

GRADE: 2	GENRE/UNIT OF STUDY: Biological Evolution (Next Generation Science Standards 2LS4)
# weeks/month: March	Quarter: 3/4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS: What is a habitat? What makes a habitat? What are different characteristics of some habitats? What adaptations do living things need to live in different habitats? How many types of living things live in a space?	
CC READING #: RI2.7, RI2.8, RL2.1 a, RL2.1b, RI.2.1a, RI.2.1b	
WRITING FOCUS: Students research a habitat and create one or more of the following: brochure, post card, animal menu, zoo map (directions), program, directions to your habitat CC WRITING: W2, W7, W8	
LANGUAGE: L2.6, L2.4a	
CC SPEAKING/LISTENING #: SL2.2, SL2.3	
CC READING FOUNDATION #: RF2.4a	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout) 1) Word Sort 2) Handprint SUMMATIVE ASSESSMENTS (GRADED): Weekly: Vocabulary quiz, reading response Monthly: Common Assessment	
STAGE 3: LEARNING PLAN	

TOPICS: Weekly habitat study including plants, animals, characteristics of each. Habitats to cover: oceans, desert, rain forest (any order). Students conduct an investigation to compare habitats or track data on live, online habitats. Emphasis on diversity of living things.

ACADEMIC VOCABULARY: habitat, characteristics

COMPREHENSION STRATEGY #1: Recalling/Summarizing

COMPREHENSION STRATEGY #2(OPTIONAL): Inferring (draw conclusions)

READING RESPONSE FOCUS: See strategies above

POSSIBLE FICTION TEXTS: Big Al, Afternoon on the Amazon (Magic Tree House), The Great Kapok Tree, In the Greenhouse, The Umbrella, Pinduli

POSSIBLE NONFICTION TEXTS: scientific text on habitats, technical text (travel directions, menus, brochures, zoo maps)

GRADE: 2	GENRE/UNIT OF STUDY: Poetry & Song
# weeks/month: 1 st 3 weeks of April	Quarter: 4
Extended text: NA	Short text: NA
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ol style="list-style-type: none"> 1) What makes poems different than other types of writing? 2) How does visualizing a poem help us understand it? 3) How does inferring from a poem help us understand it? 4) How do poets create rhythm in their poems? 5) How do poets create meaning in their poems? 	
CC READING #: RL.2.4a, RL.2.4b	
WRITING FOCUS: Writing a poem	
CC WRITING: W2.3b,c,d ONLY, W2.6, W2.5	
LANGUAGE: L2.1e, L2.1f, L2.2d, L2.6	
CC SPEAKING/LISTENING #: SL2.5, SL2.2	
CC READING FOUNDATION #: RF2.3e, RF2.3f	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout)	
<ol style="list-style-type: none"> 1) Gallery Walk 2) Muddiest Point 	
SUMMATIVE ASSESSMENTS (GRADED):	
Weekly: Vocabulary quiz, reading response	
Monthly: common assessments	
STAGE 3: LEARNING PLAN	
TOPICS: N/A	

ACADEMIC VOCABULARY: adjectives, adverbs, compound sentence, simple sentence, inferring, stanza, rhythm, line

COMPREHENSION STRATEGY #1: Visualizing

COMPREHENSION STRATEGY #2: Inferring

READING RESPONSE FOCUS: Students will draw pictures and use text clues to make inferences to show comprehension.

POSSIBLE FICTION TEXTS:

Dickinson, Emily. "Autumn."

Rossetti, Christina. "Who Has Seen the Wind?"

Millay, Edna St. Vincent. "Afternoon on a Hill."

Frost, Robert. "Stopping by Woods on a Snowy Evening."

Field, Rachel. "Something Told the Wild Geese."

Hughes, Langston. "Grandpa's Stories."

Jarrell, Randall. "A Bat Is Born."

Giovanni, Nikki. "Knoxville, Tennessee."

Merriam, Eve. "Weather."

Soto, Gary. "Eating While Reading."

