Curriculum Map -(Subject) (Teacher) (Grade Level)

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	
Unit Name or Theme						Unit Name or Theme
or.	Friends and Family	Community Heroes	Let's Create	Better Together	Growing and Changing	me me
ı	RI.2.2, RL.2.1	RI.2.2, R.CCR.1, RL.2.2,	RI.2.6, R.CCR.3, RI.2.8	RL.2.7,RL.2.9, RI.2.3,	Foundational Skills- RF2.3,	
	Foundational Skills- RF2.3,	RI.2.3	Foundational Skills- RF2.3,	RL.2.1	RF2.4 Writing-	
	RF2.4	Foundational Skills- RF2.3,	RF2.4 Writing-	Foundational Skills- RF2.3,	W.2.1, W.2.5, W.2.6,	
10	Writing- W.2.3, W.2.5,	RF2.4 Writing-	W.2.1, W.2.2, W.2.5,	RF2.4 Writing-	W.2.8 Speaking and	-
ards	W.2.8	W.2.3, W.2.5, W.2.8	W.2.8 Speaking and	W.2.2, W.2.5, W.2.7,	Listening- 2.1, 2.2., 2.3,	.ocn
and	Speaking and Listening-	Speaking and Listening-	Listening- 2.1, 2.2., 2.3,	W.2.8 Speaking and	2.4, 2.6 Language-	ıs St
Focus standards	2.1, 2.2, 2.3, 2.4, 2.6	2.1, 2.2., 2.3, 2.4, 2.6	2.4, 2.6 Language - L.2.1f,	Listening- 2.1, 2.2., 2.3,	L.2.1c,L.2.1f, L.2.1g, L.2.2c,	Focus Standards
Foci	Language- L.2.1f, L2.2d,	Language- L.2.1a,	L.2.1g, L.2.2d, L2.2e, L.2.3,		L.2.2d, L2.2e, L.2.3, L.2.4a,	ards
	what details help you	How did the setting and	How did summarizing the	,	_	
al ons	describe the character's	characters affect the	ideas in the selection help	the story and how was it	main idea of this	Essential Questions
Essential Questions	traits, motivations, and	events in the story?"	you retell in logical	solved?" "What do the	selection?" "How is main	
Ess	feelings?" "What happens	"What details can you reading- I can use what I	sequence?" "Why did the	illustrations tell about the Reading - 1 can identify	idea different from topic" Reading- Tran find the	tial ons
ts	and pictures to help me	learn from pictures and	main idea." "I can	the problem and solution	main idea in a selection."	st
l can statements	tell the characters, setting,	'	understand what the	in a story." "I can use	can retell a story in correct	l can statements
an ater				,	,	l ca
Sti	and plot." "I can find and	understand the	author is trying to teach	what I learn from pictures	order." "I can tell who,	an
	pages, guided reading	pages, guided reading	pages, guided reading	pages, guided reading	pages, guided reading	
ies	groups, teacher	groups, teacher	groups, teacher	groups, teacher	groups, teacher	Ass
Assessment Strategies Formative	observation, exit tickets.	observation, exit tickets.	observation, exit tickets.	observation, exit tickets.	observation, exit tickets.	ess
	Foundational skills-	Foundational skills-	Foundational skills-	Foundational skills-	Foundational skills-	Assessment Strategies Formative
	Phonics pages, spelling	Phonics pages, spelling	Phonics pages, spelling	Phonics pages, spelling	Phonics pages, spelling	ıt St Fo
essmen mative	centers/activities/menus,	centers/activities/menus,	centers/activities/menus,	centers/activities/menus,	centers/activities/menus,	Strategies Formative
Asse Forr	word sorts, manipulatives,	word sorts, manipulatives,	word sorts, manipulatives,	word sorts, manipulatives,	word sorts, manipulatives,	gies itive

