Grade Two

What should my students learn from September to November?

By the end of second grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curriculum resources your school uses, there are certain experiences all children in second grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content.

This is learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students will be engaged in throughout this document.

When teaching foundational literacy skills, two important research validated practices are direct explicit instruction and active engagement. Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students.

Reading Foundations

Second Grade Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy

Most second graders begin the year with a well-developed sense of phonological awareness. This comes from both strong phonemic awareness and knowledge of phonics. As children develop their phonemic awareness, they learn that language is composed of sounds and that these sounds can be represented by letters. The student's growing knowledge of phonics allows her or him to map sounds represented by letters, which result in the decoding or reading of words.

Second graders are also able to segment words to spell using knowledge of letter-sound relationships. These are the types of skills second graders typically bring with them in the beginning of the school year.

Automaticity with letter-sound correspondences are the skills young learners need to readily read and write. Second graders are using and developing the skills to use chunks or patterns, such as spellings of common rimes (e.g., -ump, -ent, -ake), and the associated pronunciation of these patterns, to fully map, decode, and then read unknown words. Students in second grade are continuing to develop their banks of known sight words, words that they can recognize immediately. This ability to readily recognize words contributes to a child's fluency in reading text. In order to be fluent, readers must decode words accurately, read at a pace that makes sense for the type of text, and read with a level of prosody or expression that shows the text is being understood (Fain, 2007).

Ideally, second graders finish the year as proficient readers whose phonemic awareness is fully developed and whose phonics knowledge allows them to decode and read most of the words that they will come across in grade-level text.

When teaching foundational literacy skills, two important research validated practices are direct explicit instruction and active engagement. Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students.

Direct, Explicit Instruction

In an explicit instruction lesson, teachers provide models, scaffolding, and prompting as students are being supported in their initial attempts to master specific concepts and skills. Much of an explicit instruction lesson will focus on the guided practice phase as students receive corrective feedback and additional practice to master specific concepts and skills. Guided practice should always be done with the direct support of the teacher. See the table below for further explanation of each phase:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The teacher will introduce a new concept or skill to the students.</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>The teacher will provide models and scaffolding as students are being supported in their initial attempts to master specific concepts and skills.</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>The teacher will monitor students as they practice the new concept or skill on their own.</td>
</tr>
</tbody>
</table>

When teaching foundational literacy skills, two important research validated practices are direct explicit instruction and active engagement. Below you will find a brief explanation of each. These two interconnected practices should be highly utilized when delivering high quality literacy instruction to all students.
Lesson Phase | Teacher Activities | Tip for Remote Instruction
--- | --- | ---
**Modeling** (I Do) | · Demonstrate the skill or strategy  
· Use 'think alouds' to describe how to apply the skill or strategy  
· Use clear, consistent, and concise language  
· Involve students in examples and non-examples where helpful | While demonstration of the skill/strategy and think aloud may be done synchronously or asynchronously, active engagement is a key part of modeling (I Do) which can only be achieved synchronously.

**Guided Practice** (We Do) | · Provide prompts and scaffolds to promote student success with the new skill or strategy  
· Provide informative and affirmative feedback  
· Fade prompts as students demonstrate success | The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.

**Independent Practice** (You Do) | · Provide students with opportunity to apply the skill independently  
· Monitor student understanding  
· Provide informative and affirmative feedback | Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback. View this resource for tips on how to actively engage students remotely: Routines for Teaching Remotely.

**Active Participation** | It is important that we maintain a high level of student-teacher interaction throughout each phase of direct, explicit instruction. This helps students engage in adequate initial practice as well as distributed and cumulative review. View this resource for tips on how to actively engage students remotely: Resources for Active Participation.

**Special note for blended and remote instruction** | Teaching of foundational literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students' initial practice and immediate feedback correcting any errors. Due to the nature of the development of foundational literacy skills and research proven approaches for instruction in foundational literacy skills, instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. This creates the conditions for teachers to deliver instruction related to foundational literacy employing research validated approaches.

**Using this Learning Map** | Below you will find the teaching and learning experiences that most kindergarten students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in remote learning. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in remote learning. This helps students engage in adequate initial practice as well as distributed and cumulative review.
## What will the learning look like?

In the beginning of the year, second graders will have experiences that support the learning below.

### Practices that can support this
- Include opportunities for students to practice reading with appropriate rate and expression.
- Engage in Guided Oral Reading and provide opportunities for repeated readings of grade level text.
- Focus instruction on letters and/or letter patterns when teaching high frequency words.
- Rehearse high-frequency words by sight.
- Teach students the sounds of common vowel sounds while using a variety of strategies.
- Read sentences or short passages with a new targeted phonics skills as well as previously taught sound-spelling patterns.
- Teach phonics through blending.

### What pedagogical practices can support this?

1. **Phonological/Phonemic Awareness**
   - There is not a grade 2 standard for this concept. Please see preceding grades for more information.

2. **Concepts of Print**
   - There is not a grade 2 standard for this concept. Please see preceding grades for more information.

3. **Phonics**
   - The teaching and learning reflected here is connected to Priority Learning Standards.
   - RF3: Word Recognition
     - Demonstrate accuracy when reading grade level texts.
     - Decode regularly spelled two-syllable words.
     - Recognize and identify root words and suffixes.
     - Read common high-frequency words by sight.

4. **Automaticity**
   - RF4: Fluency
     - Demonstrate accuracy when reading grade level texts.
     - Engage in Guided Oral Reading and provide opportunities for repeated readings of grade level text.
     - Read common high-frequency words by sight.
     - Read words and sentences with appropriate rate and expression.

---

Access to rich, culturally responsive grade-level work includes but is not limited to the examples below.

- Engage with partners or independently in repeated readings to practice fluently.
- Focus instruction on letters and/or letter patterns when teaching high frequency words.
- Focus instruction on letters and/or letter patterns when teaching high frequency words.
- Engage in Shared Reading: read books aloud and/or engage students in choral and echo reading through the day to support fluency.
- Engage with teachers or peers in Shared Reading: read books aloud and/or engage students in choral and echo reading throughout the day to support fluency.
Please note, teachers must follow copyright permissions posted on each website provided.

Read with appropriate phrasing by chunking words together into meaningful parts.

### Additional resources:

**Building Fluency: Achieving Accuracy, Pace, and Prosody that Leads to Successful Comprehension of Text**

---

**Reading**

---

**Pedagogical Practices**

When teaching literacy skills, two important areas of explicit instruction are direct, explicit instruction and active engagement. These two interconnected practices should be highly utilized when delivering high-quality literacy instruction to all students. The table below outlines the phases and teacher activities involved in each phase of explicit instruction.

<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>Teacher Activities</th>
</tr>
</thead>
</table>
| Modeling (I Do) | · Demonstrate the skill or strategy
· Think aloud to explain how to apply the skill or strategy
· Use clear, consistent, and concise language
· Involve students in examples and non-examples where helpful

---

The Second Grade Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy

Most second graders begin the year with a well-developed sense of phonological and phonemic awareness, automaticity with letter-sound correspondences, and ability to readily recognize words. These skills, which second graders typically bring with them in the beginning of the year and refine as the year progresses, enable students to better comprehend and understand texts.

At the same time, the base of knowledge about the world is ever growing in the typical second grader. Second graders are learning the meanings of novel words on an ongoing basis. Part of this learning occurs via explicit instruction in the classroom, where words are defined and used in context.

Second graders are expected to read more difficult text that may not be easy to understand. Knowing the words in the text allows them to draw on their prior knowledge and use text features to better understand the subject or topic at hand. Ideally, second graders finish the year as proficient readers who are becoming more and more fluent while developing their vocabulary base and understanding of both literary and informational texts so they are ready for the more challenging work to come in third grade and beyond.
Guided Practice (We Do)
· Provide prompts and scaffolds to promote student success with the new skill or strategy
· Provide informative and affirmative feedback
· Fade prompts as students demonstrate success

The guided practice (We Do) component of direct, explicit instruction involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.

