

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 curricular 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 have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

Second grade is a year of transition. Second graders are preparing to leave the primary grades behind for new territory! In second grade, students' learning must shift with a greater emphasis on an integrated knowledge building approach as they prepare for the types of learning experiences they will engage with in upper elementary grades.

Reading Foundations

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. This comes from both strong previous literacy instruction as well as rich experiences with print. The second grader understands that language is composed of sounds and that these sounds in unique combinations form words. The student's growing knowledge of phonics allows her or him to map and blend 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 bank 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 (Rasinski, 2010). 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 will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.

Direct, Explicit Instruction

In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures 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.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 through eliciting frequent responses 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 participations allows students to engage in adequate initial practice as well 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, guided practice and immediate feedback correcting any errors. Due to the nature of the development of foundational literacy skills and research proven approaches, instruction in foundational literacy skills should be prioritized for synchronous instruction on any days a student is receiving remote instruction. This creates the conditions for the teacher to deliver instruction related to foundational literacy employing research validated approaches. View this resource for tips on how to teach foundational literacy skills remotely: [Routines for Teaching Remotely](#).

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 learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

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.

	<p>What will the learning look like?</p> <p><i>In the beginning of the year, second graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this?</p> <p><i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Phonological/Phonemic Awareness</p>	<p><i>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</i></p>	
<p>Concepts of Print</p>	<p><i>There is not a grade 2 standard for this concept. Please see preceding grades for more information.</i></p>	
<p>Phonics</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 2RF3</i></p>	<p>Word Recognition</p> <ul style="list-style-type: none"> Accurately read long and short vowels, including common vowel teams, in regularly spelled, one syllable words Decode regularly spelled two-syllable words Recognize and identify root words and suffixes Read common high-frequency words by sight 	<p>Word Recognition</p> <ul style="list-style-type: none"> Read sentences or short passages with a new targeted phonics skills as well as previously taught sound-spelling patterns. Provide corrective feedback as needed. (link to blending lines samples) (Blevins, 2006) Use decodable, connected texts for students to apply their knowledge of learned sound-spelling relationships and new multisyllabic words. Teach word awareness activities, such as word building and word sorts. Include work with root words and suffixes. Focus instruction on letters and/or letter patterns when teaching high frequency words (Teaching High Frequency Words, Blevins, 2006)
<p>Fluency</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 2RFA</i></p>	<p>Automaticity</p> <ul style="list-style-type: none"> Demonstrate accuracy when reading grade level texts. Monitor reading and self-correct as needed to demonstrate understanding of a text <p>Prosody & Rate</p> <ul style="list-style-type: none"> Listen to fluent reading through read alouds of grade level texts Engage in both choral (reading together with the teacher) and echo (teacher reads then student reads) through shared readings or grade level texts Engage with partners or independently in repeated readings to practice fluent reading 	<p>Automaticity</p> <ul style="list-style-type: none"> Engage in Guided Oral Reading and provide opportunities for repeated readings of grade level text that include guidance and feedback from teachers or peers Model how to notice when something does not look right, sound right, or make sense during reading <p>Prosody & Rate</p> <ul style="list-style-type: none"> Include opportunities for students to practice reading with appropriate rate and expression by reading and re-reading grade level texts and passages. Engage students in Shared Reading: Read books aloud and/or engage students in choral and echo reading throughout the day to model fluent reading and build fluency.

	<ul style="list-style-type: none"> • Read with appropriate phrasing by chunking words together into meaningful parts 	<ul style="list-style-type: none"> • Use Phrased Text Lessons to practice and reinforce appropriate rate and expression • Additional resources: Building Fluency: Achieving Accuracy, Pace, and Prosody that Leads to Successful Comprehension of Text
--	---	--

Reading	<p>The Second Grade Experience: Excerpts from the NYC DOE Pre-K to 2 Framework for Early Literacy</p> <p>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 contributes to fluently read texts. 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.</p> <p>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. Increased word knowledge directly connects to comprehension. Second graders are expected to read more difficult text that may not be easy to understand. Knowing what the words in the text mean is the start of that journey. Students in this grade are expected to do more than just retell what they have read and answer related literal questions. Retellings of literary text start to become refined and begin to resemble summaries where themes and key details are distilled. As students read informational texts, they will be asked to determine the main idea more readily and use text features to a greater degree in a constant effort to better understand the subject or topic at hand.</p> <p>Ideally, second graders finish the year as proficient readers who are becoming more and more fluent while developing their vocabulary base and understanding or comprehension of both literary and informational texts so they are ready for the more challenging work to come in third grade and beyond.</p> <p>Pedagogical Practices</p> <p>When teaching 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 will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.</p> <p>Direct, Explicit Instruction</p> <p>In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures 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.</p> <table border="1" data-bbox="292 262 1140 1995"> <thead> <tr> <th data-bbox="402 262 435 424">Lesson Phase</th> <th data-bbox="402 424 435 1113">Teacher Activities</th> <th data-bbox="402 1113 435 1995">Tip for Remote Instruction</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 262 402 424">Modeling (I Do)</td> <td data-bbox="292 424 402 1113"> <ul style="list-style-type: none"> • 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 </td> <td data-bbox="292 1113 402 1995">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.</td> </tr> </tbody> </table>			Lesson Phase	Teacher Activities	Tip for Remote Instruction	Modeling (I Do)	<ul style="list-style-type: none"> • 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.
Lesson Phase	Teacher Activities	Tip for Remote Instruction							
Modeling (I Do)	<ul style="list-style-type: none"> • 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.							

