



COMMON CORE SUPPLEMENT

Grade 2

Welcome to the Oak Meadow Common Core Supplement for Grade 2. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to be in compliance with Common Core Standards.

Introduction

Oak Meadow provides a creative, flexible, and hands-on approach to learning that meets the intellectual and developmental needs of K–8 students. Our K–4 curriculum is aimed at helping students develop their individual character, environmental awareness, healthy physical growth, personal relationships, imagination and creativity. It also encourages critical thinking, speaking, and writing skills that allow students to make decisions and share their ideas and understanding effectively.

While our courses provide a compelling and complete learning experience, our program may not be in complete alignment with recent Common Core Standards in a few areas. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for schools families and schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons. Where they fall in regard to the larger curriculum is clearly noted on each supplement lesson.

In the early years (K–4), our approach to learning is especially Waldorf-inspired and seeks to educate the child in a holistic manner that is focused around a child’s social emotional health, physicality, and emerging academic skills. We allot a significant amount of time for free exploration and artistic and hands-on endeavors. Our curriculum builds on a child’s creativity and is largely based in play and storytelling. For this reason, our activities and assignments can vary from those presented in a traditional school setting. For example, we do not encourage our families to use electronics at this level. Although many families and schools choose to integrate technology with our program, we do not include the use of computer research or keyboarding in K–4 assignments. Another area where we often do not align with a classroom-based program is in the quantity of assignments that involve group collaboration. This is due to the home-based nature of our program. For schools and groups using our curriculum, these supplements will be easily implemented as part of the lessons.

Included in this supplement are the following:

Grades K-3

- Supplemental resources
- Common Core Standards not emphasized or introduced
- Rationale with supplemental resources and/ or new assignments listed for each standard that is not aligned with Oak Meadow curriculum.

Some of these standards are already addressed in our curriculum, but we have included additional reinforcement activities/ resources for those standards that are not addressed as regularly as they might be in a traditional classroom setting (collaborative activities, etc.). At the early elementary level, some grade specific standards are introduced in later grades, which is an approach that parallels other Waldorf elementary school timelines.

Grade 2—ELA Standards

Suggested Supplemental Resources

Additional Common Core classroom activities accessed with Oak Meadow membership to Starwalk Kids Media:

Starwalkkids.com

Explode the Code, Book 1 ½

Hall, Nancy and Rena Price. *Explode the Code, Book 1 ½*. Cambridge, MA: Educational Publishing Service, 1985. Print.

Explode the Code, Book 2

Hall, Nancy and Rena Price. *Explode the Code, Book 2*. Cambridge, MA: Educational Publishing Service, 1994. Print.

Handwriting without Tears, Printing Power, Grade 1 (8th Edition)

Olsen, Jan. *Handwriting without Tears: Printing Power, Grade 1* (8th edition). Gathersburg, MD: Handwriting without Tears, 2013. Print.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.2.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RF.2.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Oak Meadow's second grade language arts curriculum introduces independent reading skills, but does not emphasize all of these standards until grades 3. Our approach focuses on listening skills and supported reading acquisition with an adult. These assignments can easily be adapted for proficient readers depending on the reading level of students in a classroom. The Common Core activities provided with the Oak Meadow Starwalk Kids Media membership (starwalkkids.com) can be used to supplement our curriculum to include these grade 2 reading standards.

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces: introduce the topic or book, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts: introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3

Write narratives: a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

CCSS.ELA-LITERACY.W.2.5

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

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Oak Meadow does not emphasize some of these standards in grade 1. This is due to our Waldorf approach to language arts and more gradual and foundation-based approach to the acquisition of writing skills. Of course, our assignments can easily be adapted to include more writing. We suggest using *Handwriting Without Tears, Grade 2* as a supplement for activities that meet these standards.

Additional assignments connected with first grade writing standards are included on Starwalkkids.com and can be accessed through your Oak Meadow or private membership.

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Not emphasized:

CCSS.ELA-LITERACY.RF.2.3.E

Identify words with inconsistent but common spelling-sound correspondences.

CCSS.ELA-LITERACY.RF.2.3.F

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

We suggest using a supplemental resource in conjunction with your Oak Meadow curriculum for additional assignments that emphasize these standards related to phonics, spelling, and word recognition. These standards are addressed in *Explode the Code, Book 2*, as well as *Handwriting Without Tears, Grade 2*.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Addition for Second Semester

In a small group or with a partner, choose one of the fairy tales you have read this year. Talk about your favorite characters and your favorite parts of the story. What do you like most about this story? Then, each person in your group will choose a part of the story to draw in three to five comic book style frames. Put all of your “comic strips” together, and scan them or take digital photos. Your teacher can help you put your group’s work together into a slideshow, or print them and make a “comic book” about your fairy tale.

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others’ talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

Addition to Lesson 19

Set up a classroom travel agency. Students will set themselves up around the room and represent different parts of the world. Each group can learn very basic information about this part of the world (temperature, topography, language, etc.) Then, another group of students can play the “travelers” and each traveler will get a list of criteria for where they want to go (cold weather, lots of mountains, etc). The students will visit each group and ask questions until they find the one who is selling tickets to where they want to go. Which direction will they travel to get there from where you live? The travel “agents” can give each traveler a map and draw the route they will take to get to their destination.

Addition to Lesson 27

Marketplace activity can be easily adapted to include this standard for collaboration. Have each child present the product they are “selling” to the group, and try to convince the other students why they should buy it. Students can ask questions about the products as they try to decide how to spend their “money”. After playing “market,” get together and talk about the decisions that they made. Was it hard to decide how to spend your money? Did anyone convince you to buy a product that you were not planning to buy?

General

- Discussion questions about themes in fairy tales can be used in a small group/classroom setting in collaborative conversations. Be sure to review rules for listening, being respectful of others ideas, and taking turns.
- Additional collaborative activities can be found through the activities related to literature on Starwalkkids.com and can be accessed with your Oak Meadow or private membership.

Grade 2—Math Standards

The following Common Core standards are not addressed in Grade 2 Math.

Measurement and Data: Measure and estimate lengths in standard units.

CCSS.MATH.CONTENT.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CCSS.MATH.CONTENT.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.MATH.CONTENT.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

CCSS.MATH.CONTENT.2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Measurement and Data: Relate addition and subtraction to length.

CCSS.MATH.CONTENT.2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

CCSS.MATH.CONTENT.2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Measurement and Data: Work with time and money.**CCSS.MATH.CONTENT.2.MD.C.7**

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Measurement and Data: Represent and interpret data.**CCSS.MATH.CONTENT.2.MD.D.9**

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.