Independent Practice (You Do)
· Provide students with opportunity to apply the skill independently
· Monitor student understanding
· Provide informative and affirmative feedback

Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.

Active Participation
It is important that we maintain a high level of student-teacher interaction throughout each phase of direct, explicit instruction. This helps students focus on the content of the lesson, promotes opportunities for students to elaborate where needed, and assists with checking for understanding. In addition, it allows the teacher to monitor student performance closely and provide feedback to students on how well they are doing by giving affirmative or corrective feedback with explanations, modeling the correct response for students or prompting the student to provide a correct response before moving into the independent practice portion of the lesson. Active participation allows students to engage in adequate initial practice as well as distributed and cumulative review.

View this resource for tips on how to actively engage students remotely:
Resources for Active Participation.

Special note for blended and remote instruction:
Teaching of literacy skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice and immediate feedback correcting any errors. Due to the nature of the development of literacy skills and research-based instructional strategies, these components of literacy instruction should be prioritized for synchronous instruction on any day a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support reading comprehension. These resources may be used to complement your school's shared, inclusive and digital curriculum.

Using this learning map, you will find the teaching and learning experiences that most second-grade students should have from September to November. There is also a list of high-leverage instructional practices that can be integrated into the curriculum to support students in learning to develop these skills. This list is not meant to provide an exhaustive list of expected instructional practices that can be implemented to support learning to develop these skills. There is also a list of high-leverage instructional practices that can be integrated into the curriculum to support learning to develop these skills.

Since curriculum is flexible enough to allow teachers to modify the schedule and the pace of instruction to meet the needs of students, teachers may need to modify the schedule and the pace of instruction to meet the needs of students.
What will the learning look like?

In the beginning of the year, second graders will have experiences that support the learning below. What pedagogical practices can support this?

Practices that create access to rich, culturally responsive grade-appropriate work include but are not limited to the following.

- Teachers provide a variety of opportunities for students to engage in independent reading and writing.
- Teachers explicitly teach strategies for monitoring reading: monitor student use of strategies and provide explicit feedback on how to prepare for and discuss books with partners. For tips, view this resource: Structured Partner Response.
- Teachers provide opportunities for students to engage in discussions about texts by listening, building on the ideas of others during collaborative conversations, turn taking, and using appropriate language for the discussion and topic.
- Teachers use writing about reading to track and monitor comprehension.

Teachers may:
- Explicitly teach students how to use interactive tools like think alouds to track and monitor comprehension. Use interactive tools like Google Jamboard.
- Consider using a strategy such as Directed Reading Thinking.
- Explicitly teach students how to track and monitor comprehension. Use interactive tools like Google Jamboard.

Students are provided with opportunities to:
- Select and read literary and informational text that reflects interests and grade-appropriate content.
- Select and choose texts for independent reading.
- Engage in discussions about texts by listening, building on the ideas of others during collaborative conversations, turn taking, and using appropriate language for the discussion and topic.
- Listen to partners read and practice fluency.
- Monitor and employ self-correction for reading accuracy.
- Word attack skills and decoding skills.
- Set correction for reading accuracy.
- Explicitly teach students strategies for monitoring reading: monitor student use of strategies and provide explicit feedback on how to prepare for and discuss books with partners. For tips, view this resource: Structured Partner Response.
- Read aloud to students daily to ensure they are listening to fluent reading and engaging in rich discussions about texts.
- For tips on delivering virtual read alouds, see 7 Tech Tips for Your Next Read Aloud.
- Provide conversation prompts and discussion cards to sustain and extend student thinking. See examples: https://www.weteachnyc.org/resources/resource/reading-power-and-passion-resources-support-independent-reading-
- Explicitly teach students strategies for monitoring reading: monitor student use of strategies and provide explicit feedback on how to prepare for and discuss books with partners.
- Set up remote reading partners; establish routines and norms for video conferencing with reading partners.
- Model how to prepare for and discuss books with partners; for tips, view this resource: Structured Partner Response.
- Explicitly teach students strategies for monitoring reading: monitor student use of strategies and provide explicit feedback on how to prepare for and discuss books with partners.
- Set up remote reading partners; establish routines and norms for video conferencing with reading partners.
- Model how to prepare for and discuss books with partners; for tips, view this resource: Structured Partner Response.

What pedagogical practices can support this?
Building Language and Knowledge

- Choose high-quality, diverse texts offering a wide variety of topics and genres, such as folk tales, fantasy, informational books, narrative nonfiction, and poetry. Ensure that these texts are representative of the cultural diversity in your classroom.

- Select texts on a similar topic or theme as a way of building knowledge. For more ideas about book selections, refer to the following resource: Children's Literacy Initiative: Getting Started with Intentional Read Aloud.

- Read rich literary texts of varying complexities with students multiple times; make paper and ebooks available to students to read at home.

- Select a small set of high utility academic words from the texts read aloud, that are related to the big ideas of the text, and/or the content; model word learning strategies; provide ample opportunities for students to use these high utility words in their conversations about the text.

Integration of Knowledge and Ideas/Comprehension

- Select texts that students can connect with that are reflective of students' rich background and cultures to tap into prior knowledge.

- Use think aloud to model making connections between: events, characters, and settings in the story to specific life experiences; topics in informational texts and prior knowledge.

- Provide students with opportunities to respond to stories and informational texts by answering and asking questions, discussing ideas, and relating events to personal experiences. Use Flipgrid to allow students to post an idea that others can respond to.

- Ask questions that allow students to consider why the author wrote the text and find examples that confirm their thinking.

- Model how to summarize portions of a text, and guide students' practice, providing support and feedback.

- Use concept maps to identify key details in the text and help students develop summarizing skills and build reading comprehension.
<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explicitly teach students about each story element and how they can support and extend the meaning of the text.</td>
<td>- Use text features to support understanding of the topic.</td>
</tr>
<tr>
<td>- Use graphic organizers to make visual connections.</td>
<td>- Identify the main topic of a text.</td>
</tr>
<tr>
<td>- Co-construct anchor charts with examples of each, using visuals and words.</td>
<td>- Begin to describe the connections among ideas and concepts in a text.</td>
</tr>
<tr>
<td>- Follow these directions to form connections between characters, actions, and their traits.</td>
<td>- Begin to notice characters' actions, and how they respond to events in the story.</td>
</tr>
<tr>
<td>- Teach students to infer characters' actions by identifying specific words or phrases used by the author.</td>
<td>- Use sentence frames such as, “The character felt...in this part of the story. I know this because...”</td>
</tr>
<tr>
<td>- Guide students to use tools like graphic organizers and -charts to organize their thinking and share evidence.</td>
<td>- Use meta-cognitive strategies such as prediction and visualization, to guide students to connect their thinking to evidence from the text.</td>
</tr>
<tr>
<td>- Use story maps to discuss connections of plot, such as problem/solution.</td>
<td>- The story begins in the story.</td>
</tr>
<tr>
<td>- What is the story mostly about? What happened in the beginning, middle, and end?</td>
<td>- What are the story's (beginning, middle, and end) events?</td>
</tr>
<tr>
<td>- What is the setting?</td>
<td>- What character is described?</td>
</tr>
<tr>
<td>- Who is in the story? What is the setting? What is the story mostly about?</td>
<td>- Begin to understand theme.</td>
</tr>
<tr>
<td>- Where and when does the story take place?</td>
<td>- Begin to determine central idea.</td>
</tr>
<tr>
<td>- What happened in the story?</td>
<td>- Key concepts in a text.</td>
</tr>
<tr>
<td>- Who is the character?</td>
<td>- Begin to distinguish between literary and informational texts.</td>
</tr>
<tr>
<td>- What is this story mostly about (beginning)?</td>
<td>- Explicitly teach students about each story element and how they can support and extend the meaning of the text.</td>
</tr>
</tbody>
</table>

**Craft and Structure**

- Point out features and characteristics of informational and literary texts explicitly. Make comparisons between them.

