

GRADE: 2	<b>GENRE/UNIT OF STUDY:</b> American History (2 texts/same topic standard) (historical text standard)
# of weeks: NOVEMBER	Quarter: 2
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> 1) What is history? 2) Why do we study history? 3) How does retelling help us as readers? 4) How do we figure out author purpose?	
<b>CC READING #:</b> RL.2.7a,b,c, RI. 2.3, RI.2.9a, RI.2.9b	
<b>WRITING FOCUS:</b> informative explanatory piece (see topics), Group research poster board for example: different Native American tribes or different inventions <b>CC WRITING:</b> W.2.2, W.2.7a, W.2.7b, W2.5	
<b>LANGUAGE:</b> L.2.5b, L2.4a, L2.1b	
<b>CC SPEAKING/LISTENING #:</b> SL.2.2, SL2.1b	
<b>CC READING FOUNDATION #:</b> RF.2.3c	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> (see formative assessment handout) 1) Credit cards 2) Quick Doodles 3) Observation during guided reading of RF2.3c (sounding out 2 syllable words with long vowels) <b>SUMMATIVE ASSESSMENTS (GRADED):</b> <b>Weekly:</b> Vocabulary quiz, reading response <b>Monthly:</b> Common Assessment	

### STAGE 3: LEARNING PLAN

**TOPICS:** Native Americans (emphasis), Pilgrims, pioneers, inventions

**ACADEMIC VOCABULARY:** determine, central message, moral, compare, contrast, points, describe, history

**COMPREHENSION STRATEGY #1:** recalling

**COMPREHENSION STRATEGY #2(OPTIONAL):**

**READING RESPONSE FOCUS:** Students will write about characters in a text and how they act. Students will compare and contrast two texts on a topic.

**POSSIBLE FICTION TEXTS: (50%)** The Quilt Story, Molly's Pilgrim, Samuel Eaton's Day, Sarah Morton's Day, Two Bad Pilgrims, The Patchwork Quilt, The Pilgrims and Me,

**POSSIBLE NONFICTION TEXTS: (50%)** SS text, various nonfiction titles (*Ex.POP! The History of How Gum Was Invented & matching passage*), Life in a Tepee, The Pilgrims at Plymouth, The Pilgrims' First Thanksgiving, Squanto's Journey

GRADE: 2 GENRE/UNIT OF STUDY: Folktales & Traditional holiday stories
Length: DECEMBER      Quarter: 2
<b>STAGE 1: DESIRED RESULTS</b>
<b>UNIT QUESTIONS:</b> 1) What is a tradition? 2) What is a folktale?
<b>CC READING #:</b> RL2.2a, RL2.3
<b>WRITING FOCUS:</b> Narrative letter to Santa <b>CC WRITING:</b> W2.3a (letter greeting, body, closing), W2.5
<b>LANGUAGE:</b> L.2.4a, L.2.1b, L2.5b, L2.2b (letter closing)
<b>CC SPEAKING/LISTENING #:</b> SL.2.2, SL2.1b
<b>CC READING FOUNDATION #:</b> RF2.3c
<b>STAGE 2: ASSESSMENT EVIDENCE</b>
<b>ONGOING FORMATIVE ASSESSMENTS:</b> (see formative assessment handout) 1) Postcard 2) Observation during guided reading of RF2.3C (sounding out 2 syllable words with long vowels) <b>SUMMATIVE ASSESSMENTS (GRADED):</b> <b>Weekly:</b> Vocabulary quiz, reading response <b>Monthly:</b> Common Assessment
<b>STAGE 3: LEARNING PLAN</b>
<b>TOPICS:</b> holiday traditions around the world
<b>ACADEMIC VOCABULARY:</b> tradition, folktale, greeting, body, closing
<b>COMPREHENSION STRATEGY #1:</b> Visualizing
<b>COMPREHENSION STRATEGY #2:</b> Connecting

**COMPREHENSION STRATEGY #2:** \*Retelling (aligned to standard)

**READING RESPONSE FOCUS:** Students will draw visuals, retell, and make connections to show comprehension.

**POSSIBLE FICTION TEXTS:** Folktales, A Letter to Santa Claus, various holiday titles, The Legend of the Evergreen, The Legend of the Poinsettia, The Legend of Old Befana, Strega Nona's Gift,

**POSSIBLE NONFICTION TEXTS:** Scholastic News-holiday edition, various nonfiction, holiday titles