Sharon Creech, "Love That Dog"

"A My Name is Alice"

Shel Silverstein, "Sick"

Shel Silverstein poems

Bruce Lansky poems

Aileen Fisher poems

Langston Hughes poems

Robert Frost poems

Emily Dickinson poems

Fountas & Pinnell Sing a Song of Poetry Resource Book

Being a Writer, Poetry Unit

POSSIBLE NONFICTION TEXTS: Applicable nonfiction poems

GRADE: 2	GENRE/UNIT OF STUDY: Fables
# weeks/month: 2 wks.—last week/April & 1 st week/May	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ol style="list-style-type: none"> 1) What is a fable 2) What is a moral? 3) How does a reader infer the moral of a fable? 4) How are character responses important to the story? 	
CC READING #: RL2.2b, RL2.3	
WRITING FOCUS: Opinion piece: Favorite fable	
CC WRITING: W2.1	
LANGUAGE: L2.1e, L2.1f, L2.2d, L2.6	
CC SPEAKING/LISTENING #: SL2.2	
CC READING FOUNDATION #: RF2.3e, RF2.3f	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout)	
1) One Minute Essay	
SUMMATIVE ASSESSMENTS (GRADED):	
Weekly: Vocabulary quiz, reading response	
Monthly: common assessment	
STAGE 3: LEARNING PLAN	
TOPICS: N/A	
ACADEMIC VOCABULARY: adjectives, adverbs, compound sentence, simple sentence, fable, moral, inferring	
COMPREHENSION STRATEGY #1: Inferring (moral)	

COMPREHENSION STRATEGY #2: Visualizing

COMPREHENSION STRATEGY #2: Connecting (text-to-self)

READING RESPONSE FOCUS: Students will be visualizing, connecting and inferring the moral to show understanding.

POSSIBLE FICTION TEXTS: The Rabbit and the Turtle; Aesop's Fables, retold (Eric Carle), Reading A-Z

POSSIBLE NONFICTION TEXTS: N/A

GRADE: 2	GENRE/UNIT OF STUDY: Fairytales
# weeks/month: last 3 weeks of May	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ol style="list-style-type: none"> 1) How is a fairytale different than a fable or other stories? 2) How does dialogue affect a fairytale or any story? 3) How does point-of-view affect a fairytale? 	
CC READING #: (include multiple version standard) RL.2.9a, RL.2.9b, RL.2.6a, RL.2.6b	
WRITING FOCUS: 1) Letter to fairytale character, 2) Opinion piece on which point-of-view/side they think is right	
CC WRITING: W.2.3a (greeting, body, closing), W.2.3b,c, d, W.2.1	
LANGUAGE: L.2.2b, L.2.1e, L.2.2d, L.2.6	
CC SPEAKING/LISTENING #: None	
CC READING FOUNDATION #: RF.2.3e, RF.2.3f	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: (see formative assessment handout)	
<ol style="list-style-type: none"> 1) ABC Summaries 2) Jeopardy 	
SUMMATIVE ASSESSMENTS (GRADED):	
Weekly: Vocabulary quiz, reading response	
Monthly: common assessment	
STAGE 3: LEARNING PLAN	
TOPICS: NA	
ACADEMIC VOCABULARY: greeting, closing, adjectives, adverbs, compound sentence, simple sentence, point-of-view, dialogue, version	

COMPREHENSION STRATEGY #1: Analyze-compare and contrast

COMPREHENSION STRATEGY #2: Synthesizing-develop new perspective with various versions of fairy tale

COMPREHENSION STRATEGY #3: Recalling-basic fairytale knowledge

READING RESPONSE FOCUS: Students will compare and contrast multiple versions of the same fairytale, students will synthesize across texts, students will recall basic, classic fairytale facts.

POSSIBLE FICTION TEXTS: multiple versions of a fairytale, Once Upon A Cool Motorcycle Dude, various classic fairy tales, Tricia Speed-Shasken titles

POSSIBLE NONFICTION TEXTS: N/A