- Explicitly teach students to make connections within ideas, within a text, and between texts.

- Use visual aids and digital tools such as Digital Concept Maps, to support students in making connections.

**Informational Texts**

- Start with a Text Feature Walk and then continue by modeling and posing questions that allow students to use the text features to deepen knowledge of content.

- Use graphic organizers to have students generate questions, identify what they know about a topic, and use the text to confirm and/or add new learning.

- Explicitly teach students to make connections between ideas, within a text, and between texts.

- Use interactive online tools like Google Jamboard or this resource for digital concept maps.

**Literary Texts**

- Use story maps to discuss concepts of plot, such as problem/solution.

- From the story that supports their ideas. Think of the story that supports their ideas and how they respond to events in the story.

- Use sentence frames such as, “The character felt...in this part of the story. I know this because...”

- Use meta-cognitive strategies such as prediction and visualization, to guide students to connect their thinking to evidence from the text.

- For more information, visit: https://iowareadingresearch.org/blog/what-am-i-thinking-during-reading-strategies
What does the character want? What problem is the character facing? (beginning to understand problem solution)

Learn about the features of informational texts:
- Photographs rather than illustrations
- Headings
- Captions
- Table of contents
- Captions
- Headings

Explicitly teach each feature of informational texts and how they support and extend the meaning of the text.
In second grade, students write in full sentences, where some of the words may be written in an invented fashion with more and more of the salient sounds represented. Over time, invented spellings are expected to transition to conventional spellings.

**Pedagogical Practices**

**Direct, Explicit Instruction**

In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompts as students are supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the gradual release of responsibility to students and scaffold their ability to master specific concepts and skills. Guided practice involves practicing a skill/strategy with students together and offering feedback to correct any misconceptions. This may only be achieved through synchronous instruction.

**Active Participation**

It is important that we maintain a high level of student teacher interaction throughout editing and revision processes throughout each phase of direct, explicit instruction. This helps to actively engage students who may only be active participants. The table below provides a summary of how to actively engage students in each phase of direct, explicit instruction.

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modeling</strong> (I Do)**</td>
<td>Provide informative and affirmative feedback</td>
</tr>
<tr>
<td>Teacher demonstrates skill/strategy</td>
<td></td>
</tr>
<tr>
<td>Teacher engages students in applying the skill/strategy</td>
<td></td>
</tr>
<tr>
<td>Tip for Remote Instruction</td>
<td>Provide clear and consistent instruction</td>
</tr>
<tr>
<td><strong>Guided Practice</strong> (We Do)</td>
<td>Provide informative and affirmative feedback</td>
</tr>
<tr>
<td>Teacher scaffolds prompts for students</td>
<td></td>
</tr>
<tr>
<td>Teacher provides feedback and offers suggestions</td>
<td></td>
</tr>
<tr>
<td>Tip for Remote Instruction</td>
<td>Use clear, consistent, and concise language</td>
</tr>
<tr>
<td><strong>Independent Practice</strong> (You Do)</td>
<td>Monitor student understanding</td>
</tr>
<tr>
<td>Students should monitor their own understanding</td>
<td></td>
</tr>
<tr>
<td>Tip for Remote Instruction</td>
<td>Engage students in applying the skill/strategy</td>
</tr>
</tbody>
</table>

**For Active Participation**

- Provide informative and affirmative feedback
- Monitor student understanding
- Engage students in applying the skill/strategy
- Provide clear and consistent instruction

**Resources for Active Participation**

- View this resource for tips on how to actively engage students in remote settings.

**EDITING**

- Check a first draft: Consider and share with others in authentic ways
- Edit writing (for mechanics, usage, and punctuation)

**PUBLISHING**

- Create a final piece: Celebrate and share with others in authentic ways
- Celebrate and share with others in authentic ways
Teaching of writing skills requires direct, explicit instruction every day. A key part of this approach is active engagement with students, guided practice, and immediate feedback. Correcting any errors is essential. Due to the nature of the development of writing skills and research-proven approaches, these components of literacy instruction should be prioritized for synchronous instruction on any days a student is receiving remote instruction. Where appropriate, you will notice links to digital resources throughout this section that may be used to support writing instruction. These resources can complement your school’s shared, inclusive, and digital curriculum. Students are provided with opportunities to:

- Write every day
- Establish a designated period of time for writing in the daily schedule. This time can be used for a transitional writing activity.

What pedagogical practices can support this?

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

What pedagogical practices can support this?

- Practices that create access to rich, culturally responsive grade-level work include:
  - Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- The teaching and learning reflected here is connected to:
  - Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.

Writing Behaviors and Routines

The teaching and learning reflected here is connected to:

- Writing Behaviors and Routines
  - Engaging students in the learning experiences in the beginning of the year, second graders have experiences that support the learning below.
  - Teachers may:
    - Establish a designated period of time for writing in the daily schedule.
    - Use shared writing, interactive writing, or guided writing to support writing development.

What will the learning look like?

- In the beginning of the year, second graders have experiences that support the learning below.
- Teachers may:
  - Establish a designated period of time for writing in the daily schedule.
  - Use shared writing, interactive writing, or guided writing to support writing development.
### The Writing Process

#### Rehearsing: Finding Ideas and Preparing to Draft

- Choose topics to write about
- Brainstorm/share ideas to write about
- Choose topics to write about
- Use a think aloud to demonstrate how to choose an idea to write about
- Share ideas for writing with a partner. Use Think, Pair, Share, as routines used to think about their ideas and tell
- Choose ideas for writing with a partner. Use Think, Pair, Share, as routines used to think about their ideas and tell
- Use a think aloud to demonstrate how to choose an idea to write about
- Choose ideas for writing with a partner. Use Think, Pair, Share, as routines used to think about their ideas and tell

#### The Writing Process

<table>
<thead>
<tr>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chose topics to write about</td>
</tr>
<tr>
<td>Brainstorm/share ideas to write about</td>
</tr>
<tr>
<td>Choose topics to write about</td>
</tr>
<tr>
<td>Use a think aloud to demonstrate how to choose an idea to write about</td>
</tr>
</tbody>
</table>

#### Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful

- Write to develop oral language—written language and reading—writing connections
- Practice handwriting, spelling and text production
  
  o letter-sound correspondence (beginning, ending, medial)
  
  o high frequency words

#### Create a community of writers, where students feel safe to share their stories and personal experiences

- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these

#### Writing Strategies

- Choose topics to write about
- Brainstorm/share ideas to write about
- Choose topics to write about
- Use a think aloud to demonstrate how to choose an idea to write about

#### The Writing Process

- Rehearsing: Finding Ideas and Preparing to Draft
- Choose topics to write about
- Brainstorm/share ideas to write about
- Choose topics to write about
- Use a think aloud to demonstrate how to choose an idea to write about

#### Write to develop oral language—written language and reading—writing connections

- Practice handwriting, spelling and text production
  
  o letter-sound correspondence (beginning, ending, medial)
  
  o high frequency words

#### Create a community of writers, where students feel safe to share their stories and personal experiences

- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these

#### Writing Strategies

- Choose topics to write about
- Brainstorm/share ideas to write about
- Choose topics to write about
- Use a think aloud to demonstrate how to choose an idea to write about

#### The Writing Process

- Rehearsing: Finding Ideas and Preparing to Draft
- Choose topics to write about
- Brainstorm/share ideas to write about
- Choose topics to write about
- Use a think aloud to demonstrate how to choose an idea to write about

#### Write to develop oral language—written language and reading—writing connections

- Practice handwriting, spelling and text production
  
  o letter-sound correspondence (beginning, ending, medial)
  
  o high frequency words

#### Create a community of writers, where students feel safe to share their stories and personal experiences

- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
- Give students tools that help them organize their ideas to create a shared map; explicitly model the use of these
Plan for writing by organizing thinking.

