

# Quincy Public School Second Grade Curriculum Map

1 <sup>st</sup> Trimester	Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
AUGUST				<b>Small Group:</b> Guided Reading, Shared Reading, Assisted Writing, Interactive Writing,	Centers should be a continuation of independent practice that promote automaticity and transfer. Centers should reflect lessons from literacy, writer's, math and content workshop. The centers should be focused on hands-on, minds-on meaningful activities and not worksheets.	<b>Writer's Workshop Framework:</b> <u>Whole Class:</u> Write Aloud, Shared/Interactive writing, Mini-lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge <u>Small Group:</u> Guided Writing,, Conferences, Tailored Mini-lessons <u>Independent Practice:</u> One on one conferences, independent/writing, projects			
	<p><u>Launching the Reader's Workshop:</u> <a href="#">20-day planner pacing guide</a></p> <p><b>Model and Practice Routines:</b></p> <ul style="list-style-type: none"> <li>• Routine 1: Moving to a meeting area</li> <li>• Routine 2: Where to Sit at Meeting Area</li> <li>• Routine 3: Processing Thinking with a Partner</li> <li>• Routine 4: Creating an Anchor Chart</li> <li>• Routine 5: How to Be a Good Listener</li> <li>• Routine 6: How to Be an Engaged Learner</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• 1. Be an Active Listener</li> <li>• 2: Think and Talk about Reading</li> </ul>	<p><b>Alphabet chart-</b> (daily throughout the year)</p> <ul style="list-style-type: none"> <li>• Assessment: Words Their Way</li> </ul>	<p><b>Read Aloud for Enjoyment:</b></p> <ul style="list-style-type: none"> <li>• Fiction: Selections from Pinocchio and Peter Pan</li> <li>• Informational Text: Animal Survivors</li> </ul> <p><b>Reader's Workshop Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>• 1: Our Reading Community: Why Readers Read</li> <li>• 2: Our Reading Community: Ways to Read a Book</li> <li>• 3: How Readers' Figure Out Words</li> <li>• 4: Distinguishing Characteristics of Fiction and Informational Text</li> </ul>	<p><b>Support and establish independence at centers.</b></p>	<p><b>Introduce structures and routines for centers.</b></p> <ul style="list-style-type: none"> <li>• Role, responsibilities</li> <li>• Problem solving</li> <li>• Introduce Centers</li> </ul>		<p><b>Unit 1: Math Is</b></p> <ul style="list-style-type: none"> <li>• Unit Opener: Ignite</li> <li>• 1-1 Math is Mine</li> <li>• 1-2 Math is Exploring and Thinking</li> <li>• 1-3 Math is in Our World</li> </ul>	<p><b>Units: Animal Biodiversity &amp; Plant Adventures</b></p> <p><b>Skills:</b> At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-1)</li> <li>• Develop a simple model that mimics the function of an animals in dispersing seeds or pollinating plants.(2-LS2-2)</li> <li>• Make observations of plants and animals to compare the diversity of life in different habitats.(2-LS4-1)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Mystery Science: Animal Biodiversity</b></li> <li>• <b>Mystery Science: Plant Adventures</b></li> </ul> <p><b>Optional Resources:</b></p> <ul style="list-style-type: none"> <li>• HMH Unit 3</li> </ul> <p><b>Activities:</b></p> <p><b>Mystery Science: Animal Biodiversity</b></p> <ul style="list-style-type: none"> <li>• Anchor Phenomenon</li> <li>• Lesson 1</li> </ul>	
	<p><u>Launching the Reader's Workshop:</u> <a href="#">20-day planner pacing guide</a></p> <p><b>Model and Practice Routines:</b></p> <ul style="list-style-type: none"> <li>• Routine 7: Appropriate Workshop Voice Levels</li> <li>• Routine 8: Think, Pair, Share</li> <li>• Routine 9: What Active Reading Looks Like</li> <li>• Routine 10: Taking Care of Books</li> <li>• Routine 11: How to Use A Book Bag</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• 3: Reread to Support Comprehension</li> <li>• 4: Use Pictures to Support Comprehension</li> </ul>	<p><b>Launching the Phonics Workshop</b></p> <ul style="list-style-type: none"> <li>• Short a-mini-lesson 1</li> <li>• Short i- mini-lesson 2</li> <li>• Short o-mini-lesson 3</li> <li>• short u-mini-lesson 4</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Using guidelines</li> <li>• Handwriting positions: left/right</li> <li>• Vertical lines</li> <li>• Horizontal lines</li> <li>• Circle lines</li> </ul>	<p><b>Reader's Workshop Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>• 5: Informational Text Features</li> <li>• 6: Fiction: Character</li> <li>• 7: Fiction: Setting</li> <li>• 8: Fiction: Problem and Resolution</li> <li>• 9: Introduction to Book Talks</li> </ul> <p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>• 1: Animal Survivors</li> </ul>		<p><b>Center Options:</b></p> <ul style="list-style-type: none"> <li>• Browsing library/Picking just right books</li> <li>• Listening to books</li> <li>• Writing Center-stories, letters, cards</li> <li>• Buddy reading</li> <li>• Discovery (integrate content lessons)</li> <li>• Word Work</li> <li>• Poems</li> <li>• Technology related to specific learning</li> <li>• Vocabulary'</li> <li>• Reading Responses</li> </ul>		<ul style="list-style-type: none"> <li>• 1-4 Math is Explaining and Sharing</li> <li>• 1-5 Math is Finding Patterns</li> <li>• 1-6 Math is Ours</li> <li>• Unit Review/Fluency Practice</li> </ul>		

**Assessments for Instruction:**

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|--|---|--|
| <ul style="list-style-type: none"> <li>• Literacy Footprints Assessment</li> <li>• Letter Identification if needed</li> <li>• Running Records</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Proficiency Checklist</li> <li>• Writing Proficiency Checklist</li> <li>• Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Content Areas Unit tests</li> <li>• Math Assessments:</li> </ul> |
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# Quincy Public School Second Grade Curriculum Map

1 <sup>st</sup> Trimester	Social Emotional Lessons: Second Step: Lessons 2-5								
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson 30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum.</i>
S E P T E M B E R	<p><b>Launching the Reader's Workshop:</b></p> <p><b>Model and Practice Routines:</b></p> <ul style="list-style-type: none"> <li>Routine 12: How to Read with a Partner</li> <li>Routine 13: How to Use Peer Coaching Menus</li> <li>Routine 14: Guidelines for Constructive Conversations</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>5: Ask Questions to Support Comprehension</li> <li>6: Draw Inferences</li> </ul>	<p><b>Launching the Phonics Workshop</b></p> <ul style="list-style-type: none"> <li>short e- mini-lesson 5</li> <li>Consonant blends-mini-lesson 6</li> <li>Digraphs/trigraphs- mini-lesson 7</li> <li>Digraphs-mini-lesson 8</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Lowercase alphabet</li> <li>Uppercase alphabet</li> </ul>	<p><b>Reader's Workshop Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>10: How the Classroom Library is Organized</li> <li>11: How We Shop for Books in the Classroom Library</li> <li>12: Making Good Book Choices</li> <li>13: How We Use Our Book Bags</li> </ul> <p><b>Shared Reading:</b></p> <p>2: Pinocchio</p>	<p><b>Small groups:</b></p> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion                             <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul> </li> </ul>	<p><b>Suggested opportunities:</b></p> <p><b>Browsing library/Picking just right books</b></p> <p><b>Listening to books: WAR</b> Message/Lesson or BME, Character/Setting</p> <p><b>Writing Center:</b> stories, letters, cards, book review</p> <p><b>Buddy reading:</b> Question Task Cards</p> <p><b>Discovery: Content</b></p> <p><b>Word Work:</b> Phonics lessons</p> <p><b>Poems:</b> Build poem/illustrate</p> <p><b>Technology related to specific learning</b></p> <p><b>Vocabulary:</b> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><b>Reading Responses:</b> Independent Read and respond- WAR</p>			<p><b>Unit 2 Place Value to 1000</b></p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> <li>2-1 Understand Hundreds</li> <li>2-2 Understand 3-Digit numbers</li> <li>2-3 Read and Write Numbers to 1000</li> </ul>	<p><b>Continue: Units: Animal Biodiversity &amp; Plant Adventures</b></p> <p><b>Activities:</b></p> <p><b>Mystery Science: Animal Biodiversity</b></p> <ul style="list-style-type: none"> <li>Lesson 2</li> <li>Lesson 3</li> <li>Lesson 4</li> </ul> <p><b>Assessments:</b></p> <p><b>Mystery Science: Animal Biodiversity</b></p> <ul style="list-style-type: none"> <li>Lesson 1</li> <li>Lesson 2</li> <li>Lesson 3</li> <li>Lesson 4</li> </ul> <p><b>Activities:</b></p> <p><b>Mystery Science: Plant Adventures</b></p> <ul style="list-style-type: none"> <li>Anchor Phenomenon</li> <li>Lesson 1</li> <li>Lesson 2</li> </ul> <p><b>Assessments:</b></p> <p><b>Mystery Science: Plant Adventures</b></p> <ul style="list-style-type: none"> <li>Lesson 1</li> <li>Lesson 2</li> </ul>
	<p><b>Launching the Reader's Workshop:</b></p> <p><b>Model and Practice Routines:</b></p> <ul style="list-style-type: none"> <li>Routine 15: Annotate, Pair, Share</li> <li>Routine 16: Share and Elaborate</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>7: Check Understanding While Reding</li> <li>8: Constructive Conversations</li> </ul>	<p><b>Phonics: Launching</b></p> <ul style="list-style-type: none"> <li>VCe- mini-lesson 9</li> <li>VCe -mini-lesson 10</li> <li>Long a- Mini-lesson 11</li> <li>Long e- mini-lesson 12</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Slant lines</li> <li>Basic strokes practice</li> <li>Keys to legibility</li> </ul>	<p><b>Reader's Workshop Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>14: How to Work with Reading Partners</li> <li>15: Reading Partners: Accountability During Reading</li> <li>16: Why Readers Abandon Books</li> <li>17: Responding to Reading</li> <li>18: How We Make Book recommendations</li> </ul> <p><b>Shared Reading:</b></p> <p>3: Peter Pan</p>				<p><b>Writer's Workshop Kickoff</b></p> <ul style="list-style-type: none"> <li>Using the Inspiration Board</li> <li>Using Booklets</li> <li>Organizing with Folders</li> <li>Writers' Roles</li> <li>Writers Keep Writing</li> </ul>	<ul style="list-style-type: none"> <li>2-4 Decompose 3-digit numbers</li> <li>Math Probe</li> <li>2-5 Compare 3-digit numbers</li> <li>Unit Review/Fluency Practice</li> <li>Performance Task/Unit Assessment</li> </ul>	
	<p><b>Launching the Reader's Workshop:</b></p> <p><b>Model and Practice Routines:</b></p> <ul style="list-style-type: none"> <li>Routine 17: Brainstorm and Share</li> <li>Routine 18: Write, Pair, Share</li> <li>Routine 19: Share and Reflect</li> <li>Routine 20: Turn, Talk, and Listen</li> </ul> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>9: Fiction: Identify New Vocabulary Words</li> <li>10: Informational: Identify New Vocabulary Words</li> </ul>	<p><b>Phonics: Launching</b></p> <ul style="list-style-type: none"> <li>Long i- mini-lesson 13</li> <li>Long o- mini-lesson 14</li> <li>Long u- mini-lesson 15</li> <li>Mini-Lesson 16</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Numerals</li> <li>I, i, t</li> </ul>	<p><b>Reader's Workshop Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>19: Using Self-Stick Notes as I Read</li> <li>20: Preparing the Reading Conference</li> </ul>				<p><b>Writer's Workshop Kickoff</b></p> <ul style="list-style-type: none"> <li>Writers Get Started Right Away</li> <li>Stretching and Writing Words</li> <li>Adding to Sketches and Words</li> <li>Adding a New Page</li> <li>Using a Word Wall</li> </ul>	<p><b>Unit 3: Patterns with Numbers</b></p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> <li>3-1 Counting Patterns</li> <li>3-2 Patterns When Skip Counting by 5s</li> <li>3-3Patterns When Skip Counting by 10s and 100s</li> </ul>	
	<p><b>Author Study</b></p> <p><b>Writing About Reading: Personal Opinion</b></p>	<p><b>Launching the Phonics Workshop</b></p> <ul style="list-style-type: none"> <li>Mini-Lesson17</li> <li>Mini-Lesson 18</li> <li>Mini-Lesson 19</li> <li>Mini-Lesson 20</li> </ul> <p><b>Handwriting</b></p> <p>L, I, T</p>					<p><b>Writer's Workshop Kickoff</b></p> <ul style="list-style-type: none"> <li>Choosing Work to Publish</li> <li>Sharing Writing With A Partner</li> <li>Share and Reflect</li> <li>Celebration Song and Display Board</li> <li>Stacking Writing In Order</li> </ul>	<ul style="list-style-type: none"> <li>Math Probe</li> <li>3-4 Understand Even and Odd Numbers</li> <li>3-5 Addition Patterns</li> </ul>	

