight Words:	Syllables  Sight Words	Use sight words in sentences Identify syllables in words. Provide rhyming words.
<i>Reading Strategies:</i> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	answer inferential questions for fiction  <b>Identify</b> inferential questions 1B	answer/make inferential questions  1B	Ask and respond to literal/inferential  1B	Identify literal, inferential questions; answer with evidence  1B	Explain how to answer questions: literal, inferential Answer with evidence literal and inferential questions
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:  Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing emphasis: persuasive</b> 3A,B	Persuasive paragraph 3A,B	Use punctuation correctly in persuasive sentences 3A,B	Use Grammar correctly— Nouns—in persuasive sentences 3A	Use Grammar correctly— Verbs—in persuasive sentences 3A	Revise sentences to make them persuasive
<b>Content: Systems</b>	EARTH-SUN moon, planet, sun 12 F	LAND rock, soil 12 E	LANDFORMS earth, hill, mountain 12 F	WEATHER water, weather 12 E	Make booklet or write paragraph about one of the systems.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
<b>Word Knowledge</b>  <b>ILS 1A</b>	<i>Sight Words</i>  <i>This week's decoding focus:</i>	<i>Sight Words:</i>  <i>This week's decoding focus:</i>	<i>Sight Words:</i>  <i>This week's decoding focus:</i>	<i>Sight Words:</i>  <i>This week's decoding focus:</i>	<i>Identify sight words</i>  <i>Explain and give examples of phonics of these weeks.</i>
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i> Goals 1, 2	<i>I can answer who-what-when-where questions.</i>  ILS 1B	<i>I can make inferences about words and parts of a story.</i>  ILS 1B	<i>I can answer different kinds of questions about different kinds of reading.</i>  ILS 1B	<i>I can answer different kinds of questions about different kinds of reading.</i>  ILS 1B	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing emphasis: creative</b>	<i>I can write a biography.</i>  ILS 3B	<i>I can write a story.</i>  ILS 3B	<i>I can write a poem</i>  ILS 3B,C.	<i>I can write a song</i>  ILS3B,C.	Next Grade Prep Identify skills needed for next grade, particularly paragraphs.
<b>Content: Government</b>	What government services do we have? 14A	What do citizens do? 14C	Who is a community leader? ILS 14C	What progress should our community make? ILS 14C	Write/draw to show how the government is part of the community.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Second Grade: Weeks 35-38 Curriculum Map

	Week 35	Week 36	Weeks 37-8
<b>Word Knowledge</b> ILS 1A	Words of the Week:  What we've learned about decoding.	Word book—what are my favorite words?  My own Decoding Guide	Celebrate learning
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	locate information from various sources  ILS 5A, 1B	Combine information from different sources  ILS 5A, 1B	Use full repertoire of skills.  celebrate learning
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing</b>  <b>emphasis:</b> <b>explanatory</b>	I can write a paragraph 3B	I can write a poem ILS 3B,C	celebrate learning
<b>Content:</b> <b>Discoveries</b>	What do we discover about _____ through reading, listening, looking?  ILS 11 A, B ILS 12 A, B	What do we discover about _____ through reading, listening, looking?  ILS 11 A, B ILS 12 A, B	My own learning yearbook—what I have learned about the world this year.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>			Make a Math Glossary