

Grade 2 Units at a Glance 2020-2021- Priority Standards Focus

Subject	September-November	November-February	March-April	May-June
<p><b>Literacy</b>  <small>*Foundational Skills                      As stated in the DOE Priority Learning Standards Overview, teaching foundational skills is paramount in grade K-2. Particular foundational literacy standards should NOT be singled out or identified. Thus, FUNdations curriculum will be covered in full progression, including all lessons focusing on Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</small></p>	<p><b>Genre-Narrative</b></p> <p><b>Anchor Text-</b>The Other Side</p> <ul style="list-style-type: none"> <li><b>Essential Question:</b> How does connecting with the character help readers connect to a story?</li> </ul> <p><b>Skills:</b>                      *Guided Reading Procedures-Establishing routines and structures of readers/writers                      *Establish small group reading routines                      Sentence Structure-demonstrate appropriate conventions of grammar and usage when writing and speaking                      *Paragraph writing-learn the basic definition, parts and structure of a paragraph. Students will write a paragraph including a topic sentence, supporting details, and a closing sentence.</p> <p><b>Portfolio Piece: Traffic Light Writing</b>  <b>Performance Task: Sentence Structure/Paragraph Writing</b></p> <p><b>Standards:</b>                      R1, R2, R4, R7, R8                      W3, W7                      SL1, SL2, SL3                      L1, L2, L6</p>	<p><b>Genre-Nonfiction/Informational</b></p> <p><b>Anchor Texts –</b> On the Day Peter Stuyvesant Sailed into Town</p> <ul style="list-style-type: none"> <li><b>Essential Questions:</b>                              How do readers compare and contrast two facts on the same topic?                              How do writers use explanatory details to develop points?</li> </ul> <p><b>Skills:</b>                      *Understanding the main topic in a text, and find supporting facts to prove it.                      *Writers understand facts and definitions to develop points and help readers to understand what the author wants to explain.                      * Understand and explain the ways in which New York City and its communities changed throughout the 1600s–1900s.                      *Write an expository piece with a main point and supporting facts.</p> <p><b>Portfolio Piece:</b>  <b>Performance Task: NYC Then and Now</b></p> <p><b>Standards:</b>                      R1, R2, R4, R7, R8                      W2, W3, W7                      SL1, SL2, SL3                      L1, L2, L4, L6</p>	<p><b>Genre-Opinion</b></p> <p><b>Anchor Text –</b> I Wanna Iguana</p> <ul style="list-style-type: none"> <li><b>Essential Questions:</b>                              Why does asking questions about a text, help readers understand it better?                              How do writers support opinions through reasons and explanations?</li> </ul> <p><b>Skills:</b>                      *Ask and answer questions about details and information in a text.                      *Write an opinion using reasons to express their main purpose                      *To explore content, to recognize how people make choices based on needs, wants, and resources available</p> <p><b>Portfolio Piece: Opinions Matter</b>  <b>Performance Task: Your Opinion</b></p> <p><b>Standards:</b>                      R1, R2, R4, R7, R8                      W3                      SL1, SL2, SL3                      L1, L2, L4, L6</p>	<p><b>Genre- Fairytales/Narrative</b></p> <p><b>Anchor Texts-</b> Various Fairytales</p> <p><b>Skills:</b>                      *To identify the story elements of a fairytale                      *To identify the standard language of a fairytale                      *Compare fairytales using knowledge of fairytales to write and to create our own fractured fairytales with key elements building reading and writing connections through the genre.</p> <p><b>Performance Task: Fractured Fairy Tales</b></p> <p><b>Standards:</b>                      R1, R2, R4, R7, R8                      W1, W3                      SL1, SL2, SL3                      L1, L2, L4, L6</p>
	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>	<p>Time spent on math topics will vary, as each topic has a different number of lessons</p>
<p><b>Math</b></p>	<p><b>Concept: Place Value (Topic 9)</b></p> <p><b>Domain:</b>                      Number and Operations in Base Ten</p> <p><b>Essential Question:</b>                      How do you use place value to find the value of numbers and describe numbers in different ways?</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Count in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and</li> <li>Understand multi-digit numbers (up to 1000) written in base-ten notation</li> <li>Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.</li> <li>Count within 1000; skip-count by 5s, 10s, and 100s</li> </ul> <p><b>Performance Task: Reading Record</b>                      Students use place value to describe a 3-digit number, compare numbers and look for patterns.</p> <p><b>Standards:</b>                      NY-2.NBT1                      NY-2.NBT2</p>	<p><b>Concept: Addition &amp; Subtraction (Topics 1-7)</b></p> <p><b>Domain:</b>                      Operations and Algebraic Thinking, Number and Operations in Base Ten</p> <p><b>Essential Questions:</b>                      How can you use patterns and strategies to find sums and differences for basic facts?                      How do you use place value to add 2-digit numbers with and without regrouping?                      How do you use place value to subtract 2-digit numbers with and without regrouping?                      What are some strategies for adding and subtracting 3-digit numbers?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use their understanding of addition to develop fluency with addition and subtraction within 100 by applying their understanding of models for addition and subtraction</li> <li>Fluently add and subtract within 20 using mental strategies.</li> </ul> <p><b>Performance Task: Stamp Collection</b>                      Students will subtract 2-digit numbers with regrouping.</p> <p><b>Standards:</b>                      NY-2.OA 1                      NY-2.OA 2</p>	<p><b>Concept: Measurement (Topic 13)</b></p> <p><b>Domain: Measurement and Data</b></p> <p><b>Essential Question:</b>                      How can you use pictures, equations and number lines to solve word problems involving measurements?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Relate addition and subtraction to length</li> <li>Recognize addition and subtraction situations involving totals and comparison in lengths.</li> <li>Add and subtract to solve measurement problems using pictures and equations.</li> <li>Add and subtract on a number line.</li> </ul> <p><b>Performance Task: Fishing Fun</b>                      Students will add and subtract 2-4 different lengths</p> <p><b>Standards:</b>                      NY-2.MD 5                      NY-2.MD 6</p>	<p><b>No Geometry Standards identified as Priority for Grade 2</b></p>

Grade 2 Units at a Glance 2020-2021- Priority Standards Focus

<p style="text-align: center;"><b>Social Studies</b></p>	<p><b>Unit Title: Our Communities Geography</b></p> <p><b>Essential Question:</b> How does geography influence where people choose to live and why?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify natural resources people use</li> <li>Understand how maps help people find locations</li> <li>Describe what landforms and bodies of water are in the United States</li> </ul> <p><b>Standards:</b>  <b>NYSSSLs Geography 3.1</b>                  *Unit also covers the Next Generation Priority Standards for Reading, Writing, Speaking &amp; Listening, and Language</p>	<p><b>Unit Title: New York City Over Time</b></p> <p><b>Essential Question:</b> How and why did New York City Change over time?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explain who lived in New York City long ago</li> <li>Identify what kind of buildings people lived in years ago</li> <li>Describe what kind of work people did in New York City</li> </ul> <p><b>Standards:</b>  <b>NYSSSLs History of the United States and New York 1.2</b>  <b>NYSSSLs History of the United States and New York 1.3</b>  <b>NYSSSLs History of the United States and New York 1.4</b>                  *Unit also covers the Next Generation Priority Standards for Reading, Writing, Speaking &amp; Listening, and Language</p>	<p><b>Unit Title: Communities</b></p> <p><b>Essential Question:</b> How does the community in which you live affect the experiences you have?</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognize the differences between rural and urban communities</li> <li>Use details from the text to discuss communities</li> <li>Write about features such as plants, animals, and/or activities that can be found in each community</li> </ul> <p><b>Standards:</b>  <b>NYSSSLs Individual Development and Cultural Identity 2.1</b>  <b>NYSSSLs Individual Development and Cultural Identity 2.2</b>                  *Unit also covers the Next Generation Priority Standards for Reading, Writing, Speaking &amp; Listening, and Language</p>	<p><b>Unit Title: Rights, Rules, and Responsibilities</b></p> <p><b>Essential Question:</b> How can we use knowledge and information to make decisions?</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding needs and wants</li> <li>Understanding how needs and wants can help us to make better decisions</li> <li>What are the needs and wants of different groups? (Classroom, school, community, family)</li> </ul> <p><b>Standards:</b>  <b>NYSSSLs Economics 4.1</b>  <b>NYSSSLs Civics, Citizenship, and Government 5.1</b>  <b>NYSSSLs Civics, Citizenship, and Government 5.2</b>  <b>NYSSSLs Civics, Citizenship, and Government 5.3</b>  <b>NYSSSLs Civics, Citizenship, and Government 5.4</b>                  *Unit also covers the Next Generation Priority Standards for Reading, Writing, Speaking &amp; Listening, and Language</p>
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