**2nd Grade**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES

 

**For resources to support learning progress, go to**

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

**Links to specific resources are embedded in the following pages.**

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

**at DePaul University**

[**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)

[**Primary Literacy Toolkit**](http://teacher.depaul.edu/Documents/ReadytoTeachToolkit.pdf)

Learning Guides in Spanish and English

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

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

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**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; science; social science--*Integrating math into science and social science makes math more meaningful.*

***The two-day Weeks of November are an ideal time for a comprehensive math mixer—students participate in a “math bowl” or make and exchange math problems or make their own math posters to clarify the math they have learned—as a thank you to their teacher!***

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

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

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

**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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

**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.

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

**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.**

**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.
 |

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**Second Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

*Weeks 10-11 are combined—week 10 includes few instruction days.*

*Week 12 includes only 2 days.*

|  |  |  |
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|  | **Weeks 10-11** | **Week 12** |
| **Literature Genre** | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_biography \_\_history\_\_historical fiction\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.3Story elements **CCSSRL2.5 structure of story or history** | * Make a story or history/biography chart; clarify the difference between history and historical fiction.

|  |  |
| --- | --- |
| Parts | Information |
| Main character or person |  |
| Traits of the main person or character |  |
| place |  |
| problem |  |
| Response  |  |

Analyze—how does the character or person respond to a problem; what does that show about the person’s traits? | Choose the favorite story you have read.Tell:Why you like itHow the characters change or what they learnWhat the theme isWhat you think happens next |
| [**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: Sight Words:Proper nouns | PHONICS FOCUS: Sight Words:Proper nouns |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Explanatory/ informational CCSSW2.2 | * Write and Illustrate **sequence** statements--can be fiction or nonfiction
 | * Write **and illustrate sequence—can be fiction or nonfiction—to support an idea or theme.**
 |

**Second Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

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|  | **Weeks 10-11** | **Week 13** |
| **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.**** ***Classify*** *information from pictures and text in a chart and tell how you do it. Science example: facts about animals; facts about environment.*
* ***Use text structure (paragraphs and sections) to tell what the ideas in a text are).***
* ***Make glossary***
 | *Choose a topic you have learned about.**List important information.**Draw pictures that show that information.**Write captions.**Tell the BIG idea that your information supports.* |

**Second Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **Literature Genre** | Poem | Poem  |
| Reading LiteratureCCSSR2.4. **Describe** how **words and phrases** (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | * Interpret images in a **poem** –**figurative language**
* Tell what the words mean and how they help you see the idea.

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| Word | Picture that Shows What it Means  |
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Figure out the writer’s message to you. Tell what you like about the poem. | * Interpret images in a **poem** –**figurative language**
* Tell what the words mean and how they help you see the idea.

|  |  |
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| Word | Picture that Shows What it Means  |
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Figure out the writer’s message to you.Tell what you like about the poem.Add your own lines to the poem—or write your own. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | * **Figurative Language**
* Rhyming words

*Sight Words:*PHONICS: | * **Figurative Language**
* Rhyming words

*Sight Words:*PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Explanatory—descriptive poem | * Write a poem or the next part of a poem
 | * Write a poem or the next part of a poem
 |

**Second Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**NONFICTION LITERACY IN**

**SCIENCE AND**

**SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **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**CCSSR2.2 organize information to support ideaCCSSR2.3—analyze relationshipsCCSSR2.7—interpret diagrams | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List information to answer a FOCUS QUESTION.*
* *Complete a diagram to answer it—first analyze a diagram to see how it works (Can be a timeline, main idea, or other diagram—students then use same diagram to add information from the text.)*
* *Make picture glossary of important content words*

***Use them to explain*** *what you learned*  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List information to answer a FOCUS QUESTION.*
* *Complete a diagram to answer it—first analyze a diagram to see how it works (Can be a timeline, main idea, or other diagram—students then use same diagram to add information from the text.)*
* *Make picture glossary of important content words*
* ***Use them to explain***  *what you learned*
 |

**Second Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **Literature Genre** | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **CCSSRL2.2 theme****CCSSRL2.3 character development (relates to theme)** | * 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?
 | * 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?  |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases.  | * Identify/explain **prefixes**

*Sight Words:* PHONICS: | * Identify/explain **suffixes**

*Sight Words:* PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)explanatory/informational | * Write, then Improve a paragraph—add adjectives and information
 | * Write then improve a paragraph—add adjectives and information
 |

**Second Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**NONFICTION LITERACY IN**

**SCIENCE AND**

**SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

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| --- | --- | --- |
| **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**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.**** *Use text features to find information.*
* *Figure out the main idea of a paragraph and list information that supports it.*
* *What ideas does the writer want you to learn?*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to find information.*
* *Figure out the main idea of a paragraph and list information that supports it.*
* *Then list ideas from a few paragraphs in same text.*
* *What ideas does the writer want you to learn?*
 |

**2nd Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| --- | --- | --- |
| **Literature Genre** | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) **CCSSRL2.5 story structure** LITERATURE TERMS: | * ***Analyze genres--*Compare**/**contrast** kinds of “make-believe” stories (such as fable, realistic story, folktale) –Kinds of characters, kinds of events, kinds of settings.

|  |  |
| --- | --- |
| Realistic Story | Make Believe Story |
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|  |  |

* How they are different.
* What structures do they share?
* What would the writer ask the illustrator to include in pictures?
 | * ***Analyze genres--*Compare**/**contrast** kinds of “make-believe” stories (such as fable, realistic story, folktale)

|  |  |
| --- | --- |
| Realistic Story | Make Believe Story |
|  |  |
|  |  |
|  |  |

* How they are different.
* What structures do they share?
* What would a writer plan to write each kind?
* What would the writer ask the illustrator to include in pictures?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | * Explain contractions found in text.

*Sight Words:*PHONICS: | * **Compare** contractions and possessives.

Sight Words:PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)explanatory/informational  | * Write explanation—outline/diagram a paragraph (first, analyze one in a text) then write it
 | * Write explanation—outline/diagram a paragraph (first, analyze one in a text) then write it
 |

**2nd Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**NONFICTION LITERACY IN**

**SCIENCE AND**

**SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

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| --- | --- | --- |
| **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**Figure out how the parts of a text fit together—to tell a sequence or to explain a topic with different sub-topics. (CCSSR3)  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to figure out the parts.*
* *Figure out how the parts of a text fit together—either to tell a sequence or as parts of a whole topic—its subtopics.*
* *Figure out important ideas from diagrams*
* *Write to explain what you learned with evidence/examples and your own diagrams.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to figure out the parts.*
* *Figure out how the parts of a text fit together—either to tell a sequence or as parts of a whole topic—its subtopics.*
* *Figure out important ideas from diagrams*
* *Write to explain what you learned with evidence/examples and your own diagrams.*
 |

**2nd Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_historical fiction \_\_folk tale\_\_realistic fiction \_\_fable\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.2.2—theme of a storyCCSSRL2.3 Analyze a story’s development | * How do you Identify **theme?**

—what lesson the writer wants you to understand—and how the writer communicates it through the characters and events.* Read new stories or revisit familiar ones to identify genre and figure out the theme.**Theme**: \_\_\_\_\_\_\_\_\_\_\_\_How the writer helps me understand it

  | * Make a “how to read a story guide—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?
* Make a How to read a poem guide--What do you do when you read a **poem**?What do you do first?Then what do you do?Why do people re-read **poems**?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | * Use contractions in sentences.
* Use possessives in sentences.

Sight Words:PHONICS: | * Identify and explain contractions when reading.
* Explain and give examples of possessives.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)explanatory/informational  | * Write then edit paragraph based on a text.
 | * Make guide with your own example: how you write a good explanatory paragraph
 |

**2nd Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**NONFICTION LITERACY IN**

**SCIENCE AND**

**SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **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**Figure out how the parts of a text fit together—to tell a sequence or to explain a topic with different sub-topics. (CCSSR3)  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Use text features to figure out the parts.*
* *Figure out how the parts of a text fit together—either to tell a sequence or as parts of a whole topic—its subtopics.*
* *Figure out important ideas from diagrams*
* *Write to explain what you learned with evidence/examples and your own diagrams.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Read an unfamiliar text.*
* *List the ideas you learn.*
* *Use words, pictures, diagram to show an important idea you learn.*
 |