<p>Guided Practice (We Do)</p> <ul style="list-style-type: none"> 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 	<p>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.</p>
<p>Independent Practice (You Do)</p> <ul style="list-style-type: none"> Provide students with opportunity to apply the skill independently Monitor student understanding Provide informative and affirmative feedback 	<p>Students may engage in independent practice asynchronously. Teachers should monitor student work completed asynchronously in order to address any misconceptions and provide affirmative feedback.</p>

Active Participation

It is important that we maintain a high level of student-teacher interaction eliciting frequent responses 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 participations allows students to engage in adequate initial practice as well 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 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 reading comprehension. These resources may be used to complement your school’s shared, inclusive and digital curriculum.

Using this Learning Map

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 pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

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.

	<p>What will the learning look like? <i>In the beginning of the year, second graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Reading Behaviors, Routines and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with these behaviors so these behaviors become habits for lifelong reading.</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Select and read literary and informational text that reflect 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: <ul style="list-style-type: none"> ○ Self-correction for reading accuracy ○ Word attack skills and decoding skills ○ Strategies for overcoming distractions while reading • Use writing about reading to track and monitor comprehension of text. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Establish a classroom library which includes literary and informational texts on a variety of topics and representative of the cultures and interests of the students. • Cultivate a culture of independent reading through the set-up routines and structure to support choice of book selection and sustained time for reading. <ul style="list-style-type: none"> ○ Establish a set time for daily independent reading. ○ Provide direct instruction for teaching routines and structures to students. ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MvO!. ○ Use reading logs set goals for reading as well as to track reading volume and stamina. • For additional guidance for how to establish routines and structures, see Reading with Power and Passion: Resources to Support Independent Reading. • Read aloud to students daily to ensure they are listening to fluent reading and engaging in rich discussions about texts.. <ul style="list-style-type: none"> ○ 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.wetechinc.org/resources/resource/reading-power-and-passion-resources-support-independent-reading-web-version/ (p. 177, p. 179). • 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 Responses. • Explicitly teach students strategies for monitoring reading; Monitor student use of strategies and provide ongoing feedback. • Explicitly teach students through modeling how to track and monitor comprehension; Use a think aloud to make thinking visible. • Consider using a strategy such as Directed Reading Thinking. • Teach students how to use writing to monitor comprehension through modeling; Use interactive tools like Google Jamboard. <ul style="list-style-type: none"> ○ Utilize Paragraph Shrinking as a way for students to monitor comprehension.

Comprehension <i>The teaching and learning reflected here is connected to</i> <u>Priority Learning Standards</u> 2R1 2R2 2R3 2R4 2R 7/8 2SL1 2SL2 2SL3 2L6	Building Language and Knowledge <ul style="list-style-type: none"> Explore and read diverse texts connected to a similar topic or theme Build knowledge-base and vocabulary on grade appropriate content area topics and themes 	Building Language and Knowledge <ul style="list-style-type: none"> Choose high-quality, diverse texts offering a wide variety of topics and genres, such as folk tales, fantasy, informational books, narrative non-fiction 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 <ul style="list-style-type: none"> Share how books read are like experiences from their own lives and the world around them Make logical predictions and support inferential thinking before, during and after reading (listening to a story) Answer questions and prompts and ask questions about key ideas and details in texts Identify specific information an author or illustrator gives that supports ideas in a text 	Integration of Knowledge and Ideas/Comprehension <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Ask questions like, "Why do you think the author wrote this text? What does the author want you to know about this topic? What examples in the text support the author's ideas?" Use frames such as, "I noticed the author..." to scaffold students' responses. Model how to summarize portions of a text, and guide students' practice, providing support and feedback. <ul style="list-style-type: none"> Use sentence frames such as, "This was mostly about..." or, "I thought...was important because..." Use concept maps to identify key details in the text. <p>https://www.weteachnyc.org/resources/resource/reading-power-and-passion-resources-support-independent-reading-web-version/ (pp. 215-216).</p> <ul style="list-style-type: none"> Try using this resource for digital concept maps. Use paragraph shrinking to help students develop summarizing skills and build reading comprehension

	<p>Informational Texts</p> <ul style="list-style-type: none"> • Use text features to support understanding of the topic • Identify the main topic of a text • Begin to describe the connections among ideas and concepts in a text <p>Literary Texts</p> <ul style="list-style-type: none"> • Use story elements to determine central idea • Describe characters, settings and events in the story • Begin to notice characters' actions, and how they respond to events in the story <p>Craft and Structure</p> <ul style="list-style-type: none"> • Distinguish between literary and informational texts • Learn about the features of literary texts <ul style="list-style-type: none"> ○ Who is in the story? (characters) ○ Where and when do the story takes place? (setting) ○ What happened in the story? What happened in the beginning, middle and end of the story? (beginning to understand plot) ○ What is this story mostly about? (beginning to understand theme) 	<p>Informational Texts</p> <ul style="list-style-type: none"> • 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 a graphic organizer to have students generate questions, identify what they know about a topic, and use the text confirm and/or add new learning. • Explicitly teach students to make connections between ideas within a text using modeling; Have students practice and offer immediate feedback; Use interactive online tools like Google Jamboard or this resource for digital concept maps. <p>Literary Texts</p> <ul style="list-style-type: none"> • Use story maps to discuss concepts of plot, such as problem/solution. <ul style="list-style-type: none"> ○ Try using this resource for digital concept maps. • Guide students to use tools like graphic organizers and t-charts to organize their thinking and share evidence from the story that supports their ideas, such as: <ul style="list-style-type: none"> ○ Identify connections between characters' actions and their traits. ○ Infer how a character's actions are connected to important events in the story. • Teach students to infer character's feelings by identifying specific words or phrases used by the author. <ul style="list-style-type: none"> ○ 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://lowareadimresearch.org/blog/what-am-i-thinking-during-reading-strategies <p>Craft and Structure</p> <ul style="list-style-type: none"> • Point out features and characteristics of informational and literary texts explicitly. Make comparisons between the two. What is the same? What is different? <ul style="list-style-type: none"> ○ Co-construct anchor charts with examples of each, using visuals and words; Follow these directions to use Flipgrid to make digital anchor charts. • Explicitly teach students about each story element and how they can support and extend the meaning of the text.
--	--	---

