

Curriculum Map

Name of Teacher : Sr. Layla

Subject :ELA

	September	October	November	December	January	
Unit Name or Theme	<p>Week 1: Friends help Friends</p> <p>Week 2: Families around the world</p> <p>Week 3: Pets are our friends</p> <p>Week 4: Animals need care</p>	<p>Unit 2:</p> <p>Week 1: How do animals survive?</p> <p>Week 2: What can animals n stories teach us?</p>	<p>Unit 2:</p> <p>Week 3:What are the features of different animal habitats?</p> <p>Week 4: How are offspring like their parents?</p>	<p>Unit 2:</p> <p>Week 5:</p> <p>Unit 3:</p> <p>Week 1: How do Earth’s forces affect us?</p>	<p>Unit 3:</p> <p>Week 2: What can we see in the sky?</p> <p>Week 3: How can people help out in their community?</p>	Unit Name or Theme
Ending Understandings and Performance Indicators	<ul style="list-style-type: none"> Students will be able to: demonstrate understanding of word relationships and nuances in word meanings. Read with sufficient accuracy and fluency to support comprehension. Follow agreed upon rules for discussions 	<ul style="list-style-type: none"> Students will be able to: follow agreed upon rules for discussion (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. Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> Students will be able to ask for further explanations for topics and texts under discussions. Read with sufficient accuracy an fluency to support comprehension. Recount or describe key details or details from a text read aloud or information presented orally or through other media. Analyze how and why individuals, events, and ideas 	<ul style="list-style-type: none"> Students will be able to participate in collaborative conversations with diverse partners. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Know and apply grade level phonics and word analysis 	<ul style="list-style-type: none"> Students will be able to: follow agreed upon rules for discussion (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. Demonstrate command of the conventions of standard English captialuzation, puntucation, and spelling and writing. 	Ending Understandings and Performance Indicators

		<ul style="list-style-type: none"> • Describe how characters in a story respond to major events and challenges. 	<p>develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Develop oral language. • Discuss essential question. 	<p>skills in decoding words.</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Read on level text with purpose and understanding. 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Identify meanings of words used in context. • Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 2 grade reading and content, choosing flexibly from an array of strategies. • Participate in collaborative conversations with diverse partners about 2 grade topics and texts with peers and adults in smaller and larger groups. • Build on other's talk in conversations by linking their 	
--	--	--	--	--	---	--

					<p>comments to the remarks of others.</p>	
<p>Essential Questions</p>	<p>How do friends depend on each other? How are families around the world the same and different? How can a pet be an important friend? How do we care for animals? What happens when families work together? How do you work with your families when at home?</p>	<p>How do animals survive? How do desert animals survive the heat? How do sled dogs survive in a very cold environment? What can animals in stories teach us? How do animals in stories teach us about lessons?</p>	<p>What are features of different animals' habitats? How do burrows help prairie dogs survive in the habitat? How do sea turtles survive in the ocean and use their habitat to meet their basic needs? How are offspring like their parents? What are the similarities and differences between a parent and child? What do we love about animals?</p>	<ul style="list-style-type: none"> • How do poets describe animals they love? • Students will identify the concepts of how gravity pushes and pulls. • How can you express yourself through poetry? • How do earth's forces affect us? • How do magnets attract and how do we use them? • How do we summarize important events? 	<ul style="list-style-type: none"> • What can we see in the sky? • Students will identify what is the big dipper? • Students will identify parts of what we see in the sky. • Students will answer various comprehension questions. • How the daytime and nighttime sky is different? • How can people help out in their community? • How does one person help out her community by saving electricity? • 	<p>Essential Questions</p>

