SECOND GRADE LEADERSHIP OVERVIEW

Elementary Curriculum ESSENTIALS

A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.

All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year.

Integrated Strategies

Engagement **Jigsaw** The Jigsaw strategy asks a group of students to become "experts" on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.	Blended Learning **Project-Based Learning** Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.	Language (ELLevation) **Building with Bricks and Mortar** Create sentences using vocabulary cards Discuss new sentences with peers Write sentences in notebook *Can be modified with pictures and single words for Kinder.*
Unit 9: Buyers and Sellers Essential Question: **How do the goods we make, buy, and sell connect us?** April 22 - May 10 (15 days)	**English Language Arts**	**Unit 10: States of Matter** Essential Question: **How can something old become something new?** May 13 - May 31 (14 days)

Reading Foundational Skills

RF.2.3b Know **spelling-sound correspondences** for additional common vowel teams.	RF.2.3c **Decode** regularly spelled two-syllable words with long vowels.	RF.2.3d **Decode** words with common prefixes and suffixes.
RF.2.3e Identify words with inconsistent but common **spelling-sound correspondences**.	RF.2.3f Recognize and read grade-appropriate **irregularly spelled words**.	RF.2.4a **Read grade-level text** with purpose and understanding.
RF.2.4b **Read grade-level text orally** with accuracy, appropriate rate, and expression on successive readings.	RF. 2.4c Use context to confirm or self-correct **word recognition** and understanding, rereading as necessary.	

Reading - Literature

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.2.4 Describe how **words and phrases** supply **rhythm and meaning** in a story, poem, or song.	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.

Reading - Informational Text

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.2.4 Determine the **meaning of words and phrases** in a text relevant to a grade 2 topic or subject area.	RI.2.9 **Compare and contrast** the most important points presented by two texts on the same topic.
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.		

Language

L.2.1d Form and use the **past tense** of frequently occurring **irregular verbs.**	L.2.1e Use **adjectives and adverbs**, and choose between them depending on what is to be modified.	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.
L.2.4a Use sentence-level **context as a clue** to the meaning of a word or phrase.	L.2.4b Determine the **meaning of the new word** formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/ retell).	L.2.4c Use a **known root word as a clue** to the meaning of an unknown word with the same root.
L.2.4d Use knowledge of the **meaning of individual words to predict** the meaning of compound words.	L.2.5a Identify real-life connections between words and their use.	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.

Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by **revising and editing**.		

Speaking & Listening

SL.2.1a Follow agreed-upon rules for discussion.	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

Topic 14 - Graphs and Data 6 lessons over 14 days Measurement and Data	**Mathematics** **Topic 15 - Shapes and Their Attributes** 8 lessons over 12 days Geometry	**Topic 13 - More Addition, Subtraction and Length** 5 lessons over 8 days Measurement and Data

CRITICAL CONTENT AREA 3, MEASUREMENT AND DATA:
Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length. (MD.1; MD.2; MD.3; MD.4)

CRITICAL CONTENT AREA 4, GEOMETRY
Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. (G.1; G.2; G.3)

LIFE SCIENCE ~ INSECTS AND PLANTS ~ February 12 - June 7

2-LS2 Ecosystems: Interactions, Energy, and Dynamics	2-LS4 Biological Evolution: Unity and Diversity	K-2-ETS1 Engineering Design