**Assessments for Instruction:**

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|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
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# Quincy Public School Second Grade Curriculum Map

1 <sup>st</sup> Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 2: Lessons 6-8								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	<i>*Integrate across the curriculum.</i>	
<b>OCTOBER</b>	<b>Unit 1: Week 1: Habitats Around the World</b>  <u>Interactive Read-Aloud:</u> *Two Habitats * Welcome to the Grasslands! * Teacher's Choice	<b>Unit 1: Week 1</b> • Short vowels • Syllables • Blends • Digraphs  <u>Handwriting</u> o, a, d	<u>Shared Reading:</u> • Two Habitats • Welcome to the Grasslands! • Fluency lesson on pages AR6-AR7 <u>Mini-Lesson:</u> • Introduce the Unit • Ask Questions • Introduce the Genre: Informational • Build Vocabulary: Use Roots and Affixes -est, -er • Recognize the Central Idea and Supporting Evidence	<b>Small groups:</b> ○ Guided Reading/Literature Discussion ▪ Letter/Word Work/Vocab ▪ High-Frequency words (make & write) ▪ Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice ▪ Write about Reading: text support and use of practice page for problem solving	<u>Suggested opportunities:</u> <u>Browsing library:</u>  <u>Listening to books:</u>  <u>Writing Center:</u> stories, letters, cards, prompts  <u>Buddy reading:</u> Question Task Cards  <u>Discovery: Content</u>  <u>Word Work:</u> Phonics lessons  <u>Poems:</u> Build poem, create a list of words that rhyme with the words in the poem.  <u>Technology related to specific learning</u>  <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate  <u>Reading Responses:</u>  <u>Research and Inquiry Project:</u> Special Animal Habitats	<u>Writer's Workshop Kickoff</u> • Shared Reading of a Mentor Text • Generating Ideas and Planning Across Pages • Matching Words to Sketches • Adding a Description of Setting to Stories • Adding Dialogue to Stories  <u>Writer's Workshop Kickoff</u> • Adding Thoughts and Feelings to Sketches • Ending with a Sense of Closure • Using Transitions • Creating a Title, Cover, and Author Bio • Sharing and Celebrating		Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min  • 3-6 Patterns with Arrays • 3-7 Use Arrays to Add • Unit Review/Fluency Practice	<u>Activities:</u> Mystery Science: Plant Adventures • Anchor Phenomenon • Lesson 3 • Lesson 4  <u>Assessments:</u> Mystery Science: Plant Adventures • Lesson 3 • Lesson 4
	<b>Unit 1: Week 2 Habitats Around the World</b>  <u>Interactive Read Aloud:</u> • Saguaro Park Visit • Donny's Terrarium • Teacher's Choice  Writing About Reading: Asking Questions	<b>Unit 1: Week 2</b> • Closed syllable • Open syllable  <u>Handwriting</u> O, A, D	<u>Shared Reading:</u> • Saguaro Park Visit • Donny's Terrarium • Fluency Lesson AR8-AR9  <u>Mini-lesson:</u> • Introduce the Genre: Personal Narrative • Ask Questions • Build Vocabulary: Use Resources • Identify First-Person Point of View • Recognize Text Structure: Chronological Order			<u>Writer's Workshop Kickoff</u> • Adding Thoughts and Feelings to Sketches • Ending with a Sense of Closure • Using Transitions • Creating a Title, Cover, and Author Bio • Sharing and Celebrating		• Performance Task • Unit Assessment <u>Unit 4: Meanings of Addition and Subtraction</u>  <i>*Choose one application station per unit</i>  *Readiness Diagnostic/Unit Opener-Ignite  • 4-1 Represent and Solve Add to Problems	
	<b>Unit 1: Week 3: Habitats Around the World</b>  <u>Interactive Read-Aloud:</u> • The Coldest Place on Earth • The Bat • Teacher Choice	<b>Unit 1: Week 3</b> • Long a vowel team  <u>Handwriting</u> c, e, f	<u>Shared Reading:</u> • The Coldest Place on Earth • The Bat • Unit Poem: The Bat  <u>Mini-lessons:</u> • Use Text and Graphic Features to Locate and Clarify Information • Build Vocabulary: Use Roots and Affixes – est, un- • Introduce the Genre: Poetry • Unit Wrap-Up: Real World Perspectives					• 4-2 Represent and Solve Take From Problems • 4-3 Solve Two Step Add to and Take from Problems • 4-4 Represent and Solve Put Together Problems • 4-5 Represent and Solve Take Apart Problems	
	<b>Unit 2: Week 1: Characters Learn and Grow</b>  <u>Interactive Read-Aloud:</u> *Yeh-Shen Part 1 * Yeh-Shen Part 2 *Teacher's Choice	<b>Unit 2: Week 1</b> • Long o vowel team  <u>Handwriting</u> C, E, F	<u>Shared Reading:</u> *The No-Wash Hand Washing *Meeting Mrs. Nagel • Unit Poem: Since Hanna Moved Away <u>Mini-lessons:</u> • Introduce the Unit • Introduce the Genre: Fiction • Create Mental Images of Characters • Retell Folktales • Describe Characters and How They Respond to Challenges			<u>Writing About Places Near and Far</u> • Gearing Up for the Unit • Study Two Mentor Texts and Shared Writing • Study a Mentor Text and Shared Writing • Study a Mentor Text and Shared Writing • Study a Mentor Text and Shared Writing	<u>Designing All Sorts of Sentence</u> • Pre-Assess • Look a Mentor Text • Look at Second Mentor Text • Compare Mentor Texts • Shared Writing: Revisit Goals	• 4-6 Solve Two-Step Put Together and Take Apart Problems • 4-7 Represent and Solve Compare Problems • 4-8 Represent and Solve More Compare Problems • Math Probe <u>Extra week</u> • 4-9 Solve Two-Step Problems with Comparison • 4-10 • Unit Review/Fluency Practice • Performance Task	

**Assessments for Instruction:**

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|-----------------------------------|---------------------------------|----------------------------|
| • Literacy Footprints Assessment  | • Reading Proficiency Checklist | • Words Their Way          |
| • Letter Identification if needed | • Writing Proficiency Checklist | • Content Areas Unit tests |
| • Running Records                 | • Phonics Assessments           | • Math Assessments:        |