- Use word walls and anchor charts to edit for spelling.
- Use graphic organizers to help students organize their ideas.
- Provide opportunities for students to practice planning and organizing their ideas.
- Teach students how to use graphic organizers effectively.

Draft

- Write first drafts that include more conventional spelling and grammar.
- Teach students how to use their peers and texts as resources to support their own writing.
- Model how to use their peers and texts as resources to support their own writing.

Revise

- Use mentor texts to explicitly teach students how to revise drafts.
- Show students how to use their peers as resources to support their own writing.
- Provide opportunities for students to revise their writing:
  - Use video conferencing to have a few students reread their writing.
  - Use breakout rooms (where adults are available to support) or form smaller groups of students to do this.

Edit

- Use word walls and alphabet charts to edit for spelling.
- Provide opportunities for students to practice editing for spelling.
- Teach students rules for giving feedback.
- Provide opportunities for students to practice giving feedback:
  - Use sentence stems to guide students in giving feedback.
  - Have students record short videos to share with their partner.
- Teach students how to use feedback:
  - Use feedback to improve their writing.
  - Use feedback to support their self-reflection.

Writing

- Plan with the teacher to learn how to improve their writing.
- Give and receive feedback from partners.
- Improve writing by adding details to text and illustrations.
- Write first drafts that include more conventional spelling and grammar.

ELA
### Informational Writing

*Should be taught using the Writing Process*

<table>
<thead>
<tr>
<th>Teachers may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students record short videos of themselves sharing their writing.</td>
</tr>
<tr>
<td>Use a think aloud to model how to select a piece to publish.</td>
</tr>
<tr>
<td>Publish their work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students are provided with opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a class list where you record children's ideas for writing informational texts.</td>
</tr>
<tr>
<td>Use a think aloud to model brainstorming topics to write informational texts about.</td>
</tr>
<tr>
<td>Select topics to write about.</td>
</tr>
<tr>
<td>Research the ideas about their selected topic.</td>
</tr>
<tr>
<td>Brainstorm the ideas about their selected topic.</td>
</tr>
</tbody>
</table>

#### Informational Writing Experiences (Following the Writing Process)

<table>
<thead>
<tr>
<th>Have students record what they learned from informational texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a topic to write an informational text.</td>
</tr>
<tr>
<td>Use a think aloud to model brainstorming topics to write informational texts about.</td>
</tr>
<tr>
<td>Select topics to write about.</td>
</tr>
<tr>
<td>Research the ideas about their selected topic.</td>
</tr>
<tr>
<td>Brainstorm the ideas about their selected topic.</td>
</tr>
</tbody>
</table>

### Informative/Explanatory

<table>
<thead>
<tr>
<th>The teaching and learning reflected here is connected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Learning Standards 2W2 &amp; 2W7/8</td>
</tr>
</tbody>
</table>

#### Informational Writing Experiences (Following the Writing Process)

<table>
<thead>
<tr>
<th>Have students record short videos of themselves sharing their writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a class list where you record children's ideas for writing informational texts.</td>
</tr>
<tr>
<td>Use a think aloud to model brainstorming topics to write informational texts about.</td>
</tr>
<tr>
<td>Select topics to write about.</td>
</tr>
</tbody>
</table>

#### Informational Writing (Should be taught using the Writing Process)

<table>
<thead>
<tr>
<th>Teachers may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly teach students that informational writing teaches about something.</td>
</tr>
<tr>
<td>Expose students to a variety of informational texts and ebooks to serve as mentors for this type of writing.</td>
</tr>
<tr>
<td>Chart features of informational texts with students (create an anchor chart); Ask students to contribute to the chart.</td>
</tr>
<tr>
<td>Follow these directions to use Flipgrid to make digital anchor charts. Monitor student use of this chart during independent writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students are provided with opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a class list where you record children's ideas for writing informational texts.</td>
</tr>
<tr>
<td>Use a think aloud to model thinking about selecting topics for writing.</td>
</tr>
<tr>
<td>Choose a topic to write a class informational text about; Have students vote.</td>
</tr>
<tr>
<td>Model by having whole class participate in shared writing about a topic they have been studying and already have &quot;shared&quot; background knowledge.</td>
</tr>
<tr>
<td>Use a think aloud to model brainstorming topics to write informational texts about.</td>
</tr>
<tr>
<td>Select topics to write about.</td>
</tr>
</tbody>
</table>

### ELA

**Publishing & Peer Editing**

- Explicitly teach students the difference between drafts and published pieces; Show students examples of each.
- Add illustrations, color sketches, create a cover, add an author's page, etc. to polish or embellish the writing.
- Allow a multimedia approach, e.g. pairing the sounds.
- Explicitly show how you edit draft works with only one initial sound words with more sounds/letters.
- Read pieces of writing to publish.
- Publish students' work.
- Establish writing criteria and informal rubric using standards for reading and writing to assess student work.
- Create and model the use of an editing checklist which includes words and visuals.
- Enable students to apply the checklist's expectations at the beginning of students' work to their own and for their peers and their peers' work.
### Opinion Writing (Following the Writing Process)

<table>
<thead>
<tr>
<th>Students are provided with opportunities to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an opinion and support reasons for it.</td>
</tr>
<tr>
<td>Write an introduction that includes a statement or section title.</td>
</tr>
<tr>
<td>Support an opinion with reasons and examples.</td>
</tr>
<tr>
<td>Include evidence from a variety of text types and sources.</td>
</tr>
<tr>
<td>Use a think aloud to model brainstorming opinions and supporting reasons.</td>
</tr>
<tr>
<td>Record children’s opinions on a chart or a concept map.</td>
</tr>
<tr>
<td>Give students opportunities to practice with a partner.</td>
</tr>
<tr>
<td>Use video conferencing to select a few students to practice.</td>
</tr>
<tr>
<td>Set up remote partnerships and encourage students to practice.</td>
</tr>
</tbody>
</table>

### Opinion Writing (Should be taught using the Writing Process)

<table>
<thead>
<tr>
<th>Teachers may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly teach students what an opinion is and what reasons are.</td>
</tr>
<tr>
<td>Engage students in a variety of opinion texts and books to serve as models for this type of writing.</td>
</tr>
<tr>
<td>Chart features of opinion texts with students (create an anchor chart).</td>
</tr>
<tr>
<td>Ask students to contribute to the chart.</td>
</tr>
<tr>
<td>Follow these directions to use Flipgrid to make digital concept maps.</td>
</tr>
<tr>
<td>Use this resource to create digital concept maps.</td>
</tr>
<tr>
<td>Engage students in verbally sharing opinions and supporting reasons.</td>
</tr>
</tbody>
</table>

### Opinion Writing (Introduction)

- The best dessert because you can add lots of toppings and it cools you off on a hot day.
- Chocolate ice cream is the best dessert because you can add all kinds of toppings and it's delicious.
Organize writing by stating an opinion and two more clear reasons in a concept map. Have students co-create digital texts; try this book builder to create digital writing.

Model planning for writing by giving an opinion and two or more clear reasons using a concept map; have students practice together and offer them feedback; use interactive tools like Google Jamboard.

Model organizing your writing by stating an argument and providing clear reasons and relevant evidence to back it up. Have students co-create digital texts; try this book builder to create digital writing.