<p>Acti vitie s/C ont ent</p>	<p>Students will be able to ask and answer questions</p> <ul style="list-style-type: none"> - Do graphic organizer - Pair and share - Make connections where they connect stories to one another - Learn about root words <ul style="list-style-type: none"> - Define vocabulary words - Learn about key details + main idea 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> ● Do graphic organizers - How do animals survive? - Character & event chart of the boy who cried wolf - Problem, steps to solution, and solution chart for sled dogs. ● pair and share ● Make connections between the stories they've reads ● Make predictions on the next event ● Define vocabulary as they read ● Learn about suffixes and prefixes ● Watch a video on desert/cold animals 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> ● Do graphic organizers ● Pair and share ● Children will go back to text for details on prairie dog's habitat ● Make predictions on stories ● Define genres such as narrative nonfiction and expository text ● Main topic and skill chart on the life of sea turtles ● Learn about suffixes ● Text features, authors often used boldface text to get readers to pay attention to important information. ● Talk about it, working in groups and discussing their ideas on a chart ● Define vocabulary 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> ● Do graphic organizers ● Pair and share ● Children will read several poems and analyze it. ● Find the differences between the poems. ● Brainstorm Ideas ● Describing illustrations ● Using vocabulary in context ● Learn how can they identify a simile ● Compound words + write about reading ● Using T-charts ● Watch Videos on youtube and write the comparisons on weather ● Review genres 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> ● Do graphic organizers ● Pair and share ● Children will read several poems and analyze it. ● Find the differences between the poems. ● Brainstorm Ideas ● Describing illustrations ● Using vocabulary in context <ul style="list-style-type: none"> ● Go over story words ● Your turn questions ● Venn Diagrams <ul style="list-style-type: none"> ● Compare and contrasting nighttime & daytime ● Model: Retelling parts of the story ● Review genres ● Write about reading 	<p>Acti vitie s/C ont ent</p>
---	---	---	---	--	--	---

Assessment Strategies Formative & Summative	<ul style="list-style-type: none"> Students will be doing Text Evidence Weekly assessments based on the readings 	<ul style="list-style-type: none"> Students will be doing Text Evidence Weekly assessments based on the readings 	<ul style="list-style-type: none"> Students will be doing text evidence. Weekly assessments based on readings. 	<ul style="list-style-type: none"> Students will do text evidence <ul style="list-style-type: none"> Make Connections Weekly assessments based on readings 	<ul style="list-style-type: none"> Students will do text evidence <ul style="list-style-type: none"> Make Connections Weekly assessments based on readings 	Assessment Strategies Formative & Summative
Time Frame	<p>Do Now: 5 mins. Activity make connections Disusing genre: 5 mins Text evidence: 15 mins Sentences/Comprehension 10 mins Working in groups: 5 mins 4 weeks</p>	<p>Do Now: 5 mins. Activity make connections discussing genre: 5 mins Text evidence: 15 mins Sentences/Comprehension 10 mins Working in groups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working ingroups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working ingroups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working in groups: 5 mins</p>	Time Frame
Resources	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main Idea charts</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main Idea charts</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htmhttps://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htmhttps://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htmhttps://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	Resources

Textbook (Chapter/pages)	Teacher edition textbooks Textbook Week 1 - 4 Literature Anthology pg. 10-103 Reading/Writing workshop pg.16-87	Teacher edition textbooks Textbook Unit 2: Week 1 & 2 Literature Anthology pg. 110-147 Reading/Writing workshop pg.102-122	Teacher edition textbooks Textbook Unit 2: Week 3 & 4 Literature Anthology	Teacher edition textbooks Textbook Unit 2: Week 5/ Unit 3: Week 1 Literature Anthology	Teacher edition textbooks Textbook Unit 3: Week 2 Unit 3: Week 3 Literature Anthology	Textbook (Chapter/pages)
--------------------------	---	---	--	--	--	--------------------------

	February	March	April	May	June	
Unit Name or Theme	Unit 3: Week 4 How does weather affect us? Week 5: How do you express yourself?	Unit 4: Week 1 What makes different parts of the world different? Week 2: How does the earth change?	Unit 4: Week 3 How are kids around the world different? Week 4: How can we understand Nature? Week 5: What excites us about nature?	Unit 5: Week 1 What do good citizens do? Week 2: How do people get along? Week 3: What do heroes do?		Unit Name or Theme
Enduring Understandings and Performance Indicators	<ul style="list-style-type: none"> - Students able to: follow agreed upon rules for discussion (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 - Ask for clarification and further explanation as needed about the 	<ul style="list-style-type: none"> - Students able to: follow agreed upon rules for discussion (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 - Ask for clarification and further explanation as needed about the 	<ul style="list-style-type: none"> - Students able to: follow agreed upon rules for discussion (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 - Ask for clarification and further explanation as needed about the 	<ul style="list-style-type: none"> - Students able to: follow agreed upon rules for discussion (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 - Ask for clarification and further explanation as needed about the 		Enduring Understandings and Performance Indicators