# Quincy Public School Second Grade Curriculum Map

2 <sup>nd</sup> Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
N O V E M B E R	<b>Unit 2: Week 2 : Characters Learn and Grow</b>  <u>Interactive Read-Aloud:</u> • The Baker's Dilemma • Angel Fish • Teacher's Choice  Writing About Reading: Character Traits	<b>Unit 2: Week 2</b> • Long e vowel team  <u>Handwriting</u> g, j, q	<u>Shared Reading:</u> • The Baker's Dilemma • Angel Fish • Unit Poem: Since Hanna Moved Away  Mini-lessons: • Create Mental Images of Characters • Retell Fiction • Build Vocabulary: Use the Context Clues • Describe Characters and How They Respond to Challenges • Describe Setting and Plot Elements	Small groups:  ○ Guided Reading/Literature Discussion ▪ Letter/Word Work/Vocab ▪ High-Frequency words (make & write) ▪ Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice ▪ Write about Reading: text support and use of practice page for problem solving	<u>Suggested opportunities:</u>  <u>Browsing library/Picking just right books</u>  <u>Listening to books:</u>  <u>Writing Center: stories, letters, cards, book review</u>  <u>Buddy reading: Question Task Cards</u>  <u>Discovery: Content</u>  <u>Word Work: Phonics lessons</u>  <u>Poems: Build poem/Illustrate</u>  <u>Technology related to specific learning</u>  <u>Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate</u>	<u>Writing About Places Near and Far</u> • Brainstorming Ideas for Informational Writing • Sketching Ideas for Informational Writing • Coming Up With Details • Sketching More Details • Planning Out Text Features	<u>Designing All Sorts of Sentence</u> • Compare Declarative Interrogative Sentences • Use Declarative and Interrogative Sentences • Compose a Sentence Response • Compose a longer Sentence Response • Pause and Share	• Unit Assessment • Benchmark Assessment 1 <b>Unit 5: Strategies to Fluently Add within 100</b> <i>*Choose one application station per unit</i>  *Readiness Diagnostic/Unit Opener-Ignite  • 5-1 Strategies to Add Fluently within 20	
	<b>Unit 2: Week 3 : Characters Learn and Grow</b>  <u>Interactive Read-Aloud:</u> • Great Girls' Contest • Since Hannah Moved Away • Teacher's Choice	<b>Unit 2: Week 3</b> • Long i vowel team  <u>Handwriting</u> G, J, Q	<u>Shared Reading:</u> • Great Girls' Contest • Unit Poem: Since Hannah Moved Away  Mini-lessons: • Describe Characters and How They Respond to Challenges • Build Vocabulary: Use Context to Understand Idioms • Compare and Contrast Characters in Variant Tales • Identify Elements of Poetry: Rhyme, Figurative Language, and Repetition • Unit Wrap-Up		<u>Discovery: Content</u>  <u>Word Work: Phonics lessons</u>  <u>Poems: Build poem/Illustrate</u>  <u>Technology related to specific learning</u>  <u>Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate</u>	<u>Writing About Places Near and Far</u> • Adding More Ideas • Telling More About an Idea • Telling More Using a List • Telling More by Using Describing Words • Pausing and Reflecting	<u>Designing All Sorts of Sentence</u> • Compare Imperative Exclamatory Sentences • Use Imperative and Exclamatory Sentences • Revisit 4a Sentence Response • Shared Writing: Sentence Nicknames • Pause and Share	• 5-2 More Strategies to Add Fluently within 20 • 5-3 Represent Addition with 2-Digit Numbers • 5-4 Use Properties to Add • 5-5 Decompose Two Addends to Add	<b>Civics in Families, Neighborhoods, and Communities</b>  <u>Skills: At the end of this unit students will be able to:</u>  • With guidance and support, identify features and functions of governments.SS.CV.1.2) * JA also covers this standard. • With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community. (SS.CV.2.2)
	<b>Unit 3: Week 1: Government Working for Us</b>  <u>Interactive Read-Aloud:</u> • Why Does Government Make Laws? • Follow The Law • Teacher's Choice	<b>Unit 3: Week 1</b> • Long u vowel team  <u>Handwriting</u> u, s	<u>Shared Reading:</u> • Why Does Government Make Laws? • Follow the Law • Unit Poem: Words Like Freedom  Mini-lessons: • Introduce the Unit • Determine Text Importance • Identify Author's Purpose • Build Vocabulary: Use Context Clues • Recognize Text Structure: Cause and Effect		<u>Reading Responses: Independent Read and respond- WAR</u>  <u>Research and Inquiry Project: Explore Variant Tales &amp; The Importance of Government</u>	<u>Writing About Places Near and Far</u> • Editing for Capitalization, Punctuation, and Spelling • Editing for Compound Sentences • Writing a Beginning Section • Writing an Ending Section • Defining Specific Words	<u>Designing All Sorts of Sentence</u> • Look at Compound Sentences • Make a Compound Sentence • Write Compound Sentences • Add Compound Sentences to a Sentence Response	• 5-6 Use a Number Line to Add • 5-7 Decompose One Addend to Add • 5-8 Adjust Addends to Add • Math Probe • 5-9 Add More than Two Numbers	<u>Optional Resources</u>  • MyWorld: Chapter 3, Government • EngageNY: Urban, Suburban, and Rural • HMH: Leaders • JA: Our community (1.2) • Nearpod: Communities & Government
	<b>Unit 3: Week 2: Government Working for Us</b>  <u>Interactive Read-Aloud:</u> • Sonia Sotomayor • Shirley Chisholm: The People's Politician • Teacher's Choice  Writing About Reading/Taking notes for research • List facts from text/reporting interesting information • Web of facts • T charts: question/answer/fact/learned/	<b>Unit 3: Week 2</b> • R controlled /ar/ syllable patterns  <u>Handwriting</u> b, p, r	<u>Shared Reading:</u> • Sonia Sotomayor • Shirley Chisholm: The People's Politician • Unit Poem: Words Like Freedom  Mini-lessons: • Determine Text Importance • Recognize the Central Idea and Supporting Evidence • Build Vocabulary: Use Context Clues to Understand Compound Words • Recognize Text Structure: Chronological Order • Use Text and Graphic Features to Locate and Clarify Information			<u>Writing About Places Near and Far</u> • Adding Important Words • Using a Revision Tally Sheet • Getting Revision Ideas from a Mentor Text • Using an Editing Tally Sheet • Checking End Punctuation	<u>Designing All Sorts of Sentence</u> • Shared Writing: Start a Sentence Tool • Shared Writing: Finish the Sentence Tool • Shared Writing: Use All Types of Sentences • Try Out Sentences in Your Writing • Assess What Students Know about Sentences	• 5-10 Solve One and Two step Problems Using Addition • Unit Review/Fluency Practice	<u>Essential Questions:</u>

**Assessments for Instruction:**

- |                                   |                                 |                            |
|-----------------------------------|---------------------------------|----------------------------|
| • Literacy Footprints Assessment  | • Reading Proficiency Checklist | • Words Their Way          |
| • Letter Identification if needed | • Writing Proficiency Checklist | • Content Areas Unit tests |
| • Running Records                 | • Phonics Assessments           | • Math Assessments:        |

# Quincy Public School Second Grade Curriculum Map

2 <sup>nd</sup> Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	<i>*Integrate across the curriculum.</i>	
D E C E M B E R	<p><b>Unit 3: Week 3: Government Working for Us</b></p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> <li>Smoke Jumpers</li> <li>Words Like Freedom</li> </ul>	<p><b>Unit 3: Week 3</b></p> <ul style="list-style-type: none"> <li>R-controlled syllable patterns (er, ir, ur)</li> </ul> <p><u>Handwriting</u> B, P, R</p>	<p><u>Shared Reading:</u></p> <ul style="list-style-type: none"> <li>Smoke Jumpers</li> <li>Unit Poem: Words Like Freedom</li> </ul> <p><u>Mini-lessons:</u></p> <ul style="list-style-type: none"> <li>Recognize Text Structure: Cause and Effect</li> <li>Build Vocabulary: Use Context Clues</li> <li>Identify Author's Purpose</li> <li>Identify Elements of Poetry: Rhyme, and Structure</li> <li>Unit Wrap-Up</li> </ul>	<p>Small groups:</p> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion                             <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> </ul> </li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul>	<p><u>Suggested opportunities:</u></p> <p><u>Browsing library/Picking just right books</u></p> <p><u>Listening to books:</u></p> <p><u>Writing Center:</u> stories, letters, cards, book review</p> <p><u>Buddy reading:</u> Question Task Cards</p> <p><u>Discovery:</u> Content</p> <p><u>Word Work:</u> Phonics lessons</p> <p><u>Poems:</u> Build poem/Illustrate</p> <p><u>Technology related to specific learning</u></p> <p><u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><u>Reading Responses:</u> Independent Read and respond- WAR</p> <p><u>Research and Inquiry Project:</u> A World of Children's Stories</p>	<p><u>Writing About Places Near and Far</u></p> <ul style="list-style-type: none"> <li>Writing a Letter to the Reader</li> <li>Making a Book Cover</li> <li>Using Technology to Share Writing</li> <li>Writing on the Spot and Reviewing Goals</li> <li>Reflecting on Goals</li> </ul>		<p><b>Math Workshop</b> Number Routine-5-7 min Launch- 5-7 min Explore &amp; Develop- 20 min Practice &amp; Reflect- 10 min Assess-10 min Differentiate- 10 min</p> <ul style="list-style-type: none"> <li>Unit Assessment</li> <li>Performance Task</li> <li><b>Unit 6: Strategies to Fluently Subtract Within 100</b></li> </ul> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p> <ul style="list-style-type: none"> <li>6-1 Strategies to Subtract Fluently within 20</li> <li>6-2 More Strategies to Subtract Fluently within 20</li> </ul>	<p><b>Continue Civics</b></p>
	<p><b>Unit 4: Week 1: Different Characters, Different Points of View</b></p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> <li>Back to School Jacket</li> <li>Picking a Puppy</li> <li><b>ODW Literacy Task: Tia Isa Wants a Car</b></li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>Create an "Our Wonders" class chart</li> <li>Form questions based on the title and illustrations on the cover</li> <li>Identify the most difficult questions</li> <li>Create an anchor chart to list descriptors for the role of narrator</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Class Chart- "One way to Determine a Point of view"</li> <li>Discuss the meaning of challenge and identify the challenge in the text</li> <li>Describe how three characters responded to the challenge in the story.</li> <li>Write the two differing points of view represented by two characters and ask students to read speech bubbles from each character using voice that demonstrates the difference in their points of view.</li> </ul>	<p><b>Unit 4: Week 1</b></p> <ul style="list-style-type: none"> <li>R- controlled syllable patterns (or, oar, ore)</li> </ul> <p><u>Handwriting</u> S, U, n, m, h</p>	<p><u>Shared Reading:</u></p> <ul style="list-style-type: none"> <li>Back to School Jacket</li> <li>Picking a Puppy</li> <li>Unit Poem: Read to Me</li> </ul> <p><u>Mini-lessons:</u></p> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Draw Inferences</li> <li>Identify First-Person Point of View</li> <li>Build Vocabulary: Use Context Clues to Understand Compound Words</li> <li>Analyze Characters' Point of View</li> </ul>		<p><u>Enchanted Tales</u></p> <ul style="list-style-type: none"> <li>Gearing Up for The Unit &amp; Studying a Mentor Text</li> <li>Another Look at a Mentor Text and Shared Writing</li> <li>Looking at Tale Structure and Shared Writing</li> <li>Studying a Mentor Text and Shared Writing</li> <li>Idea Inspiration and Shared Writing</li> </ul>	<p><u>Punctuation Concentration</u></p> <ul style="list-style-type: none"> <li>Pre-Assess</li> <li>Look at a Mentor Text</li> <li>Look at a Second Mentor Text</li> <li>Compare Mentor Text</li> <li>Shared Writing: Revisit Goals</li> </ul>	<ul style="list-style-type: none"> <li>6-3 Represent Subtraction within 2- Digit Numbers</li> <li>6-4 Represent 2- Digit Subtraction with regrouping</li> <li>6-5 Use a Number Line to Subtract</li> <li>6-6 Decompose Numbers to Subtract</li> </ul>	<p><u>Content: Geography: Families, Neighborhoods, and Communities</u></p> <p><b>Skills: At the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places. (SS.2.G.1.)</li> <li>With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions. (SS.2.G.2.)</li> <li>Describe the connections between the physical environment of a place and the economic activities found there. (SS.2.G.3)</li> </ul> <p><i>* This standard is also addressed in JA.</i></p> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>MyWorld: Chapter 2: People, Places, and Nature</li> <li>MyWorld: Chapter 6: Our American Culture</li> <li>EngageNY: Geography, Humans, and the Environment</li> <li>JA: Our Community</li> <li>HMH: Location</li> <li>HMH: North American Culture</li> <li>Nearpod: Geography</li> </ul>	
	<p><b>Week 4: Week 2: Different Characters, Different Points of View</b></p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> <li>Keziah; Rudolph is Tired of the City</li> <li>The Rain</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Discuss the refrain</li> <li>Introduce the word determined</li> <li>Identify the lesson of the story and facts or key details from the story that help them explain their thinking</li> </ul>	<p><b>Unit 4: Week 2</b></p> <ul style="list-style-type: none"> <li>R-controlled syllable patterns (ear, eer, ere)</li> </ul> <p><u>Handwriting</u> N, M, H</p>	<p><u>Shared Reading:</u></p> <ul style="list-style-type: none"> <li>Keziah; Rudolph is Tired of the City</li> <li>The Rain</li> <li>Unit Poem: Read to Me</li> </ul> <p><u>Mini-lessons:</u></p> <ul style="list-style-type: none"> <li>Draw Inferences</li> <li>Build Vocabulary: Determine the Meaning of Homographs</li> <li>Explain Poetic Structure: Lines and Stanzas</li> <li>Build Vocabulary: Analyze Literal and Nonliteral Language</li> <li>Identify Elements of Poetry: Repetition</li> </ul>		<p><u>Enchanted Tales</u></p> <ul style="list-style-type: none"> <li>Generating Ideas for Enchanted Tales</li> <li>Generating More Ideas</li> <li>Generating Even More Ideas</li> <li>Editing on the Go</li> <li>Considering Beginning, Middle, and End</li> </ul>	<p><u>Punctuation Concentration</u></p> <ul style="list-style-type: none"> <li>Try Out End Punctuation</li> <li>Use End Punctuation</li> <li>Sentence Sort</li> <li>Create Reminders</li> <li>Pause and Share</li> </ul>	<ul style="list-style-type: none"> <li>6-7 Adjust Number to Subtract</li> <li>Math Probe</li> <li>6-8 Relation Addition to Subtraction</li> <li>6-9 Solve One-Step Problems Using Subtraction</li> <li>6-10 Solve Two-Step Problems Using Subtraction</li> </ul>		

