

CI 609 Curriculum in the Elementary School Map Template

Grade and Subject: Language Arts 2nd grade

Lisa Stone-Beasley

Stage 1 Standards	Stage 1 Big Ideas or Essential Questions Explorers	Stage 2 Assessment Evidence	Stage 3 Skills	Stage 3 Strategies and Resources	Stage 3 Cross Curricular Connections																								
<p>Unit 1</p> <p>6 weeks</p> <p>CCSS.ELA-Literacy.RL.2.1</p> <p>CCSS.ELA-Literacy.RI.2.8</p> <p>CCSS.ELA-Literacy.RF.2.4b</p> <p>CCSS.ELA-Literacy.RF.2.3a</p> <p>CCSS.ELA-Literacy.RF.2.4a</p>	<p>What's it like to be an Explorer?</p> <table border="1" data-bbox="466 565 1016 1198"> <tr> <td>Week 1</td> <td>Realistic Fiction</td> <td>Character and Setting</td> <td>Predict</td> </tr> <tr> <td>Week 2</td> <td>Expository Nonfiction</td> <td>Main Idea and Details</td> <td>Text Structure</td> </tr> <tr> <td>Week 3</td> <td>Realistic Fiction</td> <td>Character and Setting</td> <td>Monitor and Fix Up</td> </tr> <tr> <td>Week 4</td> <td>Expository Nonfiction</td> <td>Main Idea and Details</td> <td>Text Structure</td> </tr> <tr> <td>Week 5</td> <td>Play</td> <td>Realism and Fantasy</td> <td>Monitor and Fix Up</td> </tr> <tr> <td>Week 6</td> <td>Unit review</td> <td></td> <td></td> </tr> </table> <p>Vocabulary: ladder, amazing, roller-skate, meadow, astronaut, shuttle, experiment, telescope, gravity, shivered, drooled, lanterns, snuggled, desert, harsh, climate, cactus, coyote, narrator, relatives, dangerous and gnaws</p>	Week 1	Realistic Fiction	Character and Setting	Predict	Week 2	Expository Nonfiction	Main Idea and Details	Text Structure	Week 3	Realistic Fiction	Character and Setting	Monitor and Fix Up	Week 4	Expository Nonfiction	Main Idea and Details	Text Structure	Week 5	Play	Realism and Fantasy	Monitor and Fix Up	Week 6	Unit review			<p>Formative: Large group participation and discussion. Students will analyze Grammar. NASA research via Internet. Students will critique the story using graphic organizer. KWL Charts will be used so that I know their prior-knowledge, and know what they want to learn and how.</p> <p>Summative: Quizzes Tests Rubric Analyze Critique Predict Describe</p>	<p>Describe</p> <p>Apply</p> <p>Analyze</p> <p>Create</p> <p>Critique</p> <p>State</p> <p>Explain</p>	<p>What's it like to be an astronaut or an early settler? Students will describe vocabulary words in a game called Password using the Smart Board. Students will apply reading the frequent words in the story through a PowerPoint. Students will analyze in large group at the Smart Board by fixing The Daily Fix-it. Students will create their own early settlers' story using art or music. Students will critique the astronaut story and act out parts of the story. Students will research NASA and state 3 facts and share with classmates. (technology)</p> <p>Students will watch and explain The <i>School House Rock</i> video using nouns.</p>	<p>Science</p>
Week 1	Realistic Fiction	Character and Setting	Predict																										
Week 2	Expository Nonfiction	Main Idea and Details	Text Structure																										
Week 3	Realistic Fiction	Character and Setting	Monitor and Fix Up																										
Week 4	Expository Nonfiction	Main Idea and Details	Text Structure																										
Week 5	Play	Realism and Fantasy	Monitor and Fix Up																										
Week 6	Unit review																												