Explicitly teach students through modeling how to add more details; use a think aloud to explain your process; have students practice together and offer feedback; use interactive tools like Google Jamboard.
ELA

Students with the opportunity to try this in their own writing:

- Plan for narrative writing by choosing characters and a setting
  - Write narratives, real or imagined, with a short sequence of events that:
    - Begin to describe character’s actions, thoughts, and feelings
    - Start to use temporal words (first, next, then)
    - Attempt to provide closure

- Revise by adding details such as:
  - Character actions
  - Character feelings
  - Character thoughts
  - Dialogue
  - Remove details that are either repetitive or not aligned with the heart of the story (what the story is mostly about)

- Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member.

- Explicitly teach students how to choose characters and a setting for their story using think aloud; Use a concept map to model planning; Give students the opportunity to practice together and receive feedback; Use this resource to create digital concept maps.

- Use think alouds and explicitly model how to take elements from planning and begin a draft.

- Model telling the story across your fingers (sequencing events), across the pages of your booklet (sequencing beginning, middle, and end) and then writing your words.

- Use mentor texts (from other authors) to show how they use action, thoughts, feelings, and speech bubbles to make their writing more descriptive and interesting for the reader.

- Explicitly teach students how to use temporal words to signal event order; Have students practice making their writing more descriptive and interesting for the reader.

- Explicitly teach students how to write a strong ending to a story: Use mentor texts to show different ways to end a story (e.g., action, talking or thinking, emotion or reaction, reminder of whole story).

- Revise by adding details such as:

- Plan for narrative writing by choosing characters and a setting:
  - The story is mostly about:
    - What happened with the heart of the story (what the story is mostly about)
    - Important details that are either repetitive or
      - Dialogue
      - Character thoughts
      - Character feelings
      - Character actions
    - Remove details that are either repetitive or not aligned with the heart of the story (what the story is mostly about)

- Explicitly teach students through modeling how to write a strong ending to a story; Use mentor texts to show different ways to end a story.

- Model adding more details to the shared text; Use think alouds to explain your process; Give students an opportunity to practice together and receive feedback; Use interactive tools like Google Jamboard.

- Use mentor texts to show how they use action, feelings, thoughts and dialogue to make their writing more descriptive and interesting for the reader; Model emulating these techniques in a teacher demo text; Provide students with the opportunity to try this in their own writing.
Language development and vocabulary are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making.

Research has linked strong oral language development with reading comprehension. Developing student's oral language, listening, and speaking skills, will support students with their reading comprehension and their writing. The components that make up oral language—syntax, phonological skills, morphological skills, pragmatics, and semantics/vocabulary—all have implications for literacy instruction. (Lesaux and Harris 2015).

As noted in the NYC DOE Pre-K to 2 Framework for Early Literacy, providing students with rich range of language and literacy experiences allows for the building of necessary foundational communication skills—oral and written—needed for later success.

In the beginning of second grade, most students have developed some familiarity with the language of school, “academic language.” This is the language students encounter as they navigate through texts that are comprised of more sophisticated vocabulary and complex sentences in their content classes as they have been immersed with the literary language of rich narrative texts as well as some academic language in informational texts.

It is pivotal to provide students with ample opportunities throughout the day to develop their oral social language as well as their academic language by strategically creating experiences where students expand their vocabulary and use more complex sentences and phrases through dialogue with their peers and their teachers. Delving into content-rich studies where students study a topic through the reading and listening to various engaging texts of varying complexity grade level, which expose students to rich academic language, serves as a model for students as they begin to express, and explain their own content understandings in oral and written form.

From the beginning of school, students must be immersed in opportunities to access, comprehend, and express their content understandings in concise and precise ways, through multiple modalities—listening, speaking, reading, and writing. Providing second-grade students with interactive learning opportunities where they can expand their knowledge around meaningful content as they build their academic language is crucial. Integrating language and literacy experiences within knowledge-building cycles of learning allows us to leverage language and vocabulary development throughout cross-content instructional opportunities. Thus, the learning experiences not only cultivate language, but they also exemplify a knowledge-building process—a cornerstone for lifelong learning.

Below you will find the teaching and learning experiences that most second-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of potential strategies, but rather to offer a starting point for teachers to consider as they develop their instructional plans. These strategies are meant to be integrated into daily lessons and should be tailored to meet the needs of individual students and classrooms.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped, or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.
What will the learning look like?

In the beginning of the year, first graders will have experiences that support the learning below.

**What pedagogical practices can support this?**

Practices that create access to rich, culturally responsive grade-level work include but are not limited to the following:

- **Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing**
- The teaching and learning reflected here is connected to **Priority Learning Standards**

#### Word Meaning

**x** Learn and use new words and phrases acquired through conversations, reading, and being read to, and responding to texts, including adjectives and adverbs.

**x** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from an array of strategies.

**Select a small set of general academic words to be deeply studied that are rooted in your read alouds and shared reading texts.**

**Use several instructional activities that will promote students’ deep knowledge of the target academic word:**

- Use an instructional routine to teach new vocabulary that follows the steps below:
  - Introduce the word.
  - Pronounce the word.
  - Provide a student-friendly explanation.
  - Illustrate the word with examples.
  - Provide a student-friendly explanation and/or pronounciation.
  - Check students’ understanding.

**Provide students with opportunities to use identified words in context:**

- Learn and use new words and phrases acquired through conversations, reading, and being read to, and responding to texts, including adjectives and adverbs.

**What will the learning look like?**

In the beginning of the year, first graders will have experiences that support the learning below.

**What pedagogical practices can support this?**

Practices that create access to rich, culturally responsive grade-level work include but are not limited to the following:

- **Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing**
- The teaching and learning reflected here is connected to **Priority Learning Standards**

#### Word Meaning

**x** Learn and use new words and phrases acquired through conversations, reading, and being read to, and responding to texts, including adjectives and adverbs.

**x** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from an array of strategies.

**Select a small set of general academic words to be deeply studied that are rooted in your read alouds and shared reading texts.**

**Use several instructional activities that will promote students’ deep knowledge of the target academic word:**

- Use an instructional routine to teach new vocabulary that follows the steps below:
  - Introduce the word.
  - Pronounce the word.
  - Provide a student-friendly explanation.
  - Illustrate the word with examples.
  - Provide a student-friendly explanation and/or pronounciation.
  - Check students’ understanding.

**Provide students with opportunities to use identified words in context:**

- Learn and use new words and phrases acquired through conversations, reading, and being read to, and responding to texts, including adjectives and adverbs.
Word Relationships

- Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use.
- Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).
- Model using new words in discussion and writing. Have students practice this. Increase opportunities for oral use by providing new words in questions. Provide resources such as anchor chart with visual and student friendly definition as well as sentence frames (as needed) to support student usage of targeted words in their oral and written responses.
- Have students work in pairs and create examples of newly acquired words. What would this look like remotely? Students may use Flipgrid to create a video where they show the word, a partner thinks of another word and responds of the word they made.
- Use knowledge of compound words to determine the meaning of unknown words.
- Have students create new words using their knowledge of morphology through interactive platform such as Nearpod. (adding a prefix and a suffix to a root/base word)
- As you read aloud, note words that have multiple meanings such as “bark”. Have students tell their “known meaning of the word.” such as I know a bark is a sound that a dog makes. Have them decide if that makes sense within the context of the text – let’s assume it is an informational text about trees. Explain the word has more than one meaning, and provide the definition using child friendly terminology as well as visuals from the text.
- Model breaking words into meaningful parts by looking at the meaningful parts of the opposite words.
- Use semantic maps and/or category maps to show the relationship between an unknown word and other relevant words as part of their building vocabulary and content knowledge.
- Develop and chart word maps with the whole group to help understand the meaning of the word.
- Use semantic maps of category maps to show the relationship between an unknown word and other related words.
- Exemplar for more information refer to: Teaching Academic Content and Literacy to English Learners. Provide targeted high utility words and have students provide synonyms, antonyms, examples and non-examples for more information refer to: Teaching Academic Content and Literacy to English Learners.
- Increase opportunities for oral use by providing new words in questions. Provide resources such as anchor chart with visual and student friendly definition as well as sentence frames (as needed) to support student usage of targeted words in their oral and written responses.
- Model using new words in discussion and writing. Have students practice this. Increase opportunities for oral use by providing new words in questions. Provide resources such as anchor chart with visual and student friendly definition as well as sentence frames (as needed) to support student usage of targeted words in their oral and written responses.
- Words that are spelled the same.
- Use words for differentiation and description, making connections between words and their use.
Grammar and Conventions

- **Form and use frequently occurring irregular plural nouns** (e.g., feet, children, mice, fish).
- **Use verbs to convey a sense of past and present tense** (e.g., Yesterday I walked home; Today I walk home).
- **Use frequently occurring conjunctions** (e.g., and, but, or, because).
- **Use frequently occurring transition words** (e.g., first, then, therefore, finally).
- **Produce and expand complete sentences**.
- **Understand and use interrogatives** (question words – e.g., who, what, where, when, why, how).

