Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Aug. 14- Aug. 23		First Days - Community Building/Procedures and Routines	
U 1 Week 1 Aug. 26 - Sept. 6 (2 weeks)	**2.RC.2**	I can recount the begining, middle, and end of stories.	How Many Stars in the Sk
	2.RC.7	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	Phonics/ Vocabulary
	2.RF.2	I can apply knowledge of short and long vowels.	
	2.RC.12	I can identify relationships among words. (syn/ant, multmeaning words)	
	2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that include a beginning, use words to signal event order (e.g., first of all)., and provide details to describe actions, thoughts, and feelings, and provideanending.	
	2.W.7d	I can write complete simple sentences.	
U 1 Week 2 Sept. 9 - Sept. 20 (2 weeks)	**2.RC.2**	I can recount the begining, middle, and end of stories.	Maybe Something Beautif
	2.RC.3	I can describe how characters respond in a story.	Phonics/Vocabulary
	2.RC.5	I can find differences in the points of views of characters.	
	2.RC.7	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	
	2.RF.2	I can apply knowledge of short and long vowels.	
	2.RC.12	I can identify relationships among words. (syn/ant, multmeaning words)	
	2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that include a beginning, use words to signal event order (e.g., first of all)., and provide details to describe actions, thoughts, and feelings, and provideanending.	
	2.W.7a	Subject and Predicate: Nouns/Pronouns- Writing sentences that include common and proper nouns	
End of Grading Period			
U 1 Week 3 Sept. 23 - Sept. 27	**2.RC.7**	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	from Places We Go
	2.RC.12	I can identify relationships among words. (syn/ant, multmeaning words)	Phonics/ Vocabulary
	2.RC.1	I can ask/answer questions to demonstrate understanding of main idea/key details.	
	2.RC.3	I can describe how characters respond in a story.	
	2.RC.5	I can find differences in the points of views of characters.	
	2.W.7d	I can write complete compound sentences	
U1 Week 4 Sept. 30 - Oct. 4	**2.RC.12**	I can identify relationships among words. (syn/ant, multmeaning words)	Poetry
	2.RC.1	I can ask and answer questions to demonstrate understanding	Phonics/Vocbulary
	2.RC.3	I can describe how characters in a story respond to events and how they affect the plot.	
	2.W8b	Correctly use a period, question mark, or exclamation mark at the end of a sentence	
U1 W5 Oct. 7-11	**2.RC.2**	I can recount the begining, middle, and end of stories.	You Can't Climb a Cactus
	2.RC.7	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	Phonics/Vocabulary
	2.RC.12	I can identify relationships among words. (syn/ant, multmeaning words)	
	2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that include a beginning, use words to signal event order (e.g., first of all)., and provide details to describe actions, thoughts, and feelings, and provideanending.	
	2.RC.4	I can describe the structure of a story including the begining and end.	
	2.RC.2	I can recount the begining, middle, and end of stories.	
	2.RF.2	I can apply knowledge of short and long vowels.	

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Week	Indicator	Standard	Assessment
	2.RC.11	I can use context clues and text features to determine the meanings of unknown words.	
	2.V.2.5	I can reference materials to determine the meaning of words and phrases	
U2 W1 Oct. 14-18	**2.RC.1**	I can ask and answer questions to demonstrate understanding	A Green Kid's Guide to W
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Phonics/ Vocabulary
	2.RC.9	I can describe how an author uses facts to support specific points in a text.	
	2.W.7a	I can write sentences that include singular and plural nouns	
	2.RF.3	I can decode multi-syllabic words composed of contractions.	
U2 W2 Oct. 21-25	**2.RC.1**	I can ask and answer questions to demonstrate understanding	A Home on the Prairie
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Phonics/Vocabulary
	2.RC.9	I can describe how an author uses facts to support specific points in a text.	
	2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.	
	2.W.7a	I can spell common irregulary spelled plural nouns	
	2.RF.2	I can apply knowledge of short and long vowels using vowel teams.	
Oct. 28-30 Fall Break *Review			
U2 W3 Nov. 4-15	**2.RC.1**	I can ask and answer questions to demonstrate understanding	The Seasons of Arnold's A
	2.RC.2	I can recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson	Phonics/ Vocabluary
	2.W.7a	I can write sentences that include common and proper nouns	
	2.RF.2	I can apply knowledge of short and long vowels using vowel teams.	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
U2 W3 Nov. 4-15 Conferences	2.RC.1	I can ask and answer questions to demonstrate understanding	The Seasons of Arnold's A
	2.RC.2	I can recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson	Phonics/ Vocabluary
	2.RF.2	I can apply knowledge of short and long vowels using vowel teams.	
	2.W.7a	I can write sentences that include common and proper nouns	
U2 W4 Nov. 18-22	2.RC.3	I can describe how characters in a story respond to major events and how characters affect the plot.	What's in the Egg, Little P
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words	Phonics/ Vocabulary
	2.RC.11	I can use context clues and text features to determine the meanings of unknown words.	
	2.RF.2	I can apply knowledge of short and long vowels using vowel teams.	
	2.W.8.B.2	I can use an apostrophe to form contractions and singular possessive nouns	
Nov. 25&26 *Review Thanksgiving			
U2 W5 Dec. 2-6	2.RC.7	I can use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and c	Amazing Migration
	2.RC.9	I can describe how an author uses facts to support specific points in a text	Phonics/ Vocabulary
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
	2.W.7a	I can write sentences with collective nouns	
U3 W1 Dec. 9-13	2.RC.2	I can recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson,	Fables
	2.RC.3	I can describe how characters in a story respond to major events and how characters affect the plot.	Phonics/ Vocabluary
	2.RC.12	I can identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words	
	2.W.4	I can write a narrative including a beginning,a middle and an ending. Provide details to describe actions, thoughts, and feelings, and use temporal words to signal event order (e.g., firs	
	2.W.7b	I can write sentences with present-tense verbs	
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
Dec. 16-20			