**Assessments for Instruction:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
|--|---|--|

# Quincy Public School Second Grade Curriculum Map

2 <sup>nd</sup> Trimester	Social Emotional Lessons: PBIS Booster, Reteach expectations, Unit 3: Lessons 11-13								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
J A N U A R Y	<b>Unit 4: Week 3: Different Characters, Different Points of View</b>  <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> <li>Welcoming Deena</li> <li>Read To Me</li> <li>Teacher's Choice</li> </ul>	<b>Unit 4: Week 3</b>  <ul style="list-style-type: none"> <li>r-controlled syllable patterns (air, are, ear, ere)</li> </ul> <u>Handwriting</u>  v, y, w	<u>Shared Reading:</u> <ul style="list-style-type: none"> <li>Welcoming Deena</li> <li>Read To Me</li> <li>Unit Poem: Read to Me</li> </ul> <u>Mini-lessons:</u> <ul style="list-style-type: none"> <li>Identify Third-Person Point of View</li> <li>Build Vocabulary: Use Context Clues to Understand Compound Words</li> <li>Analyze Characters' Point of View</li> <li>Identify Elements of Poetry: Repetition and Rhythm</li> <li>Unit Wrap-Up</li> </ul>	Small groups:  <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion               <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul> </li> </ul>	<u>Suggested opportunities:</u>  <b>Browsing library/Picking just right books</b>  <u>Listening to books:</u>  <u>Writing Center:</u> stories, letters, cards, book review  <u>Buddy reading:</u> Question Task Cards  <u>Discovery:</u> Content  <u>Word Work:</u> Phonics lessons  <u>Poems:</u> Build poem/Illustrate  <u>Technology related to specific learning</u>  <u>Vocabulary:</u> Word of the day/week-write your own definition, write a sentence using the word, illustrate  <u>Reading Responses:</u> Independent Read and respond- WAR  <u>Research and Inquiry Project:</u> Why Was it Invented?	<u>Enchanted Tales</u> <ul style="list-style-type: none"> <li>Adding Typical Fairy Tale Language</li> <li>Trying Out Different Stories</li> <li>Sketching and Drafting with New Characters</li> <li>Drafting Thoughts, Action, Dialogue, and Description</li> <li>Providing Feedback to a Partner</li> </ul>	<u>Punctuation Concentration</u> <ul style="list-style-type: none"> <li>Revisit the Mentor Texts</li> <li>Use Commas</li> <li>Comparing Letters</li> <li>Shared Writing: Compose a Letter</li> <li>Pause and Share</li> </ul>	<ul style="list-style-type: none"> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> </ul> <b>Unit 7: Measure and Compare Lengths</b>  <i>*Choose one application station per unit</i>  *Readiness Diagnostic/Unit Opener-Ignite	
	<b>Unit 5: Week 1: Technology and Intervention</b>  <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> <li>A Woman With Vision</li> <li>A Lucky Accident</li> <li>Teacher's Choice</li> </ul>	<b>Unit 5: Week 1</b>  <ul style="list-style-type: none"> <li>VCe syllable patterns, le syllable patterns</li> </ul> <u>Handwriting</u>  V, Y, W	<u>Shared Reading:</u> <ul style="list-style-type: none"> <li>A Woman With Vision</li> <li>A Lucky Accident</li> <li>Unit Poem: Eletelephony</li> </ul> <u>Mini-lessons:</u> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Summarize and Synthesize</li> <li>Explain How Text Structure Contributes to Author's Purpose and Meaning</li> <li>Build Vocabulary: Use Roots and Affixes</li> <li>Recognize the Central Idea and Supporting Evidence</li> </ul>			<u>Enchanted Tales</u> <ul style="list-style-type: none"> <li>Adding Conversation</li> <li>Adding the Element of Three</li> <li>Using the Element of Magic to Cause or Solve a Problem</li> <li>Editing for Capitalization, Punctuation, and Spelling</li> <li>Editing for Sentence Length</li> </ul>	<u>Punctuation Concentration</u> <ul style="list-style-type: none"> <li>Explore Compound and Complex Sentences</li> <li>Use Commas in Compound Sentences</li> <li>Write Compound Sentences</li> <li>Use Commas in Complex Sentences</li> <li>Pause and Share</li> </ul>	<ul style="list-style-type: none"> <li>7-1 Measure Length with Inches</li> <li>7-2 Measure Length with Feet and Yards</li> <li>7-3 Compare Lengths Using Customary Units</li> <li>7-4 Relate Inches, Feet, and Yards</li> </ul>	<b>Content: History in Families, Neighborhoods, and Communities *</b> Integrate this unit with research for informational articles about historical people.,  <u>Skills: At the end of this unit, students will be able to:</u>  <ul style="list-style-type: none"> <li>Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. (SS.H.1.2)</li> <li>Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups. (SS.H.2.2)</li> </ul>
	<b>Unit 5: Week 2: Technology and Intervention</b>  <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> <li>Robot's Belong In School</li> <li>Healthful Screen Time</li> </ul> <b>ODW- Narrative Task: Giant Pacific Octopus(</b> <b>Day 1 &amp; 2</b> Read and research the giant Pacific octopus's body parts in order to write a narrative about a fictitious octopus <b>Day 3</b> Read and discuss facts to prepare for narrative writing incorporating facts about a fictitious octopus	<b>Unit 5: Week 2</b>  <ul style="list-style-type: none"> <li>Oi vowel team (oi, oy)</li> </ul> <u>Handwriting</u>  x, k, z	<u>Shared Reading:</u> <ul style="list-style-type: none"> <li>Robot's Belong In School</li> <li>Healthful Screen Time</li> <li>Unit Poem: Eletelephony</li> </ul> <u>Mini-lessons:</u> <ul style="list-style-type: none"> <li>Introduce the Genre: Opinion Texts</li> <li>Summarize and Synthesize</li> <li>Build Vocabulary: Context Clues</li> <li>Identify Author's Evidence and Reasons</li> <li>Audience and Purpose in an Opinion Text</li> </ul>			<u>Enchanted Tales</u> <ul style="list-style-type: none"> <li>Using a Revision Tally Sheet</li> <li>Making a Finishing Plan</li> <li>Editing Using Resources</li> <li>Finalizing with a Partner</li> <li>Finishing an Enchanted Tale</li> </ul>	<u>Punctuation Concentration</u> <ul style="list-style-type: none"> <li>Shared Writing: Revision Checklist</li> <li>Shared Writing: Create a Letter</li> <li>Shared Writing: Revise a Letter</li> <li>Try Out Commas in Your Writing</li> <li>Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>7-5 Estimate Length Using Customary Units</li> <li>7-6 Measure Length With Centimeters and Meters</li> <li>7-7 Compare Lengths Using Metric Units</li> </ul>	
	<b>Unit 5: Week 3: Technology and Intervention</b>  <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> <li>When Solutions Cause Problems</li> <li>Eletelephony</li> </ul> <b>ODW- Narrative Task: Giant Pacific Octopus(</b> <b>Day 4 &amp; 5</b> Review facts and prompt students to write a narrative about a fictitious octopus incorporating facts about the giant Pacific octopus	<b>Unit 5: Week 3</b>  <ul style="list-style-type: none"> <li>Ou vowel team (ou, ow)</li> </ul> <u>Handwriting</u>  X, K, Z	<u>Shared Reading:</u> <ul style="list-style-type: none"> <li>When Solutions Cause Problems</li> <li>Unit Poem: Eletelephony</li> </ul> <u>Mini-lessons:</u> <ul style="list-style-type: none"> <li>Explain How Text Structure Contributes to Author's Purpose and Meaning</li> <li>Build Vocabulary: Use Roots and Affixes</li> <li>Recognize the Central Ideas and Supporting Evidence</li> <li>Analyze Rhyme and Regular Beats</li> <li>Unit Wrap-Up</li> </ul>			<u>Enchanted Tales</u> <ul style="list-style-type: none"> <li>Creating a puppet show</li> <li>Celebrating and Performing</li> <li>Writing a New Enchanted Tale</li> <li>Options A or B</li> <li>Options A or B</li> </ul>		<ul style="list-style-type: none"> <li>Math Probe</li> <li>7-8 Relate Centimeters and Meters</li> <li>7-9 Estimate Length Using Metric Units</li> <li>7-10 Solve Problems Involving Length</li> <li>7-11 Solve More Problems Involving Length</li> </ul>	<u>Optional Resources:</u> <ul style="list-style-type: none"> <li>EngageNY: Community History</li> <li>MyWorld: Chapter 5, Making a Difference</li> <li>HMH: Heroes</li> <li>HMH: Community &amp; Resources</li> <li>HMH: Family Histories</li> <li>HMH: America's Beginnings</li> <li>Nearpod: Culture</li> </ul> <u>Essential Questions:</u>  <u>Activities:</u>  <u>Assessments:</u>

**Assessments for Instruction:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
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# Quincy Public School Second Grade Curriculum Map