**Model using and open ended maps with a single topic for students to organize words related to that topic** (A Practice Guide for Vocabulary Instruction in K–12 Classrooms page 69–70).

- **Understand and use interrogative (question words – e.g., who, what, where, when, why, how).**
- **Produce and expand complete sentences.**
- **Use frequently occurring conjunctions** (e.g., and, but, or, because).
- **Use frequently occurring transition words** (e.g., first, then, or, because).
Express knowledge, language, and understanding of a text through reading, speaking, listening, and writing.

The teaching and learning reflects here is connected to Priority Learning Standards.

- Participate in different types of collaborative conversations with their peers in partnerships and in whole group.
- Learn how to take turns, listen to each other, and stay on the topic.
- Engage in multiple exchanges using linking comments, words, and phrases.
- Use higher level questions to engage students in conversations about diverse texts read.
- Participate in different types of collaborative conversations that support focused listening.
- Develop active listening skills.
- Show when “social” conversations begin and what not respectful conversation.
- Establish rules for conversations. Introduce and chart the norms for conversations.
- Model what conversations look like with partners. Partners sit together, establish eye contact, and take turns stating their response and listening to their partner’s response. They only talk about the topic of the partner and share their own ideas. For more information on how to scaffold these conversations you can visit: Children’s Literacy Initiative (CLI): 6 Easy Ways to Improve Turn & Talk for Student Language Development.
- Show students how to assess a conversation using the norms chart. You can fishbowl a conversation and have students assess what the partners did well and one thing they should work on.
- Teach students the importance of learning about “social” conversations and how they develop.
- Teach students to listen attentively to what their partner says, respond to partner’s ideas by restating their idea, or connect with their idea, before sharing their own ideas.
- Teach students what this looks like remotely. Record short videos for students to watch.
- Teach students what this looks like in whole group. Model how students can present their ideas using sentences that stay on topic and using words. Provide questions for discussions that will engage students in conversations about diverse texts read.
- Teach students to assess a conversation using the norms chart. You can fishbowl a conversation and have students assess what the partnership did well and one thing they should work on.
- Show students how to assess a conversation using the norms chart. You can fishbowl a conversation and have students assess what the partners did well and one thing they should work on.
- Teach students to listen attentively to what their partner says, respond to partner’s ideas by restating their idea, or connect with their idea, before sharing their own ideas.
- Teach students what this looks like remotely. Record short videos for students to watch.
- Teach students to assess a conversation using the norms chart. You can fishbowl a conversation and have students assess what the partners did well and one thing they should work on.
- Teach students to listen attentively to what their partner says, respond to partner’s ideas by restating their idea, or connect with their idea, before sharing their own ideas.
- Teach students what this looks like remotely. Record short videos for students to watch.
According to the NYS Next Generation Learning Standards, instructional time in Grade 2 should focus on "Four areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) analyzing and classifying two dimensional shapes as polygons or non-polygons." Students will spend significant time on strategies to know single-digit sums from memory. Students will explore addition and subtraction of multidigit numbers, continue developing fluency in addition and subtraction, use rectangular arrays to solve problems, and deepen their understanding of two-dimensional shapes.

The first three months of second grade math experiences play a significant role in supporting the development of gaining fluency in addition and subtraction. Students will have opportunities to explore patterns of addition and subtraction facts using objects, diagrams, and equations. Students explore rectangular arrays by using addition equations to find the total number of objects in rows and columns. Additionally, students are introduced to the concept of place value to add and subtract numbers. Teachers are encouraged to provide experiences to support the development of mathematical habits of mind through the Mathematical Practices, such as recognizing the value of digits in a number (Standards for Mathematical Practice 7) while engaging students in discourse that supports students in using patterns and strategies for addition and subtraction facts to add and subtract within 100 (Standards for Mathematical Practice 8) rather than teaching students any addition or subtraction standard algorithms.

Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to Concrete, Representation, and Abstract (CRA) practices. The use of base ten blocks, counters, number lines are essential in supporting students develop conceptual understanding of abstract concepts. These practices are best for all learners but may be essential for students with disabilities. Students with disabilities may struggle to access some mathematical concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students’ development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. Aligning our strategies with the documented needs of our students, it’s important to include the academic and social-emotional supports that align with the necessary common knowledge and competencies.

In addition, when considering planning instruction for MLL/ELLs it is important to include the academic and social-emotional supports that align with the documented needs of our students, which may be different from our instructional practices. However, we understand that each student is unique and student needs are unique. Aligning our strategies with the documented needs of our students, it’s important to include the academic and social-emotional supports that align with the necessary common knowledge and competencies.

Special note for blended and remote instruction: As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools’ shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources such as base ten blocks, geoboard, and a 120 chart. These digital resources may be used for digital resources that support blended and remote learning to support the schools’ shared and inclusive digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools they practice these skills, whether in-person or remote learning settings. To help students prepare for the transition to remote learning, we will ensure that your classroom is equipped with the necessary digital tools and resources to support remote learning activities.

Using this learning map: This learning map is designed to guide teachers in planning instruction for the second grade. It is aligned to the NYS Next Generation Learning Standards (NYS NGLS) and provides a clear outline of the essential concepts and skills that students should master by the end of the year. The learning map includes a variety of pedagogical practices and strategies that can be used to support student learning.

The learning map is divided into several sections, each focusing on a specific area of math instruction. Each section includes a brief overview of the key concepts and skills that students should master, as well as examples of effective pedagogical practices that can be used to support student learning. Teachers can use this learning map to plan their instruction, ensuring that they cover all the essential concepts and skills that students need to master.

The learning map is designed to be flexible, allowing teachers to adapt it to their specific needs and classroom situations. Teachers can use the learning map as a guide, but they can also modify it to better fit the needs of their students. For example, teachers can add additional activities or resources to support students who need extra help, or they can modify the sequence of topics to better fit the pace of their classroom.

Overall, the learning map is a valuable tool for teachers, providing a clear and organized overview of the essential concepts and skills that students should master in second grade. By using this learning map, teachers can ensure that their students are on track to meet the NYS NGLS and are prepared for success in future math classes.
In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content.

Unlike ELA, the pedagogical practices suggested in the last column are not meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of second grade, all students are expected to reach the expectations outlined in the NGLS.

While using this learning map, it is important to keep in mind that the instructional sequence of one's school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as they may impact the number of objectives in each lesson.