	<ul style="list-style-type: none"> ○ What does the character want? (What problem is the character facing? (beginning to understand problem solution)) ● Learn about the features of informational texts: <ul style="list-style-type: none"> ○ Photographs rather than illustrations ○ Headings ○ Captions ○ Table of contents 	<ul style="list-style-type: none"> ● Explicitly teach each feature of informational texts and how they can support and extend the meaning of the text.
--	--	---

Writing	<p>The Second Grade Experience: Excerpts from the NYC DOE Pea-K to 2 Framework for Early Literacy and NYC DOE Educating Powerful Writers</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. It is important to get to know students as writers first as the school year begins.</p> <p>Second graders are continuing to learn to write different kinds of writing like narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. An emphasis on an integrated knowledge building approach, where students read, talk and write, is extremely important to second graders as they prepare for the learning of future grades.</p> <p>In the beginning of the year, teachers can establish systems and structures that enable students to grow as writers and engage in the writing process whenever writing by teaching the writing process. When teaching writing, instructional focus must not be on what is produced but rather how writing pieces are produced and making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this.. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.</p> <ul style="list-style-type: none"> ● REHEARSING: Ways to find ideas for writing and prepare to draft ● DRAFTING: Writing a first draft ● REVISING: Improving writing through elaboration 	
----------------	--	--

- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

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 these invented spellings are expected to transition to conventional spellings.

Pedagogical Practices

When teaching writing 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 will be referenced often throughout this document along with other teaching practices that reflect strong core literacy instruction.

Direct, Explicit Instruction

In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting as students are being supported in their initial attempts with a new skill or strategy. Much of an explicit instruction lesson will focus on the guided practice phase as students may require multiple exposures 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.

Lesson Phase	Teacher Activities	Tip for Remote Instruction
Modeling (I Do)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 through eliciting frequent responses 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 participations allows students to engage in adequate initial practice as well distributed and cumulative review. View this resource for tips on how to actively engage students remotely: [Resources for Active Participation](#).

	<p>Special Note for Blended and Remote Instruction 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. 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 may be used to complement your school's shared, inclusive and digital curriculum.</p> <p>Using this Learning Map 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 pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons 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 as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:</p> <ul style="list-style-type: none"> • Does your curriculum teach all three types of writing (narrative, opinion and informational)? <ul style="list-style-type: none"> ○ If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each? • When is each type of writing taught? • When taught, do students have the learning experiences identified? <p>Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.</p>	
	<p>What will the learning look like? <i>In the beginning of the year, second graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Routines <i>The teaching and learning reflected here is connected</i></p>	<p>Students are provided with opportunities to:</p> <p>Transitional Writing</p> <ul style="list-style-type: none"> • Write every day 	<p>Teachers may:</p> <p>Transitional Writing</p> <ul style="list-style-type: none"> • Establish a designated period of time for writing in the daily schedule. This time can be used for a variety/combination of approaches to writing instruction, e.g. shared writing, interactive writing, guided writing, independent writing with conferences, etc.

<p>to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.</p>	<ul style="list-style-type: none"> • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful • Collaborate with classmates to write together • Use more conventional spelling and grammar when writing. • Write to develop oral language-written language and reading-writing connections • Practice handwriting, spelling and text production <ul style="list-style-type: none"> ○ letter-sound correspondence (beginning, ending, medial) ○ high frequency words <p>The Writing Process</p> <ul style="list-style-type: none"> • Use the writing process for a variety of purposes • Examine texts read as mentors for writing <p>Rehearsing: Finding Ideas and Preparing to Draft</p> <ul style="list-style-type: none"> • Brainstorm/share ideas to write about • Choose topics to write about 	<ul style="list-style-type: none"> • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others. • Have students create a class text based on shared experience or study and guide the class to decide what to write for each sentence Try this book builder to create digital writing (shared writing). • Have students “share the pen” with the teacher to write familiar words, letters/sounds or other aspects of texts to a class authored writing piece (interactive writing). • Provide opportunities for explicit instruction in teaching sentence skills (sentence construction, capitalization, punctuation), as well as opportunities for authentic writing activities. <ul style="list-style-type: none"> ○ Making sentences- use words in a word box to create two sentences using different ending punctuation. ○ Unscrambling sentences – rearrange words to create a sentence, using capitalization and punctuation. • Use think alouds to model writing for students, matching your spoken words to your written words; Use interactive tools like Jamboard. • Use multi-sensory approaches like having students write using dry erase with lines, have students sky write and trace letters/words in sand, water or the palm of their hand. • Model how to write letters/words and describe your strokes. <ul style="list-style-type: none"> • Review the parts of the writing process; Develop an anchor chart that illustrates the writing process and display/post it where students can access it; Follow these directions to use Flipgrid to make digital anchor charts. • Create a class chart where students can keep track of where they are in the writing process; Make it digital so students can access it both in school and at home. <p>Rehearsing: Finding Ideas and Preparing to Draft</p> <ul style="list-style-type: none"> • Model brainstorming ideas for the students and as a group, ask students to contribute their ideas. • Offer concepts maps to help students organize their ideas for writing; explicitly teach and model how to use maps; Use this resource to create digital concept maps. • 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 their partners about their ideas before writing. <ul style="list-style-type: none"> ○ Set up remote partnerships; Encourage students to video conference with their partner. • Give students tools that help them organize their ideas like concept maps; explicitly model the use of these tools.
--	---	--