3 <sup>RD</sup> Trimester	Social Emotional Lessons: SS Unit 3-Lesson 14-16, PBIS Booster									
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum.</i>	
F E B R U A R Y	<b>Unit 6: Week 1: Tales that Teach Us</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>The Village of the Moon Rain</li> <li>The Huemul Egg</li> </ul> <u>ODW Literacy Task: Ant and Grasshopper</u> <b>Day 1</b> <ul style="list-style-type: none"> <li>Identify major events in the story.</li> <li>Identify the challenge in the story and Ant's response to the challenge</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>Discuss point of view.</li> <li>Identify Ant's point of view and form collaborative groups to determine Grasshopper's point of view.</li> </ul> <ul style="list-style-type: none"> <li>Discuss and decide on the moral in the Luli Gray version</li> </ul>	<b>Unit 6: Week 1</b>  <ul style="list-style-type: none"> <li>Oo vowel team (oo, ui, ew, ue, u, ou, oe)</li> </ul> <u>Handwriting</u>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>The Village of the Moon Rain</li> <li>The Huemul Egg</li> <li>Unit Poem: Be Glad Your Nose is on Your Face</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Make Connections</li> <li>Introduce the Genres: Fables and Folktales</li> <li>Build Vocabulary: Use Context Clues</li> <li>Determine the Theme of a Folktale</li> </ul>	<b>Small groups:</b> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion               <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul> </li> </ul>	<b>Suggested opportunities:</b>  <u>Browsing library/Picking just right books</u>  <u>Listening to books:</u>  <u>Writing Center: stories, letters, cards, book review</u>  <u>Buddy reading: Question Task Cards</u>  <u>Discovery: Content</u>  <u>Word Work: Phonics lessons</u>  <u>Poems: Build poem/Illustrate</u>  <u>Technology related to specific learning</u>  <u>Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate</u>  <u>Reading Responses: Independent Read and respond- WAR</u>  <u>Research and Inquiry Project: Explore Country &amp; Culture &amp; Exploring Aviators</u>	<b>Poems with Perspective</b> <ul style="list-style-type: none"> <li>Launch the Unit</li> <li>Studying the First Pair of Mentor Poems and Shared Writing</li> <li>Studying a Second Pair of Mentor Poems for Speaker and Point of View and Shared Writing</li> <li>Sketching Ideas for Poems with Perspective</li> <li>Trying Out Different Speakers</li> </ul>	<b>A Study of Nouns and Verbs</b> <ul style="list-style-type: none"> <li>Pre-Assess</li> <li>Look at a Mentor Text</li> <li>Look at a Second Mentor Text</li> <li>Compare Mentor Text</li> <li>Shared Writing: Ask Questions About Nouns and Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> <li>Benchmark Assessment 2</li> </ul> <b>Unit 8: Measurement: Money and Time</b>  <i>*Choose one application station per unit</i> <ul style="list-style-type: none"> <li>Readiness Diagnostic/Unit Opener-Ignite</li> <li>8-1 Understand the Value of Coins</li> </ul>		
	<b>Unit 6: Week 2: Tales that Teach Us</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>King Midas: A Greek Myth Part 1</li> <li>King Midas: A Greek Myth Part 2</li> </ul> <u>ODW Literacy Task: Ant and Grasshopper</u> <b>Day 3</b> <ul style="list-style-type: none"> <li>Independently read "Ant and the Grasshopper"</li> <li>Create a comic strip about the McGovern version that depicts the major events, the characters' responses, their points of view and story's moral.</li> </ul> <b>Day 4</b> <ul style="list-style-type: none"> <li>Collaborate with student groups to enter events, character descriptions, points of view, and moral on the McGovern column of the class</li> <li>Share completed comic strips</li> <li>Display and discuss the Essential Question in relationship to McGovern version: How do the characters' choices affect themselves and others?</li> </ul>	<b>Unit 6: Week 2</b>  <ul style="list-style-type: none"> <li>Oo, ou vowel team</li> </ul> <u>Handwriting</u>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>King Midas: A Greek Myth Part 1</li> <li>King Midas: A Greek Myth Part 2</li> <li>Fluency Lesson AR8-AR9</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Genre: Mythology</li> <li>Make Connections</li> <li>Build Vocabulary: Distinguish Shades of Meaning Among Verbs</li> <li>Retell and Paraphrase Key Events in a Myth</li> <li>Explain How Illustrations Support Meaning in a Text</li> </ul>			<b>Poems with Perspective</b> <ul style="list-style-type: none"> <li>Writing from Your Speaker's Point of View</li> <li>Experimenting with Sounds</li> <li>Adding Sensory Details</li> <li>Including Descriptive Language</li> <li>Using Feedback to Revise</li> </ul>	<b>A Study of Nouns and Verbs</b> <ul style="list-style-type: none"> <li>A Collection of Nouns</li> <li>All About Nouns</li> <li>Sorting Nouns</li> <li>Guess My Sort</li> <li>Revisit the Goal</li> </ul>	<ul style="list-style-type: none"> <li>8-2 Solve Money Problems Involving Coins</li> <li>Math Probe</li> <li>8-3 Tell Time to the Nearest Five Minutes</li> <li>8-4 Be precise with Telling Time</li> </ul>		
	<b>Unit 6: Week 3: Tales that Teach Us</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>The Lion and the Man</li> <li>The Foolish Milkmaid</li> </ul> <u>ODW Literacy Task: Ant and Grasshopper</u> <b>Day 5</b> <ul style="list-style-type: none"> <li>Write individually to compare the character response and moral in the two version</li> <li>Write an opinion letter to the teachers, choosing which of the two ant and grasshopper versions they recommend.</li> <li>Tally student responses and share their thinking</li> </ul>	<b>Unit 6: Week 3</b>  <ul style="list-style-type: none"> <li>((w)a, al, aw, au vowel team</li> </ul> <u>Handwriting</u>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>The Lion and the Man</li> <li>The Foolish Milkmaid</li> <li>Unit Poem: Be Glad Your Nose is on Your Face</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Make Connections</li> <li>Describe Setting and Plot Elements</li> <li>Build Vocabulary: Use Context Clues</li> <li>Describe Characters</li> <li>Use Character and Plot to Determine Theme</li> </ul>			<b>Poems with Perspective</b> <ul style="list-style-type: none"> <li>Editing to Polish</li> <li>Publishing Your Poem</li> <li>Creating a Poetry Podcast</li> <li>Writing a New Poem</li> <li>Taking Another Look at Your Writing</li> </ul>	<b>A Study of Nouns and Verbs</b> <ul style="list-style-type: none"> <li>An Array of Verbs</li> <li>The Many Functions of Verbs</li> <li>Nouns and Verbs Take a Stroll</li> <li>Nouns and Verbs Take Another Stroll</li> <li>Revisit the Goal</li> </ul>	<ul style="list-style-type: none"> <li>8-5</li> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> </ul> <b>Unit 9: Strategies to Add 3-Digit Numbers</b>  <i>*Choose one application station per unit</i> *Readiness Diagnostic/Unit Opener-Ignite		
	<b>Unit 7: Week 1: Pioneers in Flight</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>First Flight</li> <li>Amelia Earhart: Lost at Sea</li> </ul> <u>ODW- Narrative Task: Miss Moore Thought Otherwise</u> <b>Day 1</b> <ul style="list-style-type: none"> <li>Introduce and read the book to determine key details, events, and respond to essential questions.</li> <li>Authors Purpose</li> <li>Identify the topic and focus on multi-paragraph sections</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>Focused instruction of vocabulary words: pledged trusted</li> <li>Explain the Use of Persuaded</li> </ul>	<b>Unit 7: Week 1</b>  <ul style="list-style-type: none"> <li>Compound words, silent letters (wr, kn, gn)</li> </ul> <u>Handwriting</u>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>First Flight</li> <li>Amelia Earhart: Lost at Sea</li> <li>Unit Poem: Crazy Boys</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Use Fix-Up &amp; Monitoring Strategies</li> <li>Explain How Text Structure Contributes to Author's Purpose and Meaning</li> <li>Build Vocabulary: Analyze Descriptive Language</li> <li>Use Text and Graphic Features to Locate and Clarify Information</li> </ul>			<b>Stating Our Opinions</b> <ul style="list-style-type: none"> <li>Gearing Up For the Unit</li> <li>Studying Mentor Texts and Shared Writing</li> <li>Studying Mentor Texts and Shared Writing</li> <li>Studying Mentor Texts and Shared Writing</li> <li>Studying Mentor Texts and Shared Writing</li> </ul>	<b>A Study of Nouns and Verbs</b> <ul style="list-style-type: none"> <li>Simple Verb Tenses</li> <li>Past, Present, and Future Tenses</li> <li>Adding "Have" and "Has"</li> <li>Revisit the Goal</li> </ul>	<ul style="list-style-type: none"> <li>9-1 Use Mental Math to Add 10 or 100</li> <li>9-2 Present Addition with 3- Digit Numbers</li> <li>9-3 Represent Addition with 3-Digit Numbers with Regrouping</li> <li>9-4 Decompose Addends to Add 3-Digit Numbers</li> <li>9-5 Decompose One Addend to Add 3-Digit Numbers</li> </ul>		

**Assessments for Instruction:**

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|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
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# Quincy Public School Second Grade Curriculum Map