Assessment Strategies Summative	assessment, theme test Foundational skills weekly test and review tests Writing- final draft, theme test writing piece Language- Unit review	assessment, theme test Foundational skills weekly test and review tests Writing- final draft, theme test writing piece Langauge- Unit review	assessment, theme test Foundational skills weekly test and review tests Writing- final draft, theme test writing piece Language- Unit review	assessment, theme test Foundational skills weekly test and review tests Writing- final draft, theme test writing piece Language- Unit review	assessment, theme test Foundational skills weekly test and review tests Writing-final draft, theme test writing piece Language- Unit review	Assessment Strategies Summative
	large and small group discussion, guided reading groups. Foundational Skills- guided groups, Smartboard activities, review games, centers, direct instruction, partners, Writing-	Reading- pre-reading activities, vocabulary instruction, partner reading, direct instruction, large and small group discussion, guided reading groups. Foundational Skills- guided groups, Smartboard activities, review games, centers, direct instruction, partners, Writing-explicit teaching of writing	large and small group discussion, guided reading groups. Foundational Skills- guided groups, Smartboard activities, review games, centers, direct instruction, partners, Writing- explicit teaching	Reading- pre-reading activities, vocabulary instruction, partner reading, direct instruction, large and small group discussion, guided reading groups. Foundational Skills- guided groups, Smartboard activities, review games, centers, direct instruction, partners, Writing- explicit teaching of writing process, guided	reading, direct instruction,	
(s)	process, guided groups, partner work, peer editing, Speaking		groups, partner work,	groups, partner work, peer editing, Speaking and Listening-	process, guided groups, partner work, peer editing, Speaking	Īī
instructional Strategies (activities)	and Listening- teacher modeling, small and large group discussions, read aloud opportunities Language- Smartboard activites, guided groups,	teacher modeling, small and large group discussions, read aloud opportunities Language - Smartboard activites, guided groups, centers,	teacher modeling, small and large group discussions, read aloud opportunities Language- Smartboard activites, guided groups,	teacher modeling, small and large group discussions, read aloud opportunities Language- Smartboard activites, guided groups,	and Listening- teacher modeling, small and large group discussions, read aloud opportunities Language- Smartboard activites, guided groups,	Instructional Strategies (activities
Instruct	centers, direct instruction, teacheer modeling	direct instruction, teacheer modeling	centers, direct instruction, teacheer modeling	centers, direct instruction, teacheer modeling	centers, direct instruction, teacheer modeling	tivities)

	neaumg- character,	neaumg- character,	neaumg- mam idea,	neaumg- cause/emect,	neaumg- conclusion,	
Academic Vocabulary	setting, main idea, details,	setting, main idea, details,	details, summary, author's	illustration, sequence	sequence, time-order	
	beginning, middle, end,	beginning, middle, end,	purpose, answer, explain,	words, time-order words,	words, main idea,	
	prediction Foundational	prediction, cause and	describe, cause/effect,	reality, fantasy.	summary, inference,	∨
	Skills- vowel, consonant	effect, inference, schema,	fact, conclusion,	Foundational Skills-	Foundational Skills-	cade cabu
Acad	Language- subject,	compare, contrast	Foundational Skills-	compounds, blends,	contractions, endings,	Academic Vocabulary
		groups contar work DEAD	groups contar work DEAD		groups, center work, DEAR	
		-			-	
Differentiation	time (reading just right	time (reading just right	time (reading just right	time (reading just right	time (reading just right	Differentiation Interventions
entik	books) Differentiated	books) Differentiated	books) Differentiated	books) Differentiated	books) Differentiated	rent erve
ffere	worksheets, partner and	worksheets, partner and	worksheets, partner and	worksheets, partner and	worksheets, partner and	ifferentiation Interventions
<u> </u>	small group work.	small group work.	small group work.	small group work.	small group work.	ns ns
	and 3), guided reading	and 3), guided reading	and 3), guided reading	and 3), guided reading	and 3), guided reading	
l uo	groups, project based	groups, project based	groups, project based	groups, project based	groups, project based	₽.
Differentiation Extensions	learning Foundational	learning Foundational	learning Foundational	learning Foundational	learning Foundational	Differentiation Extensions
ren: nsio	skills- word work	skills- word work	skills- word work	skills- word work	skills- word work	entia tens
Diffe Exte	activities, Tier 2/Tier 3	activities, Tier 2/Tier 3	activities, Tier 2/Tier 3	activities, Tier 2/Tier 3	activities, Tier 2/Tier 3	ation
						VI 2
	Reading- McGraw Hill	Reading- McGraw Hill	Reading- McGraw Hill	Reading- McGraw Hill	Reading- McGraw Hill	
	"Treasures" anthology,	"Treasures" anthology,	"Treasures" anthology,	"Treasures" anthology,	"Treasures" anthology,	
	guided reading books, and	guided reading books, and	J	guided reading books, and	guided reading books, and	
	online resources,	online resources,	online resources,	online resources,	online resources,	
	powerpoints,	powerpoints,	powerpoints,	powerpoints,	powerpoints,	
	Foundational Skills-	Foundational Skills-	Foundational Skills-	Foundational Skills-	Foundational Skills-	_
sed	Modern Curriculum Press	Modern Curriculum Press	Modern Curriculum Press	Modern Curriculum Press	Modern Curriculum Press	rim
		Phonics Level B Writing-		Phonics Level B Writing-	Phonics Level B Writing-	ary
teri	online sources	online sources	online sources	online sources	online sources	Sou
(Mat	(organizers), mentor texts,	(organizers), mentor texts,		(organizers), mentor texts,	(organizers), mentor texts,	rces
ces	powerpoints Language-	powerpoints Language-	powerpoints Language-	powerpoints Language-	powerpoints Language-	Primary Sources (Materials Used)
Primary Sources (Materials Used)	Macmillan/McGraw Hill	Macmillan/McGraw Hill	Macmillan/McGraw Hill	Macmillan/McGraw Hill	Macmillan/McGraw Hill	ateri
ary S	Language Arts, online	Language Arts, online	Language Arts, online	Language Arts, online	Language Arts, online	als I
rima	resources	resources	resources	resources	resources	Jsec
	i Cadul Cea	i Cadul Cea	i Cources	resources	i Cadul Cea	≚