	<ul style="list-style-type: none"> Plan for writing by organizing thinking <p>Draft</p> <ul style="list-style-type: none"> Write first drafts that include more conventional spelling and grammar <p>Revise</p> <ul style="list-style-type: none"> Improve writing by adding details to text and illustrations, adding a title, selecting more sophisticated words for known words, etc. <p>Edit</p> <ul style="list-style-type: none"> Confer with the teacher to learn how to improve their writing Give and receive feedback from partners 	<ul style="list-style-type: none"> Provide different paper choice aligned to the type of writing, e.g. three-page booklets for narrative stories (beginning, middle, end). Offer students digital tools like: Padlet to Organize Ideas. Support students with orally rehearsing their stories, e.g. tell your story across your fingers, across the pages of your booklet, sketch across the pages. <ul style="list-style-type: none"> Have students practice this by featuring a few students during a video conference and having them practice with their partner or a family member. Students can record the practice with family member if done asynchronously using FlipGrid and share directly with the teacher and classmates. Try this resource for remote instruction: Structured Partner Responses. <p>Draft</p> <ul style="list-style-type: none"> Explicitly teach students that writers draft after they plan and organize their ideas; Show students the difference between notes for planning and the kind of writing in drafts. Identify the type of academic language (vocabulary and language structures) expected in the genre; Model using the academic language (words and language structures) expected in the student's writing. <p>Revise</p> <ul style="list-style-type: none"> Use a mentor text to explicitly teach students how to revise drafts through modeling. Show students how to use their peers and texts as language resources to support their own writing: Students can use words and ideas for their writing from mentor texts. Model re-reading your writing, revising to add more precise language; Provide students with opportunities to reread their writing: <ul style="list-style-type: none"> Using video conferencing, have a few students reread their writing; Use break out rooms (where adults are available to support) or form smaller groups of students to do this. Create a checklist that guides students in revising their writing; Model and guide students in how to use it; Monitor that students are using it when writing independently and making revisions. <ul style="list-style-type: none"> Refer to checklists during conferences to reinforce student use. Make the checklist digital so students can access it at school or at home. Teach students rules for giving a partner feedback; Create an anchor chart that illustrates the rules for giving feedback and display/post it where students can access it. <ul style="list-style-type: none"> Provide students with sentence stems to give each other feedback. E.g. "I like the way you...." Try having students record short videos to share with their writing partner. <p>Edit</p> <ul style="list-style-type: none"> Use word walls and alphabet charts to edit for spelling.
--	---	--

	<ul style="list-style-type: none"> Check and fix writing for correct spelling of developmentally appropriate words, capitalization at the beginning of sentences, the word “I” and for names and ending punctuation. <p>Publish</p> <ul style="list-style-type: none"> Select pieces of writing to publish Embellish or polish the chosen piece Share published pieces with others 	<ul style="list-style-type: none"> Create and model the use of an editing checklist which includes words and visuals. Establish writing partners and remote writing partners for peer editing using the checklist. <ul style="list-style-type: none"> Establish a structure for students to share their writing with remote writing partners and give/receive feedback. Explicitly show how you stretch out words with only one initial sounds into words with more sounds/ letters. Model a multisensory approach, e.g. tapping the sounds. <p>Publish</p> <ul style="list-style-type: none"> Use a think aloud to model how to select a piece to publish. 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. Give students the opportunity to share their writing with different audiences: e.g. the class, a partner, their family or another class. <ul style="list-style-type: none"> Have students record short videos of themselves sharing their writing.
<p>Explanatory/</p> <p><i>The teaching and learning reflected here is connected to</i></p> <p><i>Priority Learning Standards 2W/2 & 2W/7/8</i></p> <p><i>These learning experiences are only expected if explanatory/ explanatory writing is taught</i></p>	<p>Students are provided with opportunities to:</p> <p>Immersion</p> <ul style="list-style-type: none"> Learn that informational writing teaches about something Learn features of informational writing, such as: <ul style="list-style-type: none"> Photographs Diagrams/Captions Table of Contents Glossary Facts about a topic Answers questions about a topic <p>Informational Writing Experiences (Following the Writing Process)</p> <ul style="list-style-type: none"> Brainstorm topics to write informational texts about Brainstorm big ideas about their selected topic Select topics to write about 	<p>Teachers may:</p> <p>Immersion</p> <ul style="list-style-type: none"> Explicitly teach students that informational writing teaches about something. Expose students to a variety of informational texts and ebooks to serve as mentors for this type of writing. Chart features of informational texts with students (create an anchor chart); Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts. Monitor student use of this chart during independent writing Have students record what they learned from informational texts. <p>Informational Writing (Should be taught using the Writing Process)</p> <ul style="list-style-type: none"> Use a think aloud to model brainstorming topics to write informational texts; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps. Write a class list where you record children’s ideas for writing informational texts. Use a think aloud to model thinking about selecting topics for writing. Choose a topic to write a class informational text about; Have students vote; Model by having whole class participate in shared writing about a topic they have been studying and already have “shared” background knowledge.