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
CHRISTMAS BREAK			
U3 W2 Jan. 6-10 *End of GP	2.RC.1	I can ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	
	2.RF.3	I can decode multisyllabic words composed of base, prefixes, and suffixes	
	2.W.4	I can write a narrative including a beginning,a middle and an ending. Provide details to describe actions, thoughts, and feelings, and use temporal words to signal event order (e.g., firs	
	2.RC.12	I can identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words	The Legend of the Lady S
			Phonics/ Vocabulary
	2.W.7b	I can write sentences that use the past tense of frequently occuring irregular verbs	
U3 W3 Jan. 13-17	2.RC.10	I can compare and contrast the most important points (characters, themes, setting, events) presented by two texts on the same topic.	
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	Phonics/ Vocabulary
	2.W.4	I can write a narrative including a beginning,a middle and an ending. Provide details to describe actions, thoughts, and feelings, and use temporal words to signal event order (e.g., firs	
	2.RC.11	I can use context clues to determine the meanings of unknown words.	Intersteller Cinderella & Cendrillion
	2.W.7b	I can write sentences that use the past tense of frequently occuring irregular verbs	
U3 W4 Jan. 21-24	2.RC.6	I can identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.RC.9	I can describe how an author uses facts to support specific points in a text	Phonics/ Vocabulary
	2.W.4	I can write a narrative including a beginning,a middle and an ending. Provide details to describe actions, thoughts, and feelings, and use temporal words to signal event order (e.g., firs	
	2.RC.12	I can identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words	The Abenaki
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
U3 W5 Jan. 27-31	2.RC.7	I can use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.	
	2.W.4	I can write a narrative including a beginning,a middle and an ending. Provide details to describe actions, thoughts, and feelings, and use temporal words to s	Phonics/ Vocabulary
	2.RC.12	I can identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words	
	2.RF.2	I can apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	My Food, Your Food
	2.W.7c	I can write sentences that use adjectives and adverbs.	
U4 W1 Feb. 3-7	2.RC.1	I can ask and answer questions to demonstrate understanding	Who Says Women Can't be Doctors? Elizabeth Blackwell
	2.RC.8	I can identify a nonfiction text can be structured to compare/contrast to describe a procedure and to explain cause/effect relationship.	
	2.RF.1	I can use knowledge of the six major syllable types.	
	2.W.7c	I can write sentences that use adjectives and adverbs.	
	2.RC.7	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	Building on Nature: Anton

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
U4 W2 Feb. 10-13 *2 weeks	2.RC.9	I can describe how an author uses facts to support specific points in a text.	Phonics/ Vocabulary
	2.RF.1	I can use knowledge of the six major syllable types.	
	2.W.7c	I can write sentences that use adjectives and adverbs.	
U4 W2 Feb. 18-21	2.RC.7	I can use text features to locate key facts/information and explain how they contribute to and clarify a text.	Building on Nature: Anton
	2.RC.9	I can describe how an author uses facts to support specific points in a text.	Phonics/ Vocabulary
	2.RF.1	I can use knowledge of the six major syllable types.	
	2.W.7c	I can write sentences that use adjectives and adverbs.	
U4 W3 Feb. 24-28	2.RC.1	I can ask and answer questions to demonstrate understanding	Garden of Happiness
	2.RC.11	I can use context clues to determine the meanings of unknown words.	
	2.RF.3	I can decode multi-syllabic words composed of suffixes.	
	2.W.8b	I can use commas in dates and letters.	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
March 3-7 IREAD			
U4 W4 March 10-14	2.RC.8	I can identify a nonfiction text can be structured to compare/contrast to describe a procedure and to explain cause/effect relationship.	One Plastic Bag: Isatou C
	2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups	Phonics/ Vocabulary
	2.CC.2	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	
	2.RF.3	I can decode multi-syllabic words composed of prefixes.	
	2.W.7a	I can write sentences that include pronouns.	
U4 W5 March 17-21	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Kids Can be Big Helpers
	2.W.5	Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organi	Phonics/ Vocabulary
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (	
	2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and c	
	2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups	
	2.RF.1	I can use knowledge of the six major syllable types.	
U5 W1 March 24-28	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship. (E)	Introducing Landforms
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension	Phonics/ Vocabulary
	2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and c	
U5 W2 April 7-11 *2 weeks	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship. (E)	How Water Shapes the Ea
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	Phonics/ Vocabulary
	2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
U5 W2 April 14-17	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship. (E)	How Earthquakes Shapes
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	Phonics/ Vocabulary
	2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
End of Grading Period			
U5 W3 April 21-25	2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Where Do they go in the F
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly.	Rain or snow?
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Phonics/Vocabulary
U5 W4 April 28 - May 2	2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Volcano Wakes Up!
	2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Phonics/Vocabulary
	2.RC.9	Describe how an author uses facts to support specific points in a text.	
U5 W5 May 5-9	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Rocks!
	2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Phonics/Vocabulary
	2.CC.6	Give and follow oral directions with three or more steps.	
May 12-16			
May 19-23 *Iready Diagnostic			
May 27-30			

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment