Curriculum Map Template

Teacher: Mrs. Bensinger, Mrs. Purcell, Ms. Thacker
2nd grade Reading Map

Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations Modifications	Vocab
Unit 1 week 1	Reading Literature: Fantasy	Visualize; key details; Inflectional endings: s, es, ed, ing	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Use information gained from the illustrations and words in print or to demonstrate understanding; Describe key ideas or details of a text.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.G CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	actions, afraid, depend, nervously, peered, perfectly, rescue, secret
Unit 1 week 2	Reading Literature: Realistic Fiction	Visualize; character, setting, events; root words	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Use information gained from the illustrations and words in print or to demonstrate understanding; Use a known root word as a	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.G CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	aside, culture, fair, invited, language, plead, scurries, share

			clue to the meaning of an unknown word with the same root. Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story.		resources			
Unit 1 week 3	Reading Literature: Fiction	Ask and answer questions; character, setting, events; context clues	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text. Describe how characters in a story respond to major events and challenges; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Describe the overall structure of a story.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.G CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	decide, different, friendship, glance, proper, relationship, stares, trade
Unit 1 week 4	Reading Literature: Narrative Nonfiction	Ask and answer questions; key details; use photos; root words	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why,	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.G CC.1.2.2.J CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	allowed, care, excited, needs, roam, safe, wandered, wild

			and how to demonstrate understanding of key details in a text; Use a known root word as a clue to the meaning of an unknown word with the same root; Use information gained from the illustrations and words in print or to demonstrate understanding; Describe key ideas or details of a text.		resources; Teacher-made resources.			
Unit 1 week 5	Reading Literature: Expository text	Ask and answer question; key details; inflectional endings: s, es, ed, ing	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Use a known root word as a clue to the meaning of an unknown word with the same root; Describe key ideas or details of a text.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.H CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	check, choose, chores, cost, customers, jobs, spend, tool
Unit 2 week 1	Reading Literature: Realistic Fiction	Make predictions; character, setting, plot; prefixes: re, un, dis	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.D CC.1.3.2.E CC.1.3.2.G	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Wr	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of	adapt, climate, eager, freedom, fresh, sense, shadows, silence

			decoding words; Cite textual evidence to support analysis of the text; Use a known root word as a clue to the meaning of an unknown word with the same root; Describe key ideas or details of a text; Make predictions about stories and read on to confirm or revise predictions; Describe how characters in a story respond to major events and challenges; Describe the overall structure of a story; Determine the meaning of the new word formed when a known prefix is added to a known word.	CC.1.3.2.J CC.1.3.2.K	ting Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources		leveled readers (approaching, on-level, beyond	
Unit 2 week 2	Reading Literature: Fable	Make predictions; plot: problem and solutions; suffixes -ly and -ful	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Use a known root word as a clue to the meaning of an unknown word with the same root; Make predictions about stories and read on to confirm or revise predictions; Describe how characters in a story respond to major events and challenges;	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C CC.1.3.2.H CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond	believe, delicious, feast, fond, lessons, remarkable, snatch, stories

			Describe the overall structure of a story; Determine the meaning of the new word formed when a known suffix is added to a known word.					
Unit 2 Week 3	Reading Literature: Narrative Nonfiction	Make predictions; main topic and key details; suffixes –ly and –ful	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Use a known root word as a clue to the meaning of an unknown word with the same root; Make predictions about stories and read on to confirm or revise predictions; Determine the meaning of the new word formed when a known suffix is added to a known word; Identify the main topic; Describe key ideas or details of a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.A CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.H CC.1.2.2.J CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond	buried, escape, habitat, journey, nature, peeks, restless, spies
Unit 2 Week 4	Reading Literature: Expository Text	Main topic and key details; multiple meaning words;	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.2.A CC.1.2.2.2.B CC.1.2.2.2.C CC.1.2.2.2.E	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Wri	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of	adult, alive, covered, fur, giant, groom, mammal, offspring

		suffixes: -ful, -less	decoding words; Cite textual evidence to support analysis of the text; Use a known root word as a clue to the meaning of an unknown word with the same root; Determine the meaning of the new word formed when a known suffix is added to a known word; Identify the main topic; Describe key ideas or details of a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Determine the meaning of unknown and multiple meaning words.	CC.1.2.2.2.F CC.1.2.2.2.H CC.1.2.2.2.J CC.1.2.2.2.K CC.1.2.2.2.L	ting Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources.		leveled readers (approaching, on-level, beyond	
Unit 2 Week 5	Reading Literature: poetry	Key details; multiple meaning words; compound words	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Describe key ideas or details of a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Determine the meaning of unknown and multiple	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.F CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond	behave, flapping, express, feathers, poem, rhythm, rhyme, word choice

			meaning words; Use knowledge of the meaning of individual words to predict the meaning of compound words; Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.					
Unit 3 Week 1	Reading Literature: Expository Text	Author's purpose, similes; reread	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Reread difficult sections to increase understanding; Identify the main purpose of a text, including what the author wants to answer, explain, or describe; Describe how reasons support specific points the author makes in a text; Identify and interpret the meaning of similes; Use words and phrases acquired through conversations, reading and being read to, and responding to texts; Determine the meaning of words and phrases in a text relevant to grade	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.E CC.1.2.2.H CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond	amazing, force, measure, objects, proved, speed, true, weight

Unit 3 Week 2	Reading Literature: Fiction	Plot: sequence; compound words; reread	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Reread difficult sections to increase understanding; Determine the meaning of words and phrases in a text relevant to grade; Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Identify story events in sequence; Use knowledge of the meaning of individual words to predict the meaning of compound words.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.E CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond	adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime
Unit 3 Week 3	Reading Literature: Narrative Nonfiction	Ask and answer questions; author's purpose; synonyms	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.H CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	across, borrow, countryside, ideas, insists, lonely, solution, villages

			details in a text; Identify the main purpose of a text including what the author wants to answer, explain, or describe; Describe how reasons support specific points the author makes in a text; Know and use various text features (ex. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Demonstrate understanding of words by relating them to words with similar meanings; Distinguish shades of meaning among closely related words.		made resources			
Unit 3 Week 4	Reading Literature: Expository Text	Ask and answer questions; main idea and key details; antonyms	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Know and use various text features (ex. captions, bold print, subheadings,	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.A CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	McGraw-Hill Your Turn Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Will vary as per individual IEPs; Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	Damage, dangerous, destroy, event, harsh, prevent, warning, weather

			glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Identify the main topic; Describe key ideas or details of a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Demonstrate understanding of words by relating them to their opposites (antonyms).					
Unit 3 Week 5	Reading Literature: Expository Text	Ask and answer questions; main idea and key details; prefixes re-, dis-	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Identify the main topic; Describe key ideas or details of a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Determine the meaning	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.A CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	Cheered, concert, instrument, movements, music, rhythm, sounds, understand

			of new words formed when a known prefix is added to a known word; Determine or clarify the meaning of unknown and multiple meaning words and phrases.					
Unit 4 Week 1	Reading Literature: Expository Text	Reread, compare and contrast, compound words, prefixes and suffixes re-, un-, dis-, -ful, -less	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details; Describe the connection between a series of events; Know and use various text features (ex. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Use knowledge of the meaning of individual words to predict the meaning of compound words; Compare and contrast the most important points presented by two texts on the same topic; Determine the meaning	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.I