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	Friendship And Belonging																								
Unit 2 6 weeks CCSS.ELA-Literacy.RL.2.7 CCSS.ELA-Literacy.RI.2.4 CCSS.ELA-Literacy.RF.2.3e CCSS.ELA-Literacy.RL.2.6 CCSS.ELA-Literacy.RL.2.9	<p>When should we work together and when should we work alone?</p> <table border="1"> <tr> <td>Week 1</td> <td>Narrative Nonfiction</td> <td>Sequence</td> </tr> <tr> <td>Week 2</td> <td>Realistic Fiction</td> <td>Realism and Fantasy</td> </tr> <tr> <td>Week 3</td> <td>Folk Tale</td> <td>Sequence</td> </tr> <tr> <td>Week 4</td> <td>Fairy Tale</td> <td>Author's Purpose</td> </tr> <tr> <td>Week 5</td> <td>Animal Fantasy</td> <td>Draw Conclusions</td> </tr> <tr> <td>Week 6</td> <td colspan="2">Review Unit</td> </tr> </table> <p>Vocabulary: collar, slipped, brave, clutched, terrific, spirit, buried, dam, lodge, challenge, halfway, embarrassed, mill, musician, excitement, robbers, monsters, Thanksgiving, hooves, riverbank, lumbered</p>			Week 1	Narrative Nonfiction	Sequence	Week 2	Realistic Fiction	Realism and Fantasy	Week 3	Folk Tale	Sequence	Week 4	Fairy Tale	Author's Purpose	Week 5	Animal Fantasy	Draw Conclusions	Week 6	Review Unit		<p>Formative:</p> <p>Large group participation and discussion.</p> <p>Students will work together in small and large groups to prepare for the play.</p> <p>Individually students will write in their journals listing what makes a good friend.</p> <p>Groups of 4's students will play a phonics word game.</p> <p>KWL Charts</p> <p>Summative: Quizzes Tests Rubric Demonstrate Justify</p>	<p>Design</p> <p>Illustrate</p> <p>Demonstrate</p> <p>List</p> <p>Judge</p> <p>Justify</p>	<p>When should we work together?</p> <p>Students will design a play for the preschoolers. Would it be hard for one person to put on a play?</p> <p>Working in pairs students will illustrate a mask for the play. Finding the answers to when should we work alone?</p> <p>Students will demonstrate technology on Spelling City to test spelling and vocabulary words.</p> <p>Students will list qualities in their journal they feel makes a good friend.</p> <p>Students will judge and play a game using the phonic words.</p> <p>Students will listen to the audio of the story. They will then justify what they believe the author's purpose of the story is and support their opinion.</p>	
Week 1	Narrative Nonfiction	Sequence																							
Week 2	Realistic Fiction	Realism and Fantasy																							
Week 3	Folk Tale	Sequence																							
Week 4	Fairy Tale	Author's Purpose																							
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<p>Unit 3</p> <p>6 weeks</p> <p>CCSS.ELA-Literacy.RL.2.6</p> <p>CCSS.ELA-Literacy.RL.2.9</p> <p>CCSS.ELA-Literacy.RI.2.6</p> <p>CCSS.ELA-Literacy.RF.2.3f</p> <p>CCSS.ELA-Literacy.RL.2.2</p> <p>Integrated Curriculum</p> <p>(CCSS W.2.7)</p>	<p style="text-align: center;">Folk Tales</p> <p style="text-align: center;">What is the purpose of Folk Tales?</p> <table border="1" data-bbox="466 539 1029 1175"> <tr> <td>Week 1</td> <td>Animal Fantasy</td> <td>Author's Purpose</td> <td>Story Structure</td> </tr> <tr> <td>Week 2</td> <td>Realistic Fiction</td> <td>Draw Conclusions</td> <td>Visualize</td> </tr> <tr> <td>Week 3</td> <td>Folk Tale</td> <td>Cause and Effect</td> <td>Monitor and Fix Up</td> </tr> <tr> <td>Week 4</td> <td>Realistic Fiction</td> <td>Theme and Plot</td> <td>Predict</td> </tr> <tr> <td>Week 5</td> <td>Biography</td> <td>Cause and Effect</td> <td>Monitor and Fix Up</td> </tr> <tr> <td>Week 6</td> <td>Review Unit</td> <td></td> <td></td> </tr> </table> <p><i>Vocabulary:</i> blankets, pretended, quilt, stuffing, trunks, unpacked, wrapped, stitched, hatchet, patchwork, fruit, soil, root, harvest, vine, bumpy, smooth, cycle, wither, tendrils, pond, wonderful, powerful, insects, crawls, skin, shed</p>	Week 1	Animal Fantasy	Author's Purpose	Story Structure	Week 2	Realistic Fiction	Draw Conclusions	Visualize	Week 3	Folk Tale	Cause and Effect	Monitor and Fix Up	Week 4	Realistic Fiction	Theme and Plot	Predict	Week 5	Biography	Cause and Effect	Monitor and Fix Up	Week 6	Review Unit			<p>Formative:</p> <p>Large group participation and discussion</p> <p>Students will compare and contrast two or more versions of the same story using a graphic organizer.</p> <p>Students will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>KWL Chart</p> <p>Summative:</p> <p>Quizzes Tests Rubric <i>Develop</i> <i>Recommend</i></p>	<p>Write</p> <p>Summarize</p> <p>Analyze</p> <p>Compare</p> <p>Contrast</p> <p>Develop</p> <p>Recommend</p>	<p>In small groups students will write their own version of a folk tale with a different ending or beginning.</p> <p>The students will listen to audio recording of the stories. They will summarize the story with their classmate using different voices for the characters.</p> <p>What is the purpose of Folk Tales?</p> <p>Students will work in small groups to research different versions of the same story and analyze what is the message/ moral of the stories.</p> <p>Students will compare and contrast folk tales giving two examples of each.</p> <p>Students will develop expression while reading.</p> <p>Students will recommend and vote on playing a game of <i>The Littlest Pet Shop</i> or <i>Sorry</i> using 2nd grade irregular spelling words.</p>	<p>Write-</p> <p>Students will research and conduct a writing project.</p>