Math

### Operations and Algebraic Thinking

**Priority Learning Standards**

- NY-2.OA 1
- NY-2.OA 2

**Students are provided with opportunities to:**

- Use concrete objects to find sums and differences of two-digit numbers
- Use adding numbers to develop understanding of addition properties
- Use efficient strategies to find sums and differences
  - Counting on
  - Counting back
  - Doubles
  - Doubles plus one
  - Near doubles
  - Near doubles plus one
  - Make a 10

**Teachers may:**

- Have students use facts that illuminate certain strategically advantageous structures (pairs that add to 10)
- Have students engage in Number Talks, to explore models and strategies to find solutions to math problems
- Have students engage students in using addition and subtraction to solve real-world problems to develop meaning for addition and subtraction and develop fluency with addition and subtraction facts by using a Three Acts Math lesson format.
- Have students supplement pictorial representations using explicitly taught math vocabulary
- Have students participate in shared word problem solving activities using drawings, words, and equations with symbols for unknown numbers beginning with the least complex problem situations.
- Have students explain, write, and reflect on problem-solving strategies used in groups and independently

**For additional support on how to orchestrate effective academic discourse in mathematics, visit the Wisconsin Center for Educational Research at University of Wisconsin-Madison.**

**For additional guidance on supporting Early Numeracy, see Teaching Math to Young Children. Educator’s Practice Guide. What Works Clearinghouse.**


**For additional activities in Operations and Algebraic Thinking, see Khan Academy and ABCYa.**
### Math

**Number and Operations in Base Ten**
- Use developing understanding of place value to determine the value of numbers in the ones, tens, or hundreds place.
- Skip count up and down by fives to develop understanding of place value to determine the value of numbers in base 10.

**Geometry**
- This domain is not typically addressed at this time of the year.

**Measurement and Data**
- Use a ruler as a number line to solve addition and subtraction problems.
- Use measurement tools to measure lengths.
- Use tape diagrams to measure and compare lengths.
- Solve word problems involving lengths of the same units.
- Compare and measure the attributes of objects.
- Use rulers to number line to solve addition and subtraction problems.

### Standards (NY-2.NBT.1)
- This learning is connected to:
  - NY-2.NBT.1

### Standards (NY-2.NBT.2)
- This learning is connected to:
  - NY-2.NBT.2
  - NY-2.MD.5
  - NY-2.MD.6

- Only applicable for schools using Eureka.

- Priority Learning Standards

Please note, teachers must follow copyright permissions posted on each website provided.
The Second Grade Experience: A Yearlong Look at Science

All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in grade 2. Science empowers students to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.

Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering.

In Grade two, students are expected to assume the role of scientists in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high-quality education, the NYCDOE designed a PK-8 Science Scope & Sequence based on the New York State P-12 Science Learning Standards, which provides guidance on what students should be learning and the learning sequence. In the science scope and sequence, students focus on the properties of land and water, and how they relate to life on Earth. Students develop models of land and water, and observe how these elements shape our planet and its biodiversity. In the first unit, Plant and Animal Interactions, students examine the relationship between organisms and the world around them. By exploring the interdependence between organisms and the world around them, students begin to develop their understanding of how life on Earth is interconnected.

In the next unit, Properties and Patterns of Water, students begin by describing and classifying different materials according to observable properties, developing models of land and water, and observing how these materials relate to life on Earth. Students use these models to explain how water affects the world around them, developing an understanding of how life on Earth is interconnected. Students also develop their understanding of how life on Earth is interconnected by exploring the interdependence between organisms and the world around them. By exploring the interdependence between organisms and the world around them, students begin to develop their understanding of how life on Earth is interconnected.
The units in grade 2 were designed and sequenced to build students' expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit's focal DCIs.

### Plant and Animal Relationships
Students begin the year with a focus on the interdependent relationships between plants and animals in the Plant and Animal Relationships unit. The focal CCC of Systems and System Models supports students in understanding the system of structures that help plants get what they need to survive, as well as the interaction between different parts of a habitat system. Throughout the unit, students take on increasing responsibility in the focal SEP of Planning and Carrying Out Investigations to figure out what plants need to grow and how seeds get dispersed.

### Properties of Materials
In the Properties of Materials unit, students continue to plan and carry out investigations, but this time they are focused on conducting fair tests of their glue designs. Students engage in iterative cycles of Designing Solutions, the unit's focal SEP, applying what they learn about the properties of materials to improve their solutions. A focus on the CCC of Cause and Effect helps students discern the effects of adding particular substances to mixtures and of heating and cooling mixtures. Students continue to consider cause and effect relationships as they move on to the final unit of the year.

### Changing Landforms
In this unit, students engage in the focal SEP of Developing and Using Models to figure out how water can cause landforms to change over time. The unit also emphasizes the CCC of Scale, Proportion, and Quantity, supporting students to make sense of how tiny changes to landforms can add up to larger changes over long periods of time.

### Home Activities that can be completed without a computer
- **Brooklyn Botanical Gardens Resources** connects to Unit 1 Plant and Animal Relationships in the Scope & Sequence:
  - Learn about animal nests and build your own: Take a few minutes to observe some of the animals' activities. What creatures do we share our community with, and what are they up to?
  - Make a butterfly habitat in a window box: attract butterflies to your window by creating a small garden for them in a window box.
  - Nature play at home for kids of all abilities: Build your own summer sensory bin collecting natural items and having fun with them. Can you find new ways to enjoy nature?

Home Activities that can be completed without a computer:

- [Amplify Science Grade 2@Home Resources](https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-2/)
- [Amplify Digital Resources (books/simulations)](https://learning.amplify.com/books/9781945192203/#page=1)
- [Properties of Materials Simulations: 1.6 Sticky Test Results Simulation](https://apps.learning.amplify.com/datatool/#/unit/9/level/unit9_level57)
- [Changing Landforms: 2.1 Beach Map Simulation](https://apps.learning.amplify.com/modelingtool/#/tool/181/level/31_Beach_Map_id_2905)
Virtual Field Trips Webcams

Virtual Field Trips
Connects to
Unit 1: Plant & Animal Relationships
in the
Scope & Sequence
- Birdwatching in Central Park
- Coral Reefs
- Burmese Pythons of Everglades National Park
- The Tan Jumping Spider
- Largemouth Bass & Pond Ecosystem
- The Malaysian Rainforest
- Spiders are Silk Spinners
- Amazing Mammals @ Wave Hill

Virtual Field Trips
Connects to
Unit 3: Changing Landforms
in the
Scope & Sequence
- Brazil
- The Grand Canyon
- Hawai’i Volcanoes National Park
- Yosemite National Park: https://www.virtualyosemite.org/?te=1&nl=california-
today&emc=edit_ca_20191017

Live Web Cams
Connects to
Grade 2, Unit 1: Plant and Animal Relationships
in the
Scope & Sequence
- Monterey Bay Live Cams on Animals: https://www.montereybayaquarium.org/animals/live-cams
- Georgia, USA Aquarium Live Webcams: https://www.georgiaaquarium.org/webcam/ocean-voyager/

Science
Connects to Unit 1: Plant & Animal Relationships (Life Science)
in the
Scope & Sequence
- https://education.minecraft.net/lessons/extinction-biodiversity-lab

Science
Connects to Unit 2: Properties of Materials (Physical Science)
in the
Scope & Sequence

Science
Connects to Unit 3: Changing Landforms (Earth Science)
in the
Scope & Sequence
- https://education.minecraft.net/lessons/replicating-landmarks
- https://education.minecraft.net/lessons/volcano-park