3 <sup>RD</sup> Trimester									
Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 17, Review Classroom expectations, catch up SS/RCA									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson (30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum.</i>
<b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b>	<b>Unit 7: Week 2: Pioneers in Flight</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>Young Pilot Jamail Larkins</li> <li>Ranch Flyer</li> </ul> <b>ODW- Narrative Task: Miss Moore Thought Otherwise</b> <b>Day 3</b> <ul style="list-style-type: none"> <li>Identify Miss Moore's creative ideas for changes in libraries and reasons why she wanted these changes</li> </ul> <b>Day 4</b> <ul style="list-style-type: none"> <li>Write a response and orally discuss why Miss Moore wanted changes in libraries</li> <li>Discuss the essentials questions to prepare for writing ...</li> <li>Write an informational response to the prompt: How did Miss Moore make a difference in her community?</li> </ul>	<b>Unit 7: Week 2</b> <ul style="list-style-type: none"> <li>Inflectional endings with spelling changes (drop final e, double final consonant)</li> </ul> <b>Handwriting</b>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>Young Pilot Jamail Larkins</li> <li>Ranch Flyer</li> <li>Unit Poem: Crazy Boys</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Use Fix-Up &amp; Monitoring Strategies</li> <li>Identify First- and Third-Person Points of View</li> <li>Describe How Reasons Support An Author's Points</li> <li>Build Vocabulary: Determine the Meaning of Homographs</li> <li>Identify the Main Purpose of a Text</li> </ul>	<b>Small groups:</b> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion               <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> </ul> </li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul>	<b>Suggested opportunities:</b>  <b>Browsing library/Picking just right books</b>  <b>Listening to books:</b> <b>WAR Message/Lesson or BME, Character/Setting</b>  <b>Writing Center:</b> stories, letters, cards, book review  <b>Buddy reading:</b> <b>Question Task Cards</b>  <b>Discovery: Content</b>  <b>Word Work: Phonics lessons</b>  <b>Poems: Build poem/Illustrate</b>	<b>Stating Our Opinions</b> <ul style="list-style-type: none"> <li>Generating Ideas for an Opinion Piece</li> <li>Generating More Ideas</li> <li>Generating More Ideas from Activities</li> <li>Organize an Opinion Piece</li> </ul>	<b>A Study of Nouns and Verbs</b> <ul style="list-style-type: none"> <li>Shared Writing: Nouns, Verbs, and Tenses</li> <li>Paired Writing: Writing Different Nouns, Verbs, and Tenses</li> <li>Try Out Some Sentences</li> <li>Revise Your Writing</li> <li>Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>9-6 Adjust Addends to Add 3-Digit Numbers</li> <li>9-7 Explain Addition Strategies</li> <li>Math Probe</li> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> </ul>	
	<b>Unit 7: Week 3: Pioneers in Flight</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>Brave Bessie</li> <li>Crazy Boys</li> </ul> <b>ODW- Narrative Task: Miss Moore Thought Otherwise</b> <b>Day 5</b> <ul style="list-style-type: none"> <li>Discuss how and why authors make their writing stronger. Provide directions and supports students as they peer review their writing</li> </ul>	<b>Unit 7: Week 3</b> <ul style="list-style-type: none"> <li>Related root words</li> </ul> <b>Handwriting</b>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>Brave Bessie</li> <li>Unit Poem: Crazy Boys</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Use Text and Graphic Features to Locate and Clarify Information</li> <li>Build Vocabulary: Analyze Descriptive Language</li> <li>Compare and Contrast the Important Ideas in Two Texts on the Same Topic</li> <li>Analyze Literal and Nonliteral Language</li> <li>Unit Wrap-Up</li> </ul>		<b>Stating Our Opinions</b> <ul style="list-style-type: none"> <li>Revising an Opinion Statement and Reasons</li> <li>Adding an Expert's Quote</li> <li>Using Transitions to Add Facts</li> <li>Revising by Adding Solutions to Problems</li> <li>Adding Action Steps to the Ending</li> </ul>	<b>Adjectives, Adverbs, Pronouns, and Prepositions</b> <ul style="list-style-type: none"> <li>Pre-Assess</li> <li>Look at a Mentor Text</li> <li>Look at a Second Mentor Text</li> <li>Compare Mentor Text</li> <li>Shared Writing: Designing Questions</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task</li> </ul> <b>Unit 10: Strategies to Subtract 3-Digit Numbers</b>  <i>*Choose one application station per unit</i>  *Readiness Diagnostic/Unit Opener-Ignite  <ul style="list-style-type: none"> <li>10-1 Use Mental Math to Subtract 10 or 100</li> <li>10-2 Represent Subtraction with 3-Digit Numbers</li> </ul>	<b>Unit: Erosion and Earth's Surface</b>  <b>Skills:</b> At the end of this unit, students will be able to: <ul style="list-style-type: none"> <li>Use information from several sources to provide evidence that Earth events can occur quickly or slowly.(2-ESS1-1)</li> <li>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.(2-ESS2-1)</li> <li>Develop a model t present the shapes and kinds of land and bodies of water in an area.(2-ESS2-2)</li> <li>Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)</li> </ul>	
	<b>Unit 8: Week 1: Wind and Water Shape the Land</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>An Evolving Landform</li> <li>Earth's Climate Zones</li> <li>Teacher's Choice</li> </ul>	<b>Unit 8: Week 1</b> <ul style="list-style-type: none"> <li>Irregular plural nouns</li> </ul> <b>Handwriting</b>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>An Evolving Landform</li> <li>Earth's Climate Zones</li> <li>Fluency Lesson AR6-AR7</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Create Mental Images</li> <li>Recognize Cause and Effect Relationships in a Science Text</li> <li>Use Context Clues</li> <li>Interpret Text Features</li> </ul>		<b>Vocabulary: Word of the day/week-write your own definition, write a sentence using the word, illustrate</b>  <b>Reading Responses: Independent Read and respond- WAR</b>  <b>Research and Inquiry Project: Reacting to Nature</b>	<b>Stating Our Opinions</b> <ul style="list-style-type: none"> <li>Adding a Quick Story</li> <li>Adding and Explaining a Fact</li> <li>Adding Definitions for Tricky Words</li> <li>Varying Sentence Length</li> <li>Pause and Celebrate Successes</li> </ul>	<b>Adjectives, Adverbs, Pronouns, and Prepositions</b> <ul style="list-style-type: none"> <li>The Colorful World of Adjectives</li> <li>A Rainbow of Choices</li> <li>Bright Day, Dark Night</li> <li>All About Prepositions</li> <li>Expanding Sentence with Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>10-3 Decompose One 3-Digit Number to Count Back</li> <li>10-4 Count On to Subtract 3-Digit Numbers</li> <li>10-5 Regroup Tens</li> <li>10-6 Regroups Tens and Hundreds</li> </ul>	<b>Mystery Science: Erosion and Earth's Surface Unit</b>  <b>Optional Resources</b> <ul style="list-style-type: none"> <li>HMH Unit 4</li> <li>HMH Unit 5</li> </ul>
	<b>Unit 8: Week 2: Wind and Water Shape the Land</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>How Earth Elder Made The Oak Tree</li> <li>The Greedy Man and the Golden Table</li> <li>Teacher's Choice</li> </ul>	<b>Unit 8: Week 2</b> <ul style="list-style-type: none"> <li>Suffixes er, or</li> </ul> <b>Handwriting</b>  Continue to practice as needed	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>How Earth Elder Made The Oak Tree</li> <li>The Greedy Man and the Golden Table</li> <li>Fluency Lesson AR8-AR9</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Genre: Folktale</li> <li>Summarize and Synthesize</li> <li>Use Resources to Determine or Clarify Meaning</li> <li>Determine the Theme of a Folktale</li> <li>Compare and Contrast Themes in Two Folktales</li> </ul>			<b>Stating Our Opinions</b> <ul style="list-style-type: none"> <li>Rewriting as a Letter</li> <li>Writing to a Specific Audience</li> <li>Using a Revision Checklist</li> <li>Rereading to Revise</li> <li>Revising the Beginning and Ending</li> </ul>	<b>Adjectives, Adverbs, Pronouns, and Prepositions</b> <ul style="list-style-type: none"> <li>Adding Meaning Happily: Types of Adverbs</li> <li>Say It with Emotion</li> <li>Write Well: Pairing Verbs and Adverbs</li> <li>Write Even Better: Creating Stronger Verb-Adverb Pairings</li> <li>Revisit Goals</li> </ul>	<ul style="list-style-type: none"> <li>10-7 Adjust Numbers to Subtract 3-Digit Numbers</li> <li>10-8 Explain Subtraction Strategies</li> <li>10-9 Solve Problems Involving Addition and Subtraction</li> <li>Math Probe</li> </ul>	<b>Activities/Assessments:</b> <ul style="list-style-type: none"> <li>Anchor Phenomenon</li> <li>Lesson 1</li> <li>Lesson 2</li> <li>Lesson 3</li> <li>Lesson 4</li> <li>Lesson 5</li> </ul>

**Assessments for Instruction:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
|--|---|--|



# Quincy Public School Second Grade Curriculum Map

3 <sup>RD</sup> Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 18-20								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (30 minutes)	Shared Reading/Mini-Lesson 30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	*Integrate across the curriculum.	
A P R I L	<b>Unit 8: Week 3: Wind and Water Shape the Land</b>	<b>Unit 8: Week 3</b>	<p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>The Tropical Rain Belt</li> <li>Who Has Seen the Wind</li> <li>Fluency Lesson AR10-AR11</li> </ul> <p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Interpret Text and Graphic Features</li> <li>Use Context Clues</li> <li>Describe Cause and Effect Relationships in a Science Text</li> <li>Analyze Poet's Use of Figurative Language</li> <li>Unit Wrap-Up</li> </ul>	<p>Small groups:</p> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion                             <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> </ul> </li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul>	<p><b>Suggested opportunities:</b></p> <p><b>Browsing library/Picking just right books</b></p> <p><b>Listening to books:</b> WAR Message/Lesson or BME, Character/Setting</p> <p><b>Writing Center:</b> stories, letters, cards, book review</p> <p><b>Buddy reading:</b> Question Task Cards</p> <p><b>Discovery: Content</b></p> <p><b>Word Work:</b> Phonics lessons</p> <p><b>Poems:</b> Build poem/illustrate</p> <p><b>Technology related to specific learning</b></p> <p><b>Vocabulary:</b> Word of the day/week-write your own definition, write a sentence using the word, illustrate</p> <p><b>Reading Responses:</b> Independent Read and respond- WAR</p> <p><b>Research and Inquiry Project:</b> For Sale!</p>	<p><b>Stating Our Opinions</b></p> <ul style="list-style-type: none"> <li>Finalize and Send a Letter</li> <li>Writing a Letter to Share an Opinion</li> <li>Ending a Letter with a Request</li> <li>Transfer Options</li> <li>Transfer Options</li> </ul>	<p><b>Adjectives, Adverbs, Pronouns, and Prepositions</b></p> <ul style="list-style-type: none"> <li>You, Me, and What WE Know About Pronouns</li> <li>You Can Master Pronouns</li> <li>From One Sentence to Another</li> <li>You Write, I Write</li> <li>Revisit Goals: Plan on Adding Pronouns</li> </ul>	<p>Number Routine-5-7 min Launch- 5-7 min Explore &amp; Develop- 20 min Practice &amp; Reflect- 10 min Assess-10 min Differentiate- 10 min</p> <ul style="list-style-type: none"> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> <li>Benchmark Unit Assessment 3</li> </ul>	<p><b>Content: Economics: Families, Neighborhoods, and Communities</b></p> <p><b>Skills: At the end of the unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how our choices can affect ourselves and other in appositive and negative ways. (SS.EC.1.2)</li> <li>Explain the role of money in making exchange easier. ((SS&gt;EC.2.2)</li> <li>Compare the goods and services that people in the local community produce and those that are produced in other communities. ((SS.EC.3.2)</li> <li>Explain that money can be saved or spent on goods and services. (ES.EC.FL.4.2)</li> </ul> <p><b>Resource: JA: Our Community</b> <b>*This unit covers all Economic standards)</b></p> <p><b>Optional Resources: :</b></p> <ul style="list-style-type: none"> <li>MyWorld: Chapter 4: People Who supply our Goods and Services</li> <li>EngageNY: Economic Interdependence</li> <li>HMH: Why People Work</li> <li>HMH: Community &amp; Resources</li> <li>Nearpod: Communities, Economics, Financial Literacy</li> </ul> <p><b>Activities: JA: Our Community</b></p> <ul style="list-style-type: none"> <li>Session 1</li> <li>Session 2</li> <li>Session 3</li> <li>Session 4</li> <li>Session 5</li> </ul>
	<b>Unit 9: Week 1: Making, Buying and Selling</b>	<b>Unit 9: Week 1</b>	<p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>*Free Enterprise on First Street</li> <li>*Kids in Business Helping Others</li> <li>*Fluency Lesson AR6-AR7</li> </ul> <p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Draw Inferences</li> <li>Recognize Text Structure: Sequential</li> <li>Build Vocabulary: Use Context Clues to Define Words</li> <li>Draw Inferences to Describe the Relationships Between Ideas and Events</li> </ul>			<p><b>Sharing Our Expertise</b></p> <ul style="list-style-type: none"> <li>Gearing Up for the Unit and Studying a Mentor Text</li> <li>Studying a Second Mentor Text</li> <li>Rereading a Mentor Text</li> <li>Rereading a Mentor Text</li> <li>Studying a Third Mentor Text</li> </ul>	<p><b>Adjectives, Adverbs, Pronouns, and Prepositions</b></p> <ul style="list-style-type: none"> <li>Shared Writing: Make a Fill-in-the</li> <li>Share Writing: Rework a Fill-in-the</li> <li>Shared Writing: Create a Tool for Revising Adjustives and Adverbs</li> <li>Try, Try Again: Revising Sentences</li> <li>Post-Assessment</li> </ul>	<p><b>Unit 11: Data Analysis</b></p> <p><i>*Choose one application station per unit</i></p> <p>*Readiness Diagnostic/Unit Opener-Ignite</p>	
	<b>Unit 9: Week 2: Making, Buying, and Selling</b>	<b>Unit 9: Week 2</b>	<p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>Fantastic Dog Walker for Hire</li> <li>*Letter to Pro Products</li> <li>Fluency Lesson AR8-AR9</li> </ul> <p><b>Mini-lessons:</b></p> <ul style="list-style-type: none"> <li>Analyze Author's Claims and Evidence in an Argumentative Text</li> <li>Determine Text Importance</li> <li>Build Vocabulary: Use Context Clues to Define Words</li> <li>Analyze Claims and Evidence in an Argumentative Text</li> <li>Compare and Contrast Claims in Argumentative Texts</li> </ul>			<p><b>Sharing Our Expertise</b></p> <ul style="list-style-type: none"> <li>Generating Ideas for an Expert Book</li> <li>Generating More Ideas for an Expert Book</li> <li>Drafting a Chapter</li> <li>Sketching Visuals</li> <li>Using Partner Feedback for Ideas</li> </ul>	<p><b>Capitalization and More Punctuation Concentration</b></p> <ul style="list-style-type: none"> <li>Pre-Assess</li> <li>Look at a Mentor Text</li> <li>Look at a Second Mentor Text</li> <li>Compare Mentor Text</li> <li>Ask Questions About Capitalization and Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>11-1 Understand Picture Graphs</li> <li>11-2 Understand Bar Graphs</li> <li>11-3 Solve Problems Using Bar Graphs</li> <li>11-4 Collect Measurement data</li> </ul>	
	<b>Unit 9: Week 3: Making, Buying, and Selling</b>	<b>Unit 9: Week 3</b>	<p><b>Shared Reading:</b></p> <ul style="list-style-type: none"> <li>The Price of Oranges</li> <li>Pet Shopping</li> <li>Fluency lesson AR10-AR11</li> </ul> <p><b>Mini lessons:</b></p> <ul style="list-style-type: none"> <li>Recognize Text Structure: Sequential</li> <li>Build Vocabulary: Use Context Clues to Define Words</li> <li>Draw Inferences to Describe the Relationship Between Ideas and Events</li> <li>Explain Sound Devices in Poetry</li> <li>Unit Wrap-Up</li> </ul>			<p><b>Sharing Our Expertise</b></p> <ul style="list-style-type: none"> <li>Adding a Visual Timeline</li> <li>Giving and Receiving Partner Feedback</li> <li>Sketching and Comparing Plans</li> <li>Adding Expert Quotes</li> <li>Adding Names, Numbers, and Important Words</li> </ul>	<p><b>Capitalization and More Punctuation Concentration</b></p> <ul style="list-style-type: none"> <li>Capitalization Sort</li> <li>It's Time to Capitalize Letters</li> <li>Capitalization Category Sort</li> <li>Remember to Capitalize</li> <li>Revisit the Goal</li> </ul>	<ul style="list-style-type: none"> <li>11-5 Understand Line Plots</li> <li>Math Probe</li> <li>11-6 Show Data on a Line Plot</li> </ul> <p>Extra week in April:</p> <ul style="list-style-type: none"> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> </ul>	<p><b>Unit : Material Properties</b></p> <p><b>Sills: See next month</b></p> <p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Mystery Science: Material Properties Unit- 6 Lessons</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Anchor Phenomenon</li> <li>Lessons 1</li> </ul> <p><b>Assessments: Lesson 1</b></p>