<p>during this timeframe.</p>	<ul style="list-style-type: none"> • Gather facts and details about selected topics • Write informational texts to: <ul style="list-style-type: none"> ◦ Introduce a topic ◦ Supply some facts ◦ Begins to include content-specific language ◦ Begins to provide a closure • Revise by adding details, such as: <ul style="list-style-type: none"> ◦ Additional facts or examples ◦ Important information ◦ Information a reader might not know about a topic ◦ Diagrams/captions/charts ◦ Content specific language ◦ A concluding statement or section • Revise by removing off-topic or repetitive details 	<ul style="list-style-type: none"> • Explicitly teach students how to gather facts and details about a topic; Have students practice together. Try using this Resource for digital concept maps. • Model writing an informational piece through shared, interactive or modeled writing; Use think alouds to model your process; Have the whole class participate in shared writing about a topic they have been studying and already have “shared” background knowledge. • Use a think aloud to share process about which facts and language to include and how to write a closing; Have students practice together and receive feedback; Use interactive tools like Jamboard. • Use think alouds to explicitly model why specific facts, examples or information were added or deleted to revise the demo text. • Engage students in shared research, e.g. digital texts on the topic, to add more important information to the demo text. • Model how/where to insert academic language to the demo text.
<p>Opinion</p> <p>The teaching and learning reflected here is connected to Priority Learning Standards 2W1 & 2W7/8</p> <p>These learning experiences are only expected if argument writing is taught during this timeframe.</p>	<p>Students are provided with opportunities to:</p> <p>Immersion</p> <ul style="list-style-type: none"> • Review what an opinion is (e.g., I like chocolate ice cream.) • Review what reasons are (e.g. I think this because...) <p>Opinion Writing (Following the Writing Process)</p> <ul style="list-style-type: none"> • Brainstorm and share opinions and arguments about familiar topics or experiences • Share two or more reasons and relevant evidence to support opinions and claims (e.g., Chocolate ice cream is the best desert because you can add lots of toppings and it cools you off on a hot day!) 	<p>Teachers may:</p> <p>Immersion</p> <ul style="list-style-type: none"> • Explicitly teach students what an opinion is and what reasons are; (E.g. fact vs. opinion). • Expose students to a variety of opinion texts and ebooks to serve as mentors for this type of writing. • Chart features of opinion texts with students (create an anchor chart); Ask students to contribute to the chart; Follow these directions to use Flipgrid to make digital anchor charts. Monitor student use during independent writing. • Engage students in verbally sharing opinions and supporting reasons. <p>Opinion Writing (Should be taught using the Writing Process)</p> <ul style="list-style-type: none"> • Use think alouds to model brainstorming opinions/arguments about familiar topics; Model the use of a concept map to record your thinking; Use this resource to create digital concept maps. • Create a class list where you record children’s opinions (e.g. What is the best desert?). • Use think alouds to model sharing reasons and relevant evidence; Give students the opportunity to practice with a partner (e.g. Why is _____ the best desert?). <ul style="list-style-type: none"> ◦ Using video conferencing, select a few students to practice; Set up remote partnerships and encourage students to video conference their partner.

	<ul style="list-style-type: none"> Organize writing by stating opinion and listing reasons/evidence to support it Write an opinion piece that includes two or more reasons Add details, such as: <ul style="list-style-type: none"> Examples Clearer reasons 	<ul style="list-style-type: none"> Give students sentence frames; Model the use of sentence frames, E.g., _____ is the best desert because _____. 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. Model writing an opinion piece as a class; Have students generate the ideas; Either you write the text (shared writing) or share the pen with students to write familiar letters and/or words (interactive writing). <ul style="list-style-type: none"> Have students co-create digital texts; Try this book builder to create digital writing. Model re-reading your writing, cross-checking the anchor chart to make sure you've included features of opinion writing. Model re-reading your writing with the purpose of persuading the reader; Use a think aloud to ask and answer the questions, "Are my reasons strong? Did I include enough evidence to get my point across?" Model rereading the class opinion text, looking for places to make the writing more "interesting" so you can get the reader to agree with your opinion. 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.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 2W3</i></p> <p><i>These learning experiences are only expected if narrative writing is taught during this timeframe.</i></p>	<p>Students are provided with opportunities to:</p> <p>Immersion</p> <ul style="list-style-type: none"> Learn features of narrative writing, such as: <ul style="list-style-type: none"> Characters Setting Problem/Solution Sequenced events <p>Narrative Writing Experiences (Following the Writing Process)</p> <ul style="list-style-type: none"> Brainstorm ideas for narrative writing based on familiar events Plan for narrative writing by thinking about a short sequence of events 	<p>Teachers may:</p> <p>Immersion</p> <ul style="list-style-type: none"> Explicitly teach students what narrative writing is. Expose students to a variety of narrative texts and ebooks to serve as mentors for this type of writing. Chart features of narrative texts with students (create an anchor chart); Ask students to contribute to the chart; Follow these directions to use Fliggrid to make digital anchor charts. Monitor student use of this chart during independent writing <p>Narrative Writing (Should be taught using the Writing Process)</p> <ul style="list-style-type: none"> Use think alouds to model brainstorming ideas for narrative writing related to familiar experiences (people, places and things); Model the use of a concept map to record your thinking; Use this resource to create digital concept maps. Write a class list where you record children's ideas for writing a narrative text. Collaboratively choose an idea to write a class narrative. Ask students to orally rehearse the shared story to a partner. E.g., "Tell me about _____ doing this before asking students to try it."