	<p>topics and texts under discussion</p> <ul style="list-style-type: none"> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recognize and read grade appropriate irregularly spelled words. - Demonstrate understanding of word relationships and nuances in word meanings. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop 	<p>topics and texts under discussion</p> <ul style="list-style-type: none"> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recognize and read grade appropriate irregularly spelled words. - Demonstrate understanding of word relationships and nuances in word meanings. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop 	<p>topics and texts under discussion</p> <ul style="list-style-type: none"> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recognize and read grade appropriate irregularly spelled words. - Demonstrate understanding of word relationships and nuances in word meanings. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop 	<p>topics and texts under discussion</p> <ul style="list-style-type: none"> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Recognize and read grade appropriate irregularly spelled words. - Demonstrate understanding of word relationships and nuances in word meanings. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop 		
--	--	--	--	--	--	--

	<p>points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. - 	<p>points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
Essential	<ul style="list-style-type: none"> - Studnets will learn how does weather affect us? 	<ul style="list-style-type: none"> - Students will learn, what makes different 	<ul style="list-style-type: none"> - Students will learn how two celebrations can be celebrated in 	<ul style="list-style-type: none"> - Students will learn what do good citizens do? 		Essential

<p>Questions</p>	<ul style="list-style-type: none"> - How do tornados affect people's lives? - How to identify the conclusion at the end of stories? - How stormy weather affects people and places? - Students will learn different kinds of wild weather and safety tips. - What kind of weather tools do meteorologist use to predict weather? - How do children express themselves? - How students in a chorus express themselves? - How do people express themselves through music? 	<ul style="list-style-type: none"> parts of the world different? - What makes Alaska unique? - Students will learn about a special place in Africa, called the savanna. - Students will learn, how does the earth change? - Students will learn how to connect the text using cause and effect? - How do volcanoes change the earth? - Students will continue learning about different properties of volcanoes. - Students will continue to answer comprehension questions using text evidence questions. - How do wildfires happen? 	<ul style="list-style-type: none"> the U.S. and China. - How they are similar and different living in the United States and Mexico? - Continue the reading and see the differences and similarities between the two cousins. - Students will finish the story and answer comprehension questions. - Students will read about games played by children all around the world. - How can we understand nature? - Students will read about a new genre and how the sun and moon live in the sky? 	<ul style="list-style-type: none"> - How to summarize facts and important events. - Students will read about a class that learns about voting and elections. - Students will continue reading how Grace is a good citizen at her school. - Finish reading and answer comprehension questions. - How do people get along? - Students will read how a girl has a problem on the soccer field and how does she solve her problem. - How does a sister learn different ways to get along with her baby brother? - How do students work together to stop bullying? 		<p>Questions</p>
------------------	---	---	---	---	--	------------------

		<ul style="list-style-type: none"> - How do ocean waves cause erosion? 	<ul style="list-style-type: none"> - How did the beetle get its bright colors? - Students will answer comprehension questions based on a Brazil folktale. - How a finch received its colors and see the similarities and differences between the two folktales. - What excites us about nature? - Students to continue learning about poetry and the literary elements. - Read a poem on how poets describe things in nature. read a poem on how poets describe things in nature. - Students will continue learning about poetry and the 	<ul style="list-style-type: none"> - What do heroes do in their daily jobs. - Students will read about a man who took action to improve the lives of others. - Students will learn how to summarize the story using key details + making a chart. - Students will read about a brave woman who became the first African America pilot. - Students will continue reading the story on how Bessie became a pilot. - How can we protect earth? 		
--	--	---	---	---	--	--