Curriculum Map

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	Theme 6	March	April	May	
Unit Name or Theme	The World Around Us				Unit Name or Theme
	RL.2.10 Foundational				
	Skills- RF2.3, RF2.4				
	Writing- W.2.1, W.2.5,				
	W.2.6, W.2.8				_
	Speaking and Listening-				-ocu
	2.1, 2.2., 2.3, 2.4,2.5, 2.6				Focus Standards
	Language- L.2.1e,L.2.1f,				anda
	L.2.1g, L.2.2d, L2.2e, L.2.3,				ards
	Reading- why did the				
ial	author write the story?"				Es Que
Essential Questions	"How is the main idea				Essential Questions
Ess	different from the topic?" Reading- 1 can understand				tial ons
ıts	what the author is trying				sta
mer	to teach me." "I can				aten
l can statements	compare and contrast				l can statements
<u> </u>	guided reading groups,				s n
S	teacher observation, exit				,
Assessment Strategies Formative	tickets.				\sse
	Foundational skills-				ssm
					ent
	Phonics pages, spelling				Stra Forr
sess	centers/activities/menus,				Assessment Strategies Formative
As Fo	word sorts, manipulatives,				ies ve

				
	assessment, theme test			
Assessment Strategies Summative	Foundational skills			Ass
	weekly test and review			essi
Str	tests			nen
nent	Writing- final draft, theme			t Str Sum
essn	test writing piece			Assessment Strategies Summative
Asso	Language-Unit review test			gies tive
	Reading- pre-reading			
	activities, vocabulary			
	instruction, partner			
	reading, direct instruction,			
	large and small group			
	discussion, guided reading			
	groups. Foundational			
	Skills- guided groups,			
	Smartboard activities,			
	review games, centers,			
	direct instruction,			
	partners,			
	Writing- explicit teaching			
	of writing process, guided			
	groups, partner work, peer			
	editing, Speaking			_
ties	and Listening- teacher			nstr
ctivi	modeling, small and large			ucti
nstructional Strategies (activities)	group discussions, read			onal
	aloud opportunities			Stra
	* *			ateg
	Language- Smartboard			Instructional Strategies (activities)
	activites, guided groups,			acti
	centers, direct instruction,			vitie
<u> </u>	teacheer modeling			(SE

	neading- Character,	T	<u> </u>	1	
Academic Vocabulary	setting, author's purpose,				
	compare, contrast,				
	problem, solution,				
	cause/effect,				cade
Acad	Foundational Skills- vowel				Academic Vocabulary
	groups, center work, DEAR				
_					
Differentiation Interventions	time (reading just right				Differentiation Interventions
entik enti	books) Differentiated				rent
ffere	worksheets, partner and				oifferentiation Interventions
io ii	small group work.				ns
	and 3), guided reading				
uo	groups, project based				豆
tiati	learning Foundational				fere Ext
eren	skills- word work				Differentiation Extensions
Differentiation Extensions	activities, Tier 2/Tier 3				tion
	Reading- McGraw Hill				
	"Treasures" anthology,				
	guided reading books, and				
	online resources,				
	powerpoints,				
	Foundational Skills-				P
Jsec	Modern Curriculum Press				rima
ials	Phonics Level B Writing-				ary S
Primary Sources (Materials Used)	online sources				ourc
	(organizers), mentor texts,				Primary Sources (Materials Used)
rces	powerpoints Language-				Mat
Sou	Macmillan/McGraw Hill				:eria
lary ;	Language Arts, online				ls U
Prin	resources				sed)