

GRADE: 2	GENRE/UNIT OF STUDY: Polar Areas
# weeks/month: January	Quarter: 3
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ol style="list-style-type: none"> 1) What is a polar area? 2) Where are polar areas? 3) What lives in polar areas? 4) How do text features help us understand a text? 5) What is a paragraph? 	
CC READING #: RI.2.1a,b, RI.2.5, RI.2.9a,b (include: 2 texts/same topic standard)	
WRITING FOCUS: paragraphs individually or partners TYPED ON COMPUTER	
CC WRITING: W.2.2, W.2.6, W.2.8, W.2.5	
LANGUAGE: L.2.4b, L.2.4c, L.2.4e, L.2.2c, L.2.2e (*repeated in biography unit)	
CC SPEAKING/LISTENING #: SL.2.1b, SL.2.3, SL.2.1c	
CC READING FOUNDATION #: RF.2.3b, RF.2.3d	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout)	
<ol style="list-style-type: none"> 1) We're going where? 2) White boards 	
SUMMATIVE ASSESSMENTS (GRADED):	
Weekly: Vocabulary quiz, reading response	
Monthly: Common Assessment	
STAGE 3: LEARNING PLAN	
TOPICS: Polar animals, polar people, polar explorers, polar land, polar weather/climate	

ACADEMIC VOCABULARY: text features, captions, bold print, subheadings, glossary, index, electronic menu, table of contents ******(review terms-compare, contrast, key details), prefix, suffix, root word, pronoun, irregular verbs, apostrophe, contraction, possessives, tundra, arctic, Antarctica, polar

COMPREHENSION STRATEGY #1: Monitoring

COMPREHENSION STRATEGY #2: *Questioning-standard aligned

COMPREHENSION STRATEGY #3: Analyzing-author's craft *(text structures), purpose, point-of-view

READING RESPONSE FOCUS: Students will generate questions (on post-its) during and after reading to show comprehension, students will use text features to aid comprehension, possible use of post-its to show monitoring

POSSIBLE FICTION TEXTS: Pink, Tacky the Penguin, Mr. Popper's Penguins,

POSSIBLE NONFICTION TEXTS: *2 texts/same topic, Polar Lands *B.A.W.*, See How They Grow Penguins, Where Do Polar Bears Live, Polar Animals, Alfie the Apostrophe, A is for Musk Ox

GRADE: 2	GENRE/UNIT OF STUDY: Biography
# weeks/month: February	Quarter: 3
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS: 1) What is a biography 2) Why do authors write biographies?	
CC READING #: RI2.1a,b (review) RI2.9 (2 texts/same topic), RI2.6	
WRITING FOCUS: Oral, shared research with notes CC WRITING: W2.7, W2.5	
LANGUAGE: L2.1c, L2.1d, (L2.2c, L2.4b, L2.4c, L2.4e *Theses are repeats from Polar unit)	
CC SPEAKING/LISTENING #: SL2.4, SL2.3, SL2.1c	
CC READING FOUNDATION #: RF2.3b, RF2.3d	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout) 1) The Element of Surprise 2) Every Pupil Responds SUMMATIVE ASSESSMENTS (GRADED): Weekly: Vocabulary quiz, reading response Monthly: common assessment	
STAGE 3: LEARNING PLAN	
TOPICS: Black history, presidents	
ACADEMIC VOCABULARY: biography, identify, prefix, suffix, root word, pronoun, irregular verbs, apostrophe, contraction, possessives	
COMPREHENSION STRATEGY #1: Evaluating	

COMPREHENSION STRATEGY #2: Synthesizing

READING RESPONSE FOCUS: Students will focus on new "aha" moments after reading different texts on same topic, students will evaluate (determine importance, weigh values, make judgments) text.

POSSIBLE FICTION TEXTS: N/A

POSSIBLE NONFICTION TEXTS: 2 texts/same topic, historical texts, The Story of Ruby Bridges, Martin Luther King and the March on Washington, Young Martin Luther King Jr. Martin's Big Words, I Have a Dream, March On! The Day My Brother Martin Changed the World, My First Biography Martin Luther King Jr., My First Biography Harriet Tubman, Young Rosa Parks, A Picture Book of..., So You Want to Be President?, Mr. Lincoln's Whiskers, A. Lincoln and Me, Lincoln: A Photobiography, Abe Lincoln's Hat, Young Abraham Lincoln, Eat My Dust