	<ul style="list-style-type: none"> • Plan for narrative writing by choosing characters and a setting • Write narratives, real or imagined, with a short sequence of events that: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> ○ 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 through modeling use temporal words to signal event order; Have students practice together; Use interactive tools like Google Jamboard. • Explicitly teach through modeling 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); Have students try out different ways to end their 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.
--	--	--

The Second Grade Experience

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 provide them allow for the building of necessary foundational communication skills- oral and written form- 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 with 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 learning that most second-grade students should have from September to November and the learning that takes place.

Using this Learning Map

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 pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

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.

	<p>What will the learning look like? <i>In the beginning of the year, first graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to</i> <u>Priority Learning Standards</u></p>	<p>Word Meaning</p> <ul style="list-style-type: none"> Learn and use new words and phrases acquired through conversation, reading and being read to, and responding to texts, including adjectives and adverbs. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 	<p>Word Meaning</p> <ul style="list-style-type: none"> Select a small set of general academic words to be deeply studied that are rooted in your read alouds and shared reading texts. You can choose from the six recommended criteria below to support academic words selection: <ul style="list-style-type: none"> Words central to the understanding of the text (s) Words frequently used in the texts Words that might appear in other content areas Words with multiple meanings Words with affixes Cross-language potential Use an <u>instructional routine to teach new vocabulary</u> that follows the steps below: <ul style="list-style-type: none"> Introduce the word <ul style="list-style-type: none"> Pronounce the word Provide a student-friendly explanation Illustrate the word with examples <ul style="list-style-type: none"> Concrete, visual, or verbal Check students' understanding <ul style="list-style-type: none"> Ask deep processing questions, have students distinguish examples from non-examples, have students generate examples. Use several instructional activities that will promote students' deep knowledge of the target academic words such as: <ul style="list-style-type: none"> Explicitly clarify and reinforce the definitions using examples, non-examples, and concrete representations (concrete representations would include drawing, visual, realia, diagrams) Have students provide synonyms and antonyms for the words. <ul style="list-style-type: none"> Provide questions that allow students to use targeted words concisely. Provide students with time and space to notice, discuss, and define interesting words. Explicitly teach and model different ways to demonstrate understanding of targeted words such as drawing, acting out a word, attaching movement to a word or explaining and writing what the word means in your own words. Provide students with multiple opportunities for practice. Students can record themselves and share via digital tools such as Flipgrid, or emailing a photo or video for teacher to upload and share/discuss during synchronous class meeting (Zoom or Google Meet).

	<p>Word Relationships</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. • Model breaking words into meaningful parts by looking at the parts you know to begin to make meaning of the word, such as: <ul style="list-style-type: none"> ◦ Using knowledge of prefix and base words (Example: air, unfair) ◦ Using knowledge of suffixes and base words (look, looked) ◦ Using knowledge of prefixes and suffixes – such as the word unfairly • 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 how you would use knowledge of cognates to support understanding of unknown words that derive from latin words -such as transporte - transporte (show how you would notice the similarity between the English words and their home language and determine if that word makes sense. <p>Word Relationships</p> <ul style="list-style-type: none"> • 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: Provide targeted high utility word and have students provide synonym, antonym, examples and non-examples. For more information refer to, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School pages 16-30. • Model an instructional strategy to show the nuances between related words through an instructional strategy such as semantic gradients. Follow the procedure on pages 73-74 of A Practice Guide for Vocabulary Instruction in K-12 Classrooms: <ul style="list-style-type: none"> ◦ Select a pair of opposite words. ◦ Generate at least five synonyms for each of the opposite words.
--	---	--

	<p>Grammar and Conventions</p> <ul style="list-style-type: none"> • 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, so 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). 	<ul style="list-style-type: none"> ○ Arrange the words in a way that makes a bridge from one opposite word to the other. Continuum can be done horizontally or vertically, in a ladder-like fashion. <ul style="list-style-type: none"> ○ Have students discuss their rationale for placing certain words in certain locations. Teachers should always encourage a conversation about the subtle differences among the words.” • 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) • Ask students questions that connect to their own personal lives, using targeted words, as a way of having students understand the meaning of new and unfamiliar words, they encounter in their read alouds. • Have students brainstorm word associations to topic of study and/ or central to big ideas of text using concept maps. <p>Grammar and Conventions</p> <ul style="list-style-type: none"> • Review how some words you add plural s or /es/ to show more than one (person, place, or thing-noun). Ask students to name some examples and list these. Name some non-examples such as child and ask students to provide word for more than one child (children). Ask students to discuss what they notice. Explicitly define irregular (not regular, do not follow the rule) • Have students match irregular plural nouns with the corresponding singular noun with partners and explain how they know. • Have students go on a word search for plural nouns. Use targeted words to gives students multiple opportunities for practice with same words. • Guide students through taking a sentence from a read aloud or shared reading text that they are familiar with and change it to the past tense. • Have students engage in interactive writing experiences where they create meaningful sentences where they use their knowledge of grammar to construct (or revise) grammatically correct sentence. • Explicitly model how to respond to a question using a complete sentence. • Explain how to respond to question words by providing what they mean. Create a chart. Generate questions from texts and content learned, that students must respond to in partnerships, small groups, whole groups using the question words and expected response. • Explain what the word because means and provide example students are familiar with; Have students generate examples. • Provide students with questions where they must answer using a compound sentence as part of a response to read aloud, shared readings, content learning. Model how to use compound sentences correctly. • Provide sentence frames to be used for discussion, and for oral and written response to readings.
--	--	--