**Assessments for Instruction:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
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# Quincy Public School Second Grade Curriculum Map

3 <sup>RD</sup> Trimester	Social Emotional Lessons: Review Classroom Expectations, PBIS Booster, Celebrate a great year!								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	*Integrate across the curriculum.	
<b>M A Y</b>	<b>Unit 10: Week 1: Changing Matter</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>Magnetic Forces</li> <li>Static Electricity</li> <li>Teacher's Choice</li> </ul>	<b>Unit 10: Week 1</b> <ul style="list-style-type: none"> <li>Possessive nouns</li> </ul>	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>Magnetic Forces</li> <li>Static Electricity</li> <li>Fluency Lesson AR6-AR7</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Unit</li> <li>Ask Questions</li> <li>Recognize Text Structure: Cause and Effect</li> <li>Build Vocabulary: Use Context Clues to Determine Meaning of Domain-Specific Words</li> <li>Introduce the Genre: Procedural Text</li> </ul>	<b>Small groups:</b> <ul style="list-style-type: none"> <li>Guided Reading/Literature Discussion                             <ul style="list-style-type: none"> <li>Letter/Word Work/Vocab</li> <li>High-Frequency words (make &amp; write)</li> <li>Reading text at highest instructional level: 1:1 conference, running record)</li> <li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li> </ul> </li> <li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li> <li>Write about Reading: text support and use of practice page for problem solving</li> </ul>	<b>Suggested opportunities:</b>  <b>Browsing library/Picking just right books</b>  <b>Listening to books:</b> WAR Message/Lesson or BME, Character/Setting  <b>Writing Center:</b> stories, letters, cards, book review  <b>Buddy reading:</b> Question Task Cards  <b>Discovery: Content</b>  <b>Word Work:</b> Phonics lessons  <b>Poems:</b> Build poem/Illustrate  <b>Technology related to specific learning</b>  <b>Vocabulary:</b> Word of the day/week-write your own definition, write a sentence using the word, illustrate  <b>Reading Responses:</b> Independent Read and respond- WAR  <b>Research and Inquiry Project:</b> Changing Matter	<b>Sharing Our Expertise</b> <ul style="list-style-type: none"> <li>Adding Definitions</li> <li>Adding Captions to Images</li> <li>Writing an Introduction</li> <li>Writing Conclusions</li> <li>Clarifying the Introduction and Conclusion</li> </ul>	<b>Capitalization and More Punctuation Concentration</b> <ul style="list-style-type: none"> <li>Open Sort: What's Up, Apostrophe?</li> <li>Apostrophes: Possessives and Contractions</li> <li>Apostrophes Category Sort</li> <li>Using Possessives</li> <li>Revisit Goals</li> </ul>	<b>Unit 12: Geometric Shapes and Equal Shares</b>  <i>*Choose one application station per unit</i>  *Readiness Diagnostic/Unit Opener-Ignite  <ul style="list-style-type: none"> <li>12-1 Recognize 2- Dimensional Shapes by Their Attributes</li> <li>12-2 Draw 2- Dimensional Shapes from their Attributes</li> <li>12-3 Recognize 3- Dimensional Shapes by Their Attributes</li> <li>12-4 Understand Equal Shares</li> <li>Math Probe</li> <li>12-5 Relate Equal Shares</li> <li>12-6 Partition a Rectangle into Rows and Columns</li> </ul>	<b>Continue: Units: Materials</b>  <b>Skills:</b> At the end of this unit, students will be able to: <ul style="list-style-type: none"> <li>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1)</li> <li>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.(2-PS1-2)</li> <li>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.(2-PS1-3)</li> <li>Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4)</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>HMH Chapter 2 Matter</li> </ul>
	<b>Unit 10: Week 2: Changing Matter</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>The Terror of Dr. Lodestone Part 1</li> <li>The Terror of Dr. Lodestone Part 2</li> <li>Teacher's Choice</li> </ul>	<b>Unit 10: Week 2</b> <ul style="list-style-type: none"> <li>Prefixes un, re, dis</li> </ul>	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>The Terror of Dr. Lodestone Part 1</li> <li>The Terror of Dr. Lodestone Part 2</li> <li>Fluency Lesson AR8-AR9</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Introduce the Genre</li> <li>Make Connections</li> <li>Build Vocabulary: Use Context Clues to Determine the Meaning of Domain-Specific Words</li> <li>Explain How Illustrations Contribute to Mood</li> <li>Describe How Character Relationships and Actions Influence Plot</li> </ul>			<b>Sharing Our Expertise</b> <ul style="list-style-type: none"> <li>Ordering chapters in a New Way</li> <li>Varying Sentence Lengths</li> <li>Reading Aloud to Revise and Edit</li> <li>Asking for Advice</li> <li>Choosing Punctuation</li> </ul>	<b>Capitalization and More Punctuation Concentration</b> <ul style="list-style-type: none"> <li>Capitalize This, Capitalize That!</li> <li>Revisit Writing: Add Dialogue</li> <li>Revisit Writing: Insert Contractions and Possessives</li> <li>Shared Writing: Revision Checklist</li> <li>Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Unit Review/Fluency Practice</li> <li>Unit Assessment</li> <li>Performance Task</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Lessons 2-6</li> </ul>
	<b>Unit 10: Week 3: Changing Matter</b>  <b>Interactive Read-Aloud:</b> <ul style="list-style-type: none"> <li>What Makes Things Move</li> <li>The Wind</li> <li>Teacher's Choice</li> </ul>	<b>Unit 10: Week 3</b> <ul style="list-style-type: none"> <li>Suffixes ful, less</li> </ul>	<b>Shared Reading:</b> <ul style="list-style-type: none"> <li>What Makes Things Move</li> <li>The Wind</li> <li>Fluency Lesson AR10-AR11</li> </ul> <b>Mini-lessons:</b> <ul style="list-style-type: none"> <li>Recognize Text Structure: Cause and Effect</li> <li>Build Vocabulary: Use Context Clues to Determine Meaning of Domain-Specific Words</li> <li>Recognize Text Structure: Steps in a Procedure</li> <li>Analyze the Poet's Language and Voice</li> <li>Unit Wrap-Up</li> </ul>			<b>Sharing Our Expertise</b> <ul style="list-style-type: none"> <li>Creating a Title and Book Cover</li> <li>Prepare to Share and Celebrate</li> <li>Celebration</li> <li>Transfer Options</li> <li>Transfer Options</li> </ul>	<b>Capitalization and More Punctuation Concentration</b> <ul style="list-style-type: none"> <li>Pre-Assess</li> </ul>		

**Assessments for Instruction:**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Literacy Footprints Assessment</li> <li>Letter Identification if needed</li> <li>Running Records</li> </ul> | <ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments:</li> </ul> |
|--|---|--|

# Quincy Public School Second Grade Curriculum Map

## Second Grade ELA Reading: Literature

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### Key Ideas and Details

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- **RL.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3.** Describe how characters in a story respond to major events and challenges.

### Craft and Structure

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- **RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

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- **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.2.8.** (Not applicable to literature)
- **RL.2.9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Range of Reading and Level of Text Complexity

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- **RL.2.10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

## Second Grade ELA Reading: Informational

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### Key Ideas and Details

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- **RI.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.2.** Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.
- **RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Craft and Structure

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- **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **RI.2.5.** 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.
- **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

# Quincy Public School Second Grade Curriculum Map

## Integration of Knowledge and Ideas

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- **RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

## Range of Reading and Level of Text Complexity

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- **RI.2.10.** By the end of year, read and comprehend 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.

## Second grade ELA Reading: Foundational Skills

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### Phonics and Word Recognition

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- **RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.

### Fluency

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- **RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

## Second Grade ELA: Writing

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### Text Types and Purposes

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- **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

# Quincy Public School Second Grade Curriculum Map

## Production and Distribution of Writing

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- **W.2.4.** (Begins in grade 3)
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Research to Build and Present Knowledge

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- **W.2.7.** Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report; record science observations).
- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.9.** (Begins in grade 4)

## Range of Writing

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- **W.2.10.** (Begins in grade 3)

## Second grade ELA: Speaking and Listening

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### Comprehension and Collaboration

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- **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.
  - 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).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - 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

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- **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.

# Quincy Public School Second Grade Curriculum Map

## Second Grade ELA: Language

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### Conventions of Standard English

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- **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use collective nouns (e.g., *group*).
  - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - Use reflexive pronouns (e.g., *myself, ourselves*).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - Use adjectives and adverbs and choose between them depending on what is to be modified.
  - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize holidays, product names, and geographic names.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

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- **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

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- **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
  - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- **L.2.6.** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

# Quincy Public School Second Grade Curriculum Map

## Second Grade Math: Operations and Algebraic Thinking

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### Represent and solve problems involving addition and subtraction.

- **2.OA.1.** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

### Add and subtract within 20.

- **2.OA.2.** Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.

### Work with equal groups of objects to gain foundations for multiplication.

- **2.OA.3.** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- **2.OA.4.** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

## Second Grade Math: Number and Operations in Base Ten

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### Understand place value.

- **2.NBT.1.** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- **2.NBT.2.** Count within 1000; skip-count by 5s, 10s, and 100s.
- **2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- **2.NBT.4.** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

### Use place value understanding and properties of operations to add and subtract.

- **2.NBT.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **2.NBT.6.** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- **2.NBT.7.** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones, and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- **2.NBT.8.** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- **2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup>

# Quincy Public School Second Grade Curriculum Map

## <sup>1</sup> Second Grade Math: Measurement and Data

### Measure and estimate lengths in standard units.

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- **2.MD.1.** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- **2.MD.2.** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- **2.MD.3.** Estimate lengths using units of inches, feet, centimeters, and meters.
- **2.MD.4.** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.

### Relate addition and subtraction to length.

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- **2.MD.5.** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- **2.MD.6.** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

### Work with time and money.

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- **2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.MD.8.** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

### Represent and interpret data.

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- **2.MD.9.** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- **2.MD.10.** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.

## Second Grade Math: Geometry

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### Reason with shapes and their attributes.

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- **2.G.1.** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- **2.G.2.** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- **2.G.3.** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

<sup>1</sup> Sizes are compared directly or visually, not compared by measuring.



# Quincy Public School Second Grade Curriculum Map

## Illinois Learning Standards for Social Science-2nd Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.	SS.K-2.IS.6. With guidance and support, students will reflect on one's inquiry process and findings
		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.

Civics	Economics and Financial Literacy	Geography	History
SS.2. CV.1. With guidance and support, identify features and functions of governments.	SS.2. EC.1.: Demonstrate how our choices can affect ourselves and others in positive and negative ways.	SS.2.G.1. With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.	SS.2.H.1.2. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
SS.2. CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.	SS.2.EC.2: Explain the role of money in making exchange easier.	SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.	SS.2.H.2.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.
	SS.2.EC.3.: Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.	
	SS.2.EC.FL.4..: Explain that money can be saved or spent on goods and services.		

## 2<sup>nd</sup> grade Illinois Science Standards

### Structure and Properties of Matter

2.Structure and Properties of Matter
Students who demonstrate understanding can:
<b>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</b> [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
<b>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</b> * [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]
<b>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</b> [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]
<b>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</b> [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :

# Quincy Public School Second Grade Curriculum Map

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence to support a claim. (2-PS1-4)</li> </ul> <hr/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <hr/> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)</li> </ul>	<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)</li> <li>Different properties are suited to different purposes. (2-PS1-2), (2-PS1-3)</li> <li>A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural and human designed world can be observed. (2-PS1-1)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (2-PS1-4)</li> <li>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Objects may break into smaller pieces and be put together into larger pieces or change shapes. (2-PS1-3)</li> </ul> <hr/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <hr/> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)</li> </ul>

Connections to other DCIs in second grade: N/A

Articulation of DCIs across grade-levels: 4.ESS2.A (2-PS1-3); 5.PS1.A (2-PS1-1),(2-PS1-2),(2-PS1-3); 5.PS1.B (2-PS1-4); 5.LS2.A (2-PS1-3)

Common Core State Standards Connections:

ELA/Literacy –

**RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (2-PS1-4) **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4) **RI.2.8** Describe how reasons support specific points the author makes in a text. (2-PS1-2), (2-PS1-4)

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and also*) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)

**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1), (2-PS1-2), (2-PS1-3)

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3) **Mathematics –**

**MP.2** Reason abstractly and quantitatively. (2-PS1-2) **MP.4** Model with mathematics. (2-PS1-1), (2-PS1-2) **MP.5**

Use appropriate tools strategically. (2-PS1-2)

**2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1), (2-PS1-2)

## Interdependent Relationships in Ecosystems

### 2. Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

**2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.** [Assessment Boundary: Assessment is limited to testing one variable at a time.]

**2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. \***

**2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.** [Clarification Statement:

Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

# Quincy Public School Second Grade Curriculum Map

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)</li> <li>Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)</li> </ul> <p style="text-align: center;">----- <i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>Scientists look for patterns and order when making observations about the world. (2-LS4-1)</li> </ul>	<p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Plants depend on water and light to grow. (2-LS2-1)</li> <li>Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> </ul> <p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (2-LS2-1)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)</li> </ul>
<p><i>Connections to other DCIs in second grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2),(2-LS4-1)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1), (2-LS4-1)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1), (2-LS4-1)</p> <p><b>SL.2.5</b> 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. (2-LS2-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (2-LS2-1), (2-LS4-1)</p> <p><b>MP.4</b> Model with mathematics. (2-LS2-1), (2-LS2-2), (2-LS4-1) <b>MP.5</b> Use appropriate tools strategically. (2-LS2-1)</p> <p><b>2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2), (2-LS4-1)</p>		

# Quincy Public School Second Grade Curriculum Map

## Earth's Systems: Processes that Shape the Earth

<p><b>2.Earth's Systems: Processes that Shape the Earth</b></p> <p>Students who demonstrate understanding can:</p> <p><b>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</b></p> <p>[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]</p> <p>[Assessment Boundary: Assessment does not include quantitative measurements of timescales.]</p> <p><b>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. *</b></p> <p>[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]</p> <p><b>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</b> [Assessment Boundary: Assessment does not include quantitative scaling in models.]</p> <p><b>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</b></p>
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The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b></p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a model to represent patterns in the natural world. (2-ESS2-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> <li>Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)</li> <li>Compare multiple solutions to a problem. (2-ESS2-1) <b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</li> <li>Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)</li> </ul>	<p><b>ESS1.C: The History of Planet Earth</b></p> <ul style="list-style-type: none"> <li>Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</li> </ul> <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>Wind and water can change the shape of the land. (2-ESS2-1)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p> <ul style="list-style-type: none"> <li>Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)</li> </ul> <p><b>ESS2.C: The Roles of Water in Earth's Surface Processes</b></p> <ul style="list-style-type: none"> <li>Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (<i>secondary to 2-ESS2-1</i>)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural world can be observed. (2-ESS2-2), (2-ESS2-3)</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>Things may change slowly or rapidly. (2-ESS1-1), (2-ESS2-1)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <hr/> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Developing and using technology has impacts on the natural world. (2-ESS2-1)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <hr/> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>Scientists study the natural and material world. (2-ESS2-1)</li> </ul>

Connections to other DCIs in second grade: **2.PS1.A** (2-ESS2-3)

Articulation of DCIs across grade-levels: **K.ETS1.A** (2-ESS2-1); **3.LS2.C** (2-ESS1-1); **4.ESS1.C** (2-ESS1-1); **4.ESS2.A** (2-ESS1-1),(2-ESS2-1); **4.ESS2.B** (2-ESS2-2); **4.ETS1.A** (2-ESS2-1); **4.ETS1.B** (2-ESS2-1); **4.ETS1.C** (2-ESS2-1); **5.ESS2.A** (2-ESS2-1); **5.ESS2.C** (2-ESS2-2),(2-ESS2-3)

Common Core State Standards Connections:

*ELA/Literacy –*

**RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (2-ESS1-1)

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1), (2-ESS2-1)

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1), (2-ESS2-3)

**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1), (2-ESS2-3)

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)

**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. (2-ESS2-2)

*Mathematics –*

**MP.2** Reason abstractly and quantitatively. (2-ESS2-1), (2-ESS2-1), (2-ESS2-2)

**MP.4** Model with mathematics. (2-ESS1-1), (2-ESS2-1), (2-ESS2-2)

**MP.5** Use appropriate tools strategically. (2-ESS2-1)

**2.NBT.A** Understand place value. (2-ESS1-1)

**2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)

**2.MD.B.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)

# Quincy Public School Second Grade Curriculum Map

## K-2. Engineering Design

<p><b>K-2. Engineering Design</b></p> <p>Students who demonstrate understanding can:</p> <p><b>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</b></p> <p><b>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</b></p> <p><b>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</b></p>
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The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b></p> <p>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> <li>Ask questions based on observations to find more information about the natural and/or designed world. (K-2- ETS1-1)</li> <li>Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)</li> </ul> <p><b>Developing and Using Models</b></p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)</li> </ul> <p><b>Analyzing and Interpreting Data</b></p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)</li> </ul>	<p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2- ETS1-1)</li> <li>Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)</li> <li>Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)</li> </ul>	<p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (K-2- ETS1-2)</li> </ul>

*Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:*  
**Kindergarten:** K-PS2-2, K-ESS3-2

*Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:*  
**Kindergarten:** K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2

*Connections to K-2-ETS1.C: Optimizing the Design Solution include:*  
**Second Grade:** 2-ESS2-1

*Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)*

*Common Core State Standards Connections:*

**ELA/Literacy –**

**RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (K-2-ETS1-1)

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1), (K-2-ETS1-3)

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)

**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. (K-2-ETS1-2)

**Mathematics –**

**MP.2** Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)

**MP.4** Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)

**MP.5** Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)

**2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1), (K-2-ETS1-3)

# Quincy Public School Second Grade Curriculum Map

## Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

### **Author Studies: Teaching for Deep Comprehension p. 91-92**

- **An author is selected to study.**
- **The teacher shares the author's biographical information.**
- **The teacher displays several titles by the author, and students select one to be read aloud.**
- **The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.**
- **The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.**
- **The students read, reread, and enjoy the author's text during independent reading and/or centers.**
- **The students discuss the text with others during shared reading.**

### **Marzano's 6 steps for vocabulary instruction:**

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student's original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student's drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it's a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”) Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like [www.visualthesaurus.com](http://www.visualthesaurus.com), <http://innovativocab.wikispaces.com>, [www.visuwords.com](http://www.visuwords.com), [www.thesaurus.com](http://www.thesaurus.com), [www.wordsmith.org](http://www.wordsmith.org), [www.wordle.net](http://www.wordle.net) | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

# Quincy Public School Second Grade Curriculum Map

## Sample Second Grade Schedule

TEACHER'S SCHEDULE: 2024-2025								
First Name: _____ Last Name: _____						Room # _____		
School: _____			Grade: 2nd		# of Students: _____			
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week
8:25	8:45	20	BREAKFAST/MORNING ROUTINES					
8:45	9:15	30	Interactive Read Aloud					
9:15	9:45	30	MUSIC	Phonics/Word Study/Handwriting				
9:45	10:15	30	Shared Reading/Mini-Lesson					
10:15	10:45	30	Small Group/Centers					
10:45	11:15	30	Small Group/Centers		PE	Small Group/Centers	PE	
11:15	11:45	30	Phonics/Word Study	PE	MUSIC	MUSIC	LIBRARY	
11:45	12:15	30	LUNCH					
12:15	12:30	15	RECESS					
12:30	1:40	70	Math					
1:40	2:15	35	Writer's Workshop					
2:15	2:30	15	Recess					
2:30	2:45	15	Writer's Workshop	Writer's Workshop	Writer's Workshop	PE	Writer's Workshop	
2:45	3:15	15	CONTENT	CONTENT	CONTENT	Content	CONTENT	
3:15	3:35	20	DISMISSAL/SUPERVISION					
							Total Special Minutes	