Week 1	Animal Fantasy	Author's Purpose	Story Structure																										
Week 2	Realistic Fiction	Draw Conclusions	Visualize																										
Week 3	Folk Tale	Cause and Effect	Monitor and Fix Up																										
Week 4	Realistic Fiction	Theme and Plot	Predict																										
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<p>Unit 4</p> <p>6 Weeks</p> <p>CCSS.ELA-Literacy.RL.2.5</p> <p>CCSS.ELA-Literacy.RI.2.2</p> <p>CCSS.ELA-Literacy.RF.2.3b</p> <p>CCSS.ELA-Literacy.RL.2.7</p> <p>CCSS.ELA-Literacy.RI.2.3</p>	<p style="text-align: center;">Life Cycles</p> <p>How are life cycles different?</p> <table border="1" data-bbox="466 597 1012 1118"> <tr> <td>Week 1</td> <td>Realistic Fiction</td> <td>Compare and Contrast</td> <td>Story Structure</td> </tr> <tr> <td>Week 2</td> <td>Expository Nonfiction</td> <td>Fact and Opinion</td> <td>Ask Questions</td> </tr> <tr> <td>Week 3</td> <td>Expository Nonfiction</td> <td>Compare and Contrast</td> <td>Graphic Organizer</td> </tr> <tr> <td>Week 4</td> <td>Narrative Poem</td> <td>Theme and Plot</td> <td>Summarize</td> </tr> <tr> <td>Week 5</td> <td>Narrative Nonfiction</td> <td>Fact and Opinion</td> <td>Ask Questions</td> </tr> </table> <p>Vocabulary: trouble, giant, chuckle, fair, strong, block, tears, glee, usually, special, pressing, branches, picnic, angry, fingers, clung, tantrum, scent, fierce.</p>	Week 1	Realistic Fiction	Compare and Contrast	Story Structure	Week 2	Expository Nonfiction	Fact and Opinion	Ask Questions	Week 3	Expository Nonfiction	Compare and Contrast	Graphic Organizer	Week 4	Narrative Poem	Theme and Plot	Summarize	Week 5	Narrative Nonfiction	Fact and Opinion	Ask Questions	<p>Formative:</p> <p>Large group participation and discussion. Students will examine the many different life cycles. They will label Venn Diagrams were they compare and contrast life cycles. Students will plant seeds and observe them under different conditions.</p> <p>Summative:</p> <p>Quizzes Tests Rubric AR test Explain Solve Hypothesis</p>	<p>Label</p> <p>Explain</p> <p>Solve</p> <p>Hypothesis</p>	<p>How are life cycles different?</p> <p>Students will label a graphic organizer to show different life cycles. Students will label cards of the story and identify their correct sequence. They will explain how the author introduces and ends the story. In small groups students will solve together the main idea of a paragraph. Students will use <i>Spelling City.com</i> to learn common vowel teams. They will form a hypothesis of which plants will survive under different conditions.</p>	
Week 1	Realistic Fiction	Compare and Contrast	Story Structure																						
Week 2	Expository Nonfiction	Fact and Opinion	Ask Questions																						
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<p>Unit 5</p> <p>5 weeks</p> <p>CCSS.ELA-Literacy.RI.2.7</p> <p>CCSS.ELA-Literacy.RF.2.3c</p> <p>CCSS.ELA-Literacy.RL.2.4</p> <p>CCSS.ELA-Literacy.RI.2.5</p> <p>CCSS.ELA-Literacy.RF.2.3</p> <p>Integrated Curriculum</p> <p>SS.2.H.C1.3</p> <p>ELA.2.W.C11.1</p>	<p>Feelings & Self Awareness</p> <p><i>What to do when you are afraid?</i></p> <table border="1" data-bbox="466 451 1026 1045"> <tr> <td>Week 1</td> <td>Narrative Nonfiction</td> <td>Main Idea and Supporting Details</td> <td>Text Structure</td> </tr> <tr> <td>Week 2</td> <td>Realistic Fiction</td> <td>Sequence</td> <td>Graphic Organizer</td> </tr> <tr> <td>Week 3</td> <td>Realistic Fiction</td> <td>Plot and Theme</td> <td>Prior Knowledge</td> </tr> <tr> <td>Week 4</td> <td>Fantasy</td> <td>Author's Purpose</td> <td>Ask Questions</td> </tr> <tr> <td>Week 5</td> <td>Humorous Fiction</td> <td>Realism and Fantasy</td> <td>Monitor and Fix Up</td> </tr> </table> <p>Vocabulary: pours, lightning, thunder, storm, flashes, pounds, rolling, stray, nudging, brooding, practice, grabbed, chewing, chased, treat, wagged, dripping, bleachers, spectators, dugout, adventure climbed greatest truest clubhouse exploring wondered downhearted sewer</p>	Week 1	Narrative Nonfiction	Main Idea and Supporting Details	Text Structure	Week 2	Realistic Fiction	Sequence	Graphic Organizer	Week 3	Realistic Fiction	Plot and Theme	Prior Knowledge	Week 4	Fantasy	Author's Purpose	Ask Questions	Week 5	Humorous Fiction	Realism and Fantasy	Monitor and Fix Up	<p>Formative:</p> <p>Large group participation and discussion.