

2022/2023 WCSD 2nd Grade Pacing Framework (Incline)



Quarters 1 & 2	“Developing an understanding of + & - to 100”				“Applying understandings of + & - to 100”		
	Topic 1 <i>Fluently Add and Subtract Within 20</i>	Topic 2 <i>Work with Equal Groups</i>	Topic 3 <i>Add Within 100 Using Strategies</i>	Topic 4 <i>Fluently Add Within 100</i>	Topic 5 <i>Subtract Within 100 Using Strategies</i>	Topic 7 <i>More Solving Problems Involving Addition and Subtraction</i>	Topic 8 <i>Work With Time and Money</i>
	Number of lessons: 10 over 12 days <i>*First 3 lessons over 5 days</i> F/D/E: 2 days	Number of lessons: 5 F/D/E: 3 days	Number of lessons: 9 over 11 days F/D/E: 4 days	Number of lessons: 8 F/D/E: 3 days	Number of lessons: 10 over 12 days <i>*After 5-9 add lesson 6-1</i> F/D/E: 3 days	Number of lessons: 10 <i>*Start with lesson 6-6, 6-7, 6-8, 6-9</i> F/D/E: 3 days	Number of lessons: 8 F/D/E: 4 days
	NVACS Focus: OA.B	NVACS Focus: OA.C	NVACS Focus: NBT.B	NVACS Focus: NBT.B	NVACS Focus: NBT.B	NVACS Focus: OA.A	NVACS Focus: MD.C
	Total Days: ~14	Total Days: ~8	Total Days: ~15	Total Days: ~11	Total Days: ~15	Total Days: ~13	Total Days: ~12
	Quarter 1: 48 Instructional days (F/D/E: 12 days)				Quarter 2: *40 Instructional days (F/D/E: 10 days)		

Quarters 3 & 4	“Applying understandings of + & - to 1,000”				“Foundations for Fractions: Geometry & Measurement”			
	Topic 9 <i>Numbers to 1,000</i>	Topic 10 <i>Add Within 1,000 Using Models and Strategies</i>	Topic 11 <i>Subtract Within 1,000 Using Models and Strategies</i>	Topic 12 <i>Measuring Length</i>	Topic 14 <i>Graphs and Data</i>	Topic 15 <i>Shapes and Their Attributes</i>	Topic 13 <i>More Addition, Subtraction, and Length</i>	Application of Grade Level Standards
	Number of lessons: 10 F/D/E: 5 days	Number of lessons: 7 F/D/E: 3 days	Number of lessons: 7 over 10 days F/D/E: 6 days	Number of lessons: 9 F/D/E: 6 days	Number of lessons: 6 F/D/E: 5 days	Number of lessons: 8 F/D/E: 5 days	Number of lessons: 5 F/D/E: 3 days	F/D/E: 4 days
	NVACS Focus: NBT.A	NVACS Focus: NBT.B	NVACS Focus: NBT.B	NVACS Focus: MD.A	NVACS Focus: MD.D	NVACS Focus: G.A	NVACS Focus: MD.B	Total Days: ~4
	Total Days: ~15	Total Days: ~10	Total Days: ~16	Total Days: ~15 <small>Q3: 9 days & Q4: 6 days</small>	Total Days: ~11	Total Days: ~13	Total Days: ~8	
	Quarter 3: 50 Instructional days (F/D/E: 20 days)				Quarter 4: 42 Instructional days (F/D/E: 17 days)			

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Purpose of document:

The pacing frameworks are an analysis of lessons in the WCSD Curriculum Documents which includes alignment to **enVisionmath2.0**. Adequate time to provide meaningful learner responsive instruction must be provided for students to develop deep understanding of the content. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instructional as guided by the NVACS.

Guide to use:

The NVACS require mathematical ideas to be connected by conceptual understanding, procedural understanding/fluency and application. This supports the need to look at how mathematical ideas relate and develop within the standards, instead of teaching a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory.

- A **minimum of 75 minutes (375 minutes per week)** of Tier 1 instruction of mathematics per day , with at least 60 minutes blocked to enable deep levels of problem solving without interruptions. The remaining time may be used to continue the lesson, incorporate learner responsive small group instruction around the mathematical ideas of the lesson and/or number talks.
- A **lesson does not necessarily mean a day**; some concepts may be explored in more time and some in less time. This document provides a minimum of 1 full day for lessons outlined in topics within **enVisionmath2.0** to ensure enough instructional time is accounted for throughout the year. The curriculum guides offer additional support.
- **F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** These days are included to support conceptual development of the ideas within the topic. Teachers use formative processes throughout the topic to guide instruction, differentiate, and enrich. These days encompass the assessment (Topic/Performance). F/D/E days may be used at anytime throughout the topic or used anytime throughout the quarter.
- Aligned **SBAC Interim Assessment Blocks (IAB)** have been added below appropriate topics. Appropriate items from the identified IAB can be selected and used in combination with instructional material during F/D/E days for instructional purposes and as a “classroom activity”.
- This framework is a **general guide** of the mathematical trajectory and how that trajectory may be mapped out across a school year. This pacing framework was requested by teachers as they work with the NVACS and instructional materials. This is to **assist** with pacing/mapping. It does not suggest that all teacher’s will be exactly in the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the framework that C&I will use to help support teachers in each grade level.
- When reflecting on **Winter MAP data**, expected growth should be represented within strands taught before Winter MAP testing based on the WCSD Pacing Curriculum Framework.
- The focus of instruction should be providing **ALL** students mathematically accurate opportunities at the depth of knowledge indicated in the NVACS for on grade level standards.

Justifications & Considerations

- Teachers may want to consider including **Number Talks/Strings** into their instructional day to support development of number sense and mental math fluency. However, this should be limited and not replace entire lessons during their mathematics instructional block.
- Topic 1: The first three lessons are paced over five days to allow time to establish routines and expectations such as tool management, class discussion, etc.
- Topic 6 (Fluently Subtract Within 100) lessons have been omitted or distributed to other Topics (Topic 5 and Topic 7) in order to support student development.
- Topic 14 (Graphs and Data) was moved earlier in the 4th quarter to give more time to the content.
- Topic 15 (Shapes and Their Attributes) was moved to earlier in the 4th quarter due to the importance of the standards addressed in this topic in preparing students for 3rd grade content. Although labeled as an Additional Cluster, the content of Topic 15 is necessary to build foundations for 3rd grade fractional concepts.
- The Application of Grade Level Standards are included in the Pacing Framework as on-going cumulative review and distributed practice and may be taught as time allows.

* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.