ExploreLearning Gizmos Simulations
Connects to Unit 1: Plant & Animal Relationships
in the
Scope & Sequence
- ExploreLearning Gizmo – Honey Bee Hive
  - Honeybees are insects that collect nectar and pollen from flowers. The bees in this hive are having trouble. They can’t find
  enough food! In the Honeybee Hive Gizmo, you will play the role of a robot bee that helps the bees collect nectar and pollen.
- Honey Bee Teacher’s Guide
- Honey Bee Student Vocabulary Sheet
- Honey Bee Student Activity: Answer Key
- editable PDF
- Student Activity for Google Classroom
- ExploreLearning Gizmos Standards Alignment
- ExploreLearning Gizmo – Flower Pollination
  - Observe the steps of pollination and fertilization in flowering plants. Help with many parts of the process by dragging pollen
to the right parts of the flower. Help with the steps of pollination and fertilization in flowering plants. Help with many parts of the process by dragging pollen
to the right parts of the flower.
- ExploreLearning Gizmo – Energy Conversions
  - Where does energy come from? How does energy get from one place to another? Explore the different forms of energy and how energy is
  transmitted from one form to another.
- ExploreLearning Gizmo – Honey Hive
  - Honeybees are insects that collect nectar and pollen from flowers. The bees in this hive are having trouble. They can’t find
  enough food! In the Honeybee Hive Gizmo, you will play the role of a robot bee that helps the bees collect nectar and pollen.
- Honey Bee Teacher’s Guide
- Honey Bee Student Vocabulary Sheet
- Honey Bee Student Activity: Answer Key
- editable PDF
- Student Activity for Google Classroom
- ExploreLearning Gizmos Standards Alignment

Science
Connects to Unit 1: Plant & Animal Relationships (Life Science)
in the
Scope & Sequence
- https://education.minecraft.net/lessons/extinction-biodiversity-lab

Science
Connects to Unit 2: Properties of Materials (Physical Science)
in the
Scope & Sequence

Science
Connects to Unit 3: Changing Landforms (Earth Science)
in the
Scope & Sequence
- https://education.minecraft.net/lessons/replicating-landmarks
- https://education.minecraft.net/lessons/volcano-park

ExploreLearning Gizmos Simulations
Connects to Unit 1: Plant & Animal Relationships
in the
Scope & Sequence
- ExploreLearning Gizmo – Honey Bee Hive
  - Honeybees are insects that collect nectar and pollen from flowers. The bees in this hive are having trouble. They can’t find
  enough food! In the Honeybee Hive Gizmo, you will play the role of a robot bee that helps the bees collect nectar and pollen.
- Honey Bee Teacher’s Guide
- Honey Bee Student Vocabulary Sheet
- Honey Bee Student Activity: Answer Key
- editable PDF
- Student Activity for Google Classroom
- ExploreLearning Gizmos Standards Alignment
- ExploreLearning Gizmo – Flower Pollination
  - Observe the steps of pollination and fertilization in flowering plants. Help with many parts of the process by dragging pollen
to the right parts of the flower. Help with the steps of pollination and fertilization in flowering plants. Help with many parts of the process by dragging pollen
to the right parts of the flower.
- ExploreLearning Gizmo – Energy Conversions
  - Where does energy come from? How does energy get from one place to another? Explore the different forms of energy and how energy is
  transmitted from one form to another.
Connects to Unit 2: Plant and Animal Relationships in the Scope & Sequence

Movement Activities & Games

Water: Ice Road: Sanding vs. Salting (PDF) - Movement Activities & Games
- Students will investigate the effectiveness of sand and salt as anti-icing agents for roads. Students will measure and compare the amount of ice melted by each substance and discuss the environmental impact of each.

Materials Needed:
- 6 small containers
- Table salt
- 6 ice cubes
- 10 small particles of sand
- 6 planting boxes
- Grass seed or beans, paper

Challenges:
- Students may need to adjust the amount of salt or sand to achieve the desired level of ice melt.
- Students may need to account for environmental factors, such as temperature and wind, when conducting the experiment.

Connects to Unit 3: Changing Landforms in the Scope & Sequence

Soils: How Soil is Made (PDF) - Movement Activities & Games
- Students will explore how soil is formed through the decomposition of organic matter and the weathering of rocks.

Materials Needed:
- Jar and a card or a piece of heavy paper
- Small tin cans with one end open and the other end with many small holes in it
- Marbles and sand
- Sheet of white paper about 24 inches long

Erosion: Icy Roads: Sanding vs. Salting (PDF) - Movement Activities & Games
- Students will conduct two observations (one short term and one long term) to observe the effects of salt and sand on icy roads.

Materials Needed:
- 6 small containers
- Ice cubes
- Table salt
- 6 ice cubes
- 6 planting boxes
- Grass seed or beans, paper

Challenges:
- Students may need to adjust the amount of salt or sand to achieve the desired level of ice melt.
- Students may need to account for environmental factors, such as temperature and wind, when conducting the experiment.

Connects to Unit 3: Changing Landforms in the Scope & Sequence

Soil Studies: Soil Particle Sizes (PDF) - Movement Activities & Games
- Students will learn soil size classifications (clay, silt, sand) and their effects on soil composition.

Materials Needed:
- Jar and a card or a piece of heavy paper
- Small tin cans with one end open and the other end with many small holes in it
- Marbles and sand
- Sheet of white paper about 24 inches long

Erosion (PDF) - Movement Activities & Games
- Students will investigate how different materials affect soil erosion.

Materials Needed:
- Jar and a card or a piece of heavy paper
- Small tin cans with one end open and the other end with many small holes in it
- Marbles and sand
- Sheet of white paper about 24 inches long

Challenges:
- Students may need to adjust the amount of salt or sand to achieve the desired level of ice melt.
- Students may need to account for environmental factors, such as temperature and wind, when conducting the experiment.
The Second Grade Experience: A Yearlong Look at Social Studies

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifyi
ng themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally.

Kindergarten students should be participating in 3 days of in-person or remote social studies instruction each week as part of a blended learning plan. The NYCDOE Passport to Social Studies curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the Hidden Voices instructional resources and the Civics for All curriculum.

Hidden Voices instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. Hidden Voices facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups.

Civics for All lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

The Passport to Social Studies Grade 2 curriculum, which is based on the New York State Social Studies Framework, is ‘My Community and Other Communities.’ Students explore our community’s geography, New York City over time, urban, suburban, and rural communities, rights, rules, and responsibilities. Students learn the role geography and the environment play in the development of communities. A wide variety of inquiry and process skills help students make meaning of the content.

What do second graders typically learn across the year?

Students learn how to:

- Pose questions to find information
- Use simple note-taking strategies to gather information
- Ask “I wonder” questions
- Participate in discussions and listen well
- Understand the “big picture” idea
- Demonstrate respect for the ideas of others
- Compare and contrast
- Examine non-fiction as sources to answer questions
- Draw conclusions about information
- Analyze current events
- Develop an understanding of the people, traditions, practices and ideas that make up different communities.
- Show how roles and responsibilities of people change over time in different communities.
- Keep a journal or calendar for their own community.
- Make a picture timeline that illustrates how New York City changed over time.
- Show how axes and timelines of people change over time in different communities.
- Show how axes and timelines of people change over time in different communities.
- Develop an understanding of the people, traditions, practices and ideas that make up different communities.
- Write a journal or calendar for their own community.
- Make a picture timeline that illustrates how New York City changed over time.
- Show how axes and timelines of people change over time in different communities.
- Show how axes and timelines of people change over time in different communities.
- Develop an understanding of the people, traditions, practices and ideas that make up different communities.
Please note, teachers must follow copyright restrictions posted on each website provided.

Geography
· Describe how geography affects living conditions in their community.
· Locate and label their community on a map of New York State.
· Construct a map that highlights the features that make New York City an urban community.

Economics
· Understand how symbols reflect community, NYC, NY, and United States values and traditions.
· Learn about NYC government.
· Participate in problem solving, decision making, and conflict resolution in the classroom.
· Explore how communities use taxes to provide services.
· Show how people produce and consume goods and services.
· Understand that communities provide services that help people meet needs and wants (e.g., shelter, food, clothing).

Civics
· Examine how community rules and laws solve problems.
· Participate in problem solving, decision making, and conflict resolution in the classroom.
· Learn about NYC government.
· Understand how symbols reflect community, NYC, NY, and United States values and traditions.

The NYCDOE Social Studies Scope & Sequence, detailing the content of each unit, can be found (Grade 2 begins on page 11).