</p> <p>Students will discuss the different feelings of Helen Keller. They will place themselves in her shoes and not speak for one day. Then they will explain how they felt.</p> <p>Summative:</p> <p>Quizzes Tests Rubric AR test <i>Compute</i> <i>Construct</i></p>	<p>Discover</p> <p>Create</p> <p>Compute</p> <p>Use</p>	<p>What to do when you are afraid?</p> <p>Students will read a Helen Keller story about a storm. (large group). Students will create a hurricane in a bottle and use a graphic organizer to record observations. Students will read Dr. Seuss books to discover rhymes and rhythm within a story. (small group) We will create our own Foot Book. They will compute using non-standard measurement. (large group) Students will use the text book to use the words in bold or important.</p>	<p>History- Students will explore the impact historical figures have had upon our society.</p> <p>Write/Science- Students will record science observations.</p>
Week 1	Narrative Nonfiction	Main Idea and Supporting Details	Text Structure																						
Week 2	Realistic Fiction	Sequence	Graphic Organizer																						
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Week 4	Fantasy	Author's Purpose	Ask Questions																						
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<p>Unit 6</p> <p>6 weeks</p> <p>CCSS.ELA-Literacy.RF.2.4</p> <p>CCSS.ELA-Literacy.RL.2.3</p> <p>CCSS.ELA-Literacy.RI.2.9</p> <p>CCSS.ELA-Literacy.RF.2.4c</p> <p>CCSS.ELA-Literacy.RL.2.10</p> <p>CCSS.ELA-Literacy.RF.2.3d</p>	<p style="text-align: center;">Diversity</p> <p style="text-align: center;"><i>What is it like to be different?</i></p> <table border="1" data-bbox="459 480 1035 1138"> <tr> <td>Week 1</td> <td>Realistic Fiction</td> <td>Compare and Contrast</td> <td>Visualize</td> </tr> <tr> <td>Week 2</td> <td>Narrative Nonfiction</td> <td>Fact and Opinion</td> <td>Monitor and Fix Up</td> </tr> <tr> <td>Week 3</td> <td>Realistic Fiction</td> <td>Draw Conclusions</td> <td>Summarize</td> </tr> <tr> <td>Week 4</td> <td>Narrative Nonfiction</td> <td>Cause and Effect</td> <td>Graphic Organizer</td> </tr> <tr> <td>Week 5</td> <td>Realistic Fiction</td> <td>Character, Setting, Plot</td> <td>Prior Knowledge</td> </tr> <tr> <td>Week 6</td> <td>Unit Review</td> <td></td> <td></td> </tr> </table> <p>Vocabulary: idea, important, blame, sign maker, townspeople, afternoon, field, cheers, threw, sailed, plate, bases, soar, forties, Louisville Slugger, freedom, flag, stripes, stars, nicknames, birthday, America, Congress, American Revolution, colonies</p>	Week 1	Realistic Fiction	Compare and Contrast	Visualize	Week 2	Narrative Nonfiction	Fact and Opinion	Monitor and Fix Up	Week 3	Realistic Fiction	Draw Conclusions	Summarize	Week 4	Narrative Nonfiction	Cause and Effect	Graphic Organizer	Week 5	Realistic Fiction	Character, Setting, Plot	Prior Knowledge	Week 6	Unit Review			<p>Formative:</p> <p>Large group participation and discussion</p> <p>Students will compare and contrast the different styles of the American flag. (small group)</p> <p>Students will have questions for a guest speaker who is Native American. Students will perform an interpretation of a Native American dance.</p> <p>Large group discussion on Josh Gibson.</p> <p>Students will write in their journals about how it may feel to be different.</p> <p>Summative:</p> <p>Quizzes Tests Rubric Interpret <i>Develop</i> <i>Solve</i></p>	<p>Construct</p> <p>Compare</p> <p>Contrast</p> <p>Interpret</p> <p>Summarize</p> <p>Use</p> <p>Develop</p> <p>Solve</p>	<p>What is it like to be different?</p> <p>Students will construct different early American flags in small groups.</p> <p>Students will compare and contrast 3 facts about Native Americans via the computer lab.</p> <p>Students will interpret a dance and perform with classmates.</p> <p>Students will summarize using facts and opinions presented by two texts on Josh Gibson.</p> <p>The students will use Reader's Theater to show reading fluency and comprehension.</p> <p>Students will develop a video from a play with students recording it.</p> <p>Students will use Spelling City to help solve prefixes and suffixes.</p> <p>School House Rock/A Shot Heard Around The World.</p>
Week 1	Realistic Fiction	Compare and Contrast	Visualize																									
Week 2	Narrative Nonfiction	Fact and Opinion	Monitor and Fix Up																									
Week 3	Realistic Fiction	Draw Conclusions	Summarize																									
Week 4	Narrative Nonfiction	Cause and Effect	Graphic Organizer																									
Week 5	Realistic Fiction	Character, Setting, Plot	Prior Knowledge																									
Week 6	Unit Review																											