			<p>literary elements.</p> <ul style="list-style-type: none"> - How poems express what we love about the rain. 			
Activities/Content	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> • Do graphic organizers • Pair and share • Brainstorm Ideas • Describing illustrations • Using vocabulary in context <ul style="list-style-type: none"> • Go over story words <ul style="list-style-type: none"> • Your turn questions • Venn Diagrams • Model: Retelling parts of the story • Review genres • Write about reading • Main idea + detail chart • Preview + predict questions • What is a thermometer? 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> • Do graphic organizers • Pair and share • Children will read several poems and analyze it. • Find the differences between the poems. • Brainstorm Ideas • Describing illustrations • Using vocabulary in context <ul style="list-style-type: none"> • Go over story words <ul style="list-style-type: none"> • Your turn questions • Venn Diagrams compare and contrast a rainforest (Tropical & Temperate) 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> • Do graphic organizers • Pair and share • Children will read several poems and analyze it. • Find the differences between the poems. • Brainstorm Ideas • Describing illustrations • Using vocabulary in context <ul style="list-style-type: none"> • Go over story words <ul style="list-style-type: none"> • Your turn questions • Compare and contrast • Model: Retelling parts of the story • Review genres 	<p>Students will be able to ask and answer questions.</p> <ul style="list-style-type: none"> • Do graphic organizers • Pair and share • Children will read several poems and analyze it. • Find the differences between the poems. • Brainstorm Ideas • Describing illustrations • Using vocabulary in context <ul style="list-style-type: none"> • Go over story words <ul style="list-style-type: none"> • Your turn questions • Compare and contrast • Model: Retelling parts of the story • Review genres 	Activities/Content	

	<ul style="list-style-type: none"> • Look at weather tools and identifying them. • Identify what kind of instruments a chorus uses • Read a bar graph 	<ul style="list-style-type: none"> • Compare and contrast • Model: Retelling parts of the story • Review genres • Write about reading (writing entry) • Compound words 	<ul style="list-style-type: none"> • Write about reading (writing entry) • Compound words • Make poems • Graphic organizers on differences and similiters between two cousins and countries 	<ul style="list-style-type: none"> • Write about reading (writing entry) • Compound words • Make poems • Graphic organizers on differences and similiters between two cousins and countries 		
Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Students will be doing Text Evidence • Weekly assessments based on the readings 	<ul style="list-style-type: none"> • Students will be doing Text Evidence • Weekly assessments based on the readings • Summary 	<ul style="list-style-type: none"> • Students will be doing Text Evidence • Weekly assessments based on the readings • Summary 	<ul style="list-style-type: none"> • Students will be doing Text Evidence • Weekly assessments based on the readings • Summary 		Assessments (Formative and Summative)
Textbook (Chapters/pages)	<p>Teacher edition textbooks Reading/writing textbook Textbook Unit 3: Week 4 Unit 3: Week 5 Literature Anthology</p>	<p>Teacher edition textbooks Reading/writing textbook Textbook Unit 4: Week 1 Unit 4: Week 2 Literature Anthology</p>	<p>Teacher edition textbooks Reading/writing textbook Textbook Unit 4: Week 3 Unit 4: Week 4 Unit: 4 Week 5 Literature Anthology</p>	<p>Teacher edition textbooks Reading/writing textbook Textbook Unit 5: Week 1 Unit 5: Week 2 Unit 5: Week 3 Literature Anthology</p>		Textbooks (Chapters/pages)

Time Frame	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working in groups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working in groups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working in groups: 5 mins</p>	<p>Do now: 5 mins Activity make connections Discussing Genre: 5 mins Modeling Text evidence: 15 mins Sentences/Comprehension/ Grammar: 10 mins Working in groups: 5 mins</p>		
Resources	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htm https://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htm https://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htm https://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>	<p>https://connected.mcgraw-hill.com/connected/login.do Graphic organizers Main idea charts http://www.2ndgradeworksheets.net/freelanguageworksheets.htm https://www.k5learning.com/free-grammar-worksheets/second-grade-2</p>		Resources