<p>Express knowledge, and understanding of a text through reading, speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to</i></p> <p><u>Priority Learning Standards</u></p>	<ul style="list-style-type: none"> • 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 of the conversation. • Engage in multiple exchanges using linking comments / words, and/ or questions. • Learn and follow rules for conversations. 	<ul style="list-style-type: none"> • Provide questions for discussions that will engage students in conversations about diverse texts read, both informational and literary texts. Ask follow-up questions such as: What makes you say that? Why do you think that? To have students explain and elaborate upon their ideas. • Model how students can present their ideas using sentence starter, staying on topic, and using words from the text. • Have students state what a classmate said – Can you repeat ___'s idea to encourage active listening. • Using thumbs up, down, or other gestures ask students to show if they agree or disagree with someone's idea/ response. Ask students to explain why. • Teach students how to connect to someone's comment by saying, I agree with ___ because; I had the same idea as ___ which was (repeats the idea). • Establish that everyone will be engaging in conversations throughout the school year. Introduce and define conversations in a developmentally appropriate way, e.g., "During conversations, we talk and listen carefully to each other's ideas." • 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 partners response. They only talk about the topic and share their own ideas. For ideas on how to scaffold these conversations you can visit: Children's Literacy Initiative (CLI): 6 Easy Ways Improve Turn & Talk for Student Language Development. • Teach students what this looks like remotely. Record short videos for students to watch. <ul style="list-style-type: none"> o Teach students how 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 what are "respectful" conversational behaviors and what are not respectful conversational behaviors. Create an anchor chart with visuals or photos. • Develop active listening skills by: <ul style="list-style-type: none"> o Model use of conversational prompts that support focused listening as well as turn taking, e.g. "I heard you say... I think..." o Provide students with phrases/ questions they can use when they can't hear their partner, or they do not understand what their partner said such as: Can you please repeat that? I could not hear you. Excuse me...what did you say o Explicitly teach students to listen attentively to what their partner says, have students respond to partners idea by restating their idea, or connects with their idea, before sharing their idea. • Craft questions/prompts that are engaging and allow for discussions; Ask questions that are connected to big ideas and content students are learning; Pose these questions routinely so that students become familiar with them. • Integrate talk routines throughout the day like Think-Pair-Share.
---	---	--

The Second Grade Experience

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 of fluency in addition and subtractions. 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 adding and subtracting 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, Representational, 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. Align our stated strategies with the documented needs on the student’s IEP.

In addition, when considering planning instruction for ML/ELLs it is important to include the academic language students must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is to provide the scaffolds and other supports they need to ensure they comprehend the required mathematical texts, concepts and skills given their levels of English proficiency and prior school experiences.

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 base ten blocks, geoboard, and a 120 chart. These digital resources may be used by teachers to improve students’ experience as they interact with the content and enhance existing resources in their shared, inclusive and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

Using this Learning Map

To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the [Priority Learning Standards in Mathematics](#). Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of second grade should look like.

	<p>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 <u>not</u> 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.</p> <p>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 it may have unintended and adverse impact on students' current and future acquisition of mathematical competencies.</p>	<p>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</p>
<p>Domains <i>(bolded domains are Priority for this grade)</i></p>	<p>What will the learning look like? <i>In the beginning of the year, second graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Operations and Algebraic Thinking</p> <p>This learning is connected to Priority Learning Standards NY-2.OA.1 NY-2.OA.2</p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Counting on Counting back Doubles Near doubles Make a 10 Use addition fact patterns to find sums Use addition fact patterns to develop mental math strategies Use the inverse relationship between addition and subtraction to find subtraction facts. Fluently add and subtract within 20 Identify groups of objects as even or odd Use repeated addition to find the total number of objects in an array Use objects, diagrams, and equations to solve addition and subtraction word problems with teacher support, peers, and independently as appropriate 	<p>Teachers may:</p> <ul style="list-style-type: none"> 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 Have students listen, discuss, read and write about important mathematical ideas and processes to develop academic language. 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. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_emge_numbers_020714.pdf. For additional activities in Operations and Algebraic Thinking, see Khan Academy and ABCya.

<p>Number and Operations in Base Ten</p> <p>This learning is connected to Priority Learning Standards NY-2.NBT.1 NY-2.NBT.2</p> <p><i>(Only applicable for schools using Eureka)</i></p>	<ul style="list-style-type: none"> • 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 	<p>Have students use a hundreds chart to identify counting patterns.</p>
<p>Measurement and Data</p> <p>This learning is connected to Priority Learning Standards NY-2.MD.5 NY-2.MD.6</p> <p><i>(Only applicable for schools using Eureka)</i></p>	<p><i>This domain is not typically addressed at this time of the year.</i></p> <ul style="list-style-type: none"> • Use a ruler as a number line to solve addition and subtraction problems teacher support, peers, and independently • Use measurement tools to measure lengths • Use tape diagrams to measure and compare lengths • Solve word problems involving lengths of the same units 	<ul style="list-style-type: none"> • Have students identify and compare the measurable attributes of objects • Have students measure varied lengths

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 be able 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. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.

In Grade two, students are expected to assume the role of scientist 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](#) for 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 explore the properties of water, water’s role in shaping 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 investigating the interdependence among plants and animals within their habitats. In Unit 2, *Properties and Patterns of Water*, students begin by describing and classifying different materials according to observable properties, develop models of land and water, and observe living things. In the last unit, *The Changes to Land Over Time*, students focus on processes that change land over time by studying natural events which precipitate change to the Earth’s surface.

Amplify Science

Many schools across the NYC DOE use our core curriculum option, Amplify Science. Using a shared curriculum, such as Amplify Science, engages students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students’ science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.

The Amplify Science grade 2 curriculum progressively builds students’ abilities to meet all grade-level performance expectations (PEs) through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for grade 2.

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 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.

The DCIs emphasized in each unit work together to support deep explanations of the unit's anchor phenomenon. For example, in the *Changing Landforms* unit, investigating why the cliff by a recreation center has changed shape leads students to construct ideas about The History of Planet Earth (DCI ESS1.C), Earth Materials and Systems (DCI ESS2.A), Plate Tectonics and Large-Scale System Interactions (DCI ESS2.B), and The Roles of Water in Earth's Surface Processes (DCI ESS2.C).

Some possible digital resources are:

- Amplify Science Grade 2@Home Resources: <https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-2/>
- **Amplify Digital Resources (books/simulations):**
 - Unit 2: Plant and Animal Relationships in the [Scope & Sequence](#): <https://learning.amplify.com/books/9781945192203/#page=1>
 - Unit 2 -Plant and Animal Relationships in the [Scope & Sequence](#): <https://learning.amplify.com/books/9781945192265/#page=1>
 - Unit 2 -Plant and Animal Relationships in the [Scope & Sequence](#): https://apps.learning.amplify.com/datatool/#/unit/9/level/unit9_level157
 - Unit 3 -Changing Landforms in the [Scope & Sequence](#): [2.1 Beach Map Simulation: https://apps.learning.amplify.com/modelingtool/#/tool/181/level/31_Beach_Map_id_2905](https://apps.learning.amplify.com/modelingtool/#/tool/181/level/31_Beach_Map_id_2905)

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

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&hl=california-today&mc=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 in Minecraft

- Connects to Unit 1: Plant and Animal Relationships (Life Science) in the [Scope & Sequence](#)
 - <https://education.minecraft.net/lessons/extinction-biodiversity-lab>
 - <https://education.minecraft.net/lessons/watr-humans-and-elephants>
- Connects to Unit 2: Properties of Materials (Physical Science) in the [Scope & Sequence](#)
 - <https://education.minecraft.net/lessons/properties-of-matter-2>
- 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 forage for pollen and nectar.
 - [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 grains to the stigma, dragging sperm to the ovules, and removing petals as the fruit begins to grow. Quiz yourself when you are done by dragging vocabulary words to the correct plant structure.
- Connects to Unit 2: Properties of Materials in the [Scope & Sequence](#)
 - [Explorelearning Gizmo – Energy Conversions](#) - Where does energy come from? How does energy get from one place to another? Find out how electrical current is generated and how living things get energy to move and grow. Trace the path of energy and see how energy is converted from one form to another

- Connects to Unit 3: Changing Landforms in the [Scope & Sequence](#)
 - [Explorelearning Gizmo – Weathering](#) - Weathering is the breakdown of rock at Earth's surface through physical or chemical means. Students will learn about the different types of mechanical and chemical weathering, then use a simulation to model the effects of weathering on different types of rocks in varying climate conditions.

Movement Activities & Games

Connects to Unit 1: Plant and Animal Relationships in the [Scope & Sequence](#)

Water - These lessons examine wildlife within aquatic ecosystems.

- [Plankton in the Air \(PDF\)](#) - A game illustrating filter-feeding animals and describing plankton. A game illustrating filter-feeding animals and describing plankton. Students will identify places that animals live. Students will identify that some animals can live in more than one habitat. Materials needed: Bubble liquid Bubble blower (suggested) Examples ([photos](#) or props) representing filter-feeding organisms

Connects to Unit 3: Changing Landforms in the [Scope & Sequence](#)

- **Soils**: These lesson plans focus on the composition, properties and conservation of this important resource.
- [How Soil Is Made \(PDF\) Movement Activities & Games](#) - The students will discover how some of the forces of nature break down rocks into soil material. Materials needed: 2 ice cube trays without racks, 1 dish pan half filled with sand, 1 sheet of white paper about 24 inches long.
- [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: 1 jar and a card or a piece of heavy paper, 2 small tin cans (8-12 oz.) with one end open and the other end with many small holes in it, marbles and sand.
- [Erosion \(PDF\) Movement Activities & Games - 3 part](#), 3 day investigation into erosion using outdoor areas (such as a grassy area, a wooded area, and an area of bare, compacted soil). The students will be able to define the term "erosion" and compare the differences of soil erosion on various surfaces.
- [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 ice and vegetation. They will consider advantages and disadvantages of applying salt and sand to icy roads. Materials Needed: 6 small containers, table salt, 6 ice cubes, teaspoon, sand, 3 planting boxes, grass seed or beans, pencils, paper.

Challenges:

- Connects to Unit 1: Animal & Plant Relationships in the [Scope & Sequence](#): [Make a Marine Ecosystem Diorama](#)

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, unifying 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.

Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, [click here](#). Student materials in Grades K-8 are available in 11 languages.

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, as well as 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
- Ask “I wonder” questions
- Understand the “big picture” idea
- Compare and contrast
- Examine non-fiction as sources to answer questions
- Draw conclusions about information
- Use simple note-taking strategies to gather information
- Participate in discussions and listen well
- Demonstrate respect for the ideas of others
- Assume individual responsibility for work
- Analyze current events

History

- 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 about places they visit in their own community.
- Make a picture timeline that illustrates how New York City changed over time.

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 that communities provide services that help people meet needs and wants (e.g., shelter, food, clothing)
- Explore how communities use taxes to provide services.
- Show how people produce and consume goods and services

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, NYS, and United States values and traditions.

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