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<http://www.nasa.gov/>

<http://www.spellingcity.com/>

[School house rock](#)

WV Next Generation CSO	CCSS ELA Code
ELA.2.R.C1.1	RL.2.1
ELA.2.R.C1.2	RL.2.2
ELA.2.R.C1.3	RL.2.3
ELA.2.R.C1.4	RI.2.1
ELA.2.R.C1.5	RI.2.2
ELA.2.R.C1.6	RI.2.3
ELA.2.R.C2.1	RL.2.4
ELA.2.R.C2.2	RL.2.5
ELA.2.R.C2.3	RL.2.6
ELA.2.R.C2.4	RI.2.4
ELA.2.R.C2.5	RI.2.5
ELA.2.R.C2.6	RI.2.6
ELA.2.R.C3.1	RL.2.7
ELA.2.R.C3.2	RL.2.9
ELA.2.R.C3.3	RI.2.7
ELA.2.R.C3.4	RI.2.8
ELA.2.R.C3.5	RI.2.9
ELA.2.R.C4.1	RL.2.10
ELA.2.R.C4.2	RI.2.10
ELA.2.R.C7.1	RF.2.3
ELA.2.R.C8.1	RF.2.4
ELA.2.W.C9.1	W.2.1
ELA.2.W.C9.2	W.2.2
ELA.2.W.C9.3	W.2.3
ELA.2.W.C10.1	W.2.4
ELA.2.W.C10.2	W.2.5
ELA.2.W.C10.3	W.2.6
ELA.2.W.C11.1	W.2.7

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ELA.2.W.C11.2	W.2.8
ELA.2.W.C11.3	W.2.9
ELA.2.W.C12.1	W.2.10
ELA.2.SL.C13.1	SL.2.1
ELA.2.SL.C13.2	SL.2.2
ELA.2.SL.C13.3	SL.2.3
ELA.2.SL.C14.1	SL.2.4
ELA.2.SL.C14.2	SL.2.5
ELA.2.SL.C14.3	SL.2.6
ELA.2.L.C15.1	L.2.1
ELA.2.L.C15.2	L.2.2
ELA.2.L.C16.1	L.2.3
ELA.2.L.C17.1	L.2.4
ELA.2.L.C17.2	L.2.5
ELA.2.L.C17.3	L.2.6