2nd Grade Priority Instructional Content
Addressing Unfinished Learning after COVID School Closures

Scope and Sequence

1st Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 45 Days	M1. Sums and Differences to 10	1.OA.1, 1.OA.3, 1.OA.4 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8
	1st and 2nd Trimester – 35 Days	M2. Introduction to Place Value Through Addition and Subtraction Within 20	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.NBT.2
2nd TRIMESTER	2nd Trimester – 15 Days	M3. Ordering and Comparing Length Measurements as Numbers	1.OA.1, 1.MD.1 ,1.MD.2 1.MD.4
	2nd and 3rd Trimester – 35 Days	M4. Place Value, Comparison, Addition and Subtraction to 40.	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 1.OA.1
3rd TRIMESTER	3rd Trimester – 15 Days	M5. Identifying, Composing, and Partitioning Shapes	1.G.1, 1.G.2, 1.G.3, 1.MD.3
	3rd Trimester – 35 Days	M6. Place Value, Comparison, Addition and Subtraction to 100	1.NBT.1, 1.NBT.2 ,1.NBT.3 1.NBT.4 ,1.NBT.5, 1.NBT.6, 1.OA.1 1.MD.3

2nd Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 10 Days	M1. Sums and Differences to 100	2.NBT.5, 2.OA.1, 2.OA.2
	1st Trimester – 12 Days	M2. Addition and Subtraction of Length Units	2.MD.1, 2.MD.2 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6
	1st Trimester – 25 Days	M3. Place Value, Counting, and Comparison of Numbers to 1000	2.NBT.1,2.NBT.2 2.NBT.3,2.NBT.4
2nd TRIMESTER	1st & 2nd Trimester – 35 Days	M4. Addition and Subtraction Within 200 with Word Problems to 100	2.OA.1, 2.NBT.5, 2.NBT.6 2.NBT.7 2.NBT.8, 2.NBT.9
	2nd Trimester – 24 Days	M5. Addition and Subtraction Within 1000 with Word Problems to 100	2.NBT.7, 2.NBT.8 2.NBT.9
	3rd Trimester – 24 Days	M6. Foundations of Multiplication and Division	2.OA.3, 2.OA.4 2.G.2
3rd TRIMESTER	2nd & 3rd Trimester – 30 Days	M7. Problem Solving with Length, Money, and Data	2.NBT.5, 2.MD.1, 2.MD.2 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6 2.MD.8, 2.MD.9, 2.MD.10
	3rd Trimester – 20 Days	M8. Time, Shapes and Fractions as Equal Parts of Shapes	2.G.1, 2.G.3 2.MD.7

Classroom Implications:

Students may have had limited practice with 1st Grade Module 6: Place Value, Comparison, Addition& Subtraction to 100.

Formative Diagnostic Questions: 1.NBT.5 and 1.NBT.4&6

2nd Grade Module 1 has the same objectives as 1st Grade Module 6. This provides an opportunity to differentiate for your students at the start of the year.

For students who struggle with these diagnostic problems, Replace Grade 2 Module 1 with G1M6 Lessons 3-5, 10-17 to build conceptual understanding.   Then move to Grade 2 Module 2.

For students successful with the majority of the diagnostic problems, begin with 2nd Grade Module 1.

Considerations for Addressing <u>PRIORITY</u> Grade-Level Content – Do not reduce time!	
The clusters and standards listed in this table name the priority instructional content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standard	**Considerations**
2.OA.A	Emphasize problems that involve sums less than or equal to 20 and/or the related differences to keep the focus on making sense of different problem types; assign fewer problems with sums greater than 20 or related differences.
2.OA.B	Incorporate additional practice on the grade 1 fluency of adding and subtracting within 10 (1.OA.C.6) early in the school year to support the addition and subtraction work of grade 2 (2.OA).
2.NBT.B	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.
2.MD.B.5	Ensure word problems represent all grade 2 problem types, and refer to guidance for 2.OA.A.
2.MD.B.6	Representing lengths on number line diagrams, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.

Considerations for Addressing <u>REMAINING</u> Grade-Level Content, if time is a concern	
The clusters and standards listed in this table represent the remainder of the grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standard	**Considerations**
2.OA.C	Eliminate lessons on foundations for multiplication.
2.NBT.A	Emphasize the conceptual understanding of three-digit numbers (as detailed in 2.NBT.A.1). Integrate lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 3, and 4) into the work of place value. Limit the amount of required student practice on counting by ones, reading/writing, and comparing numbers.
2.MD.A	Integrate lessons and practice on comparing and estimating lengths (2.MD.A.2, 3, and 4) into the work of measuring length with tools (2.MD.A.1) in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice.
2.MD.C	Combine lessons in order to reduce the amount of time spent on time and money. Emphasize denominations that support place value understanding such as penny-dime-dollar. Limit the amount of required student practice.
2.MD.D	Eliminate lessons on generating measurement data (2.MD.D.9) and creating picture/bar graphs (2.MD.D.10). Integrate data displays only as settings for addition/subtraction word problems (2.OA.A).
2.G.A	Combine lessons to address key concepts on reasoning with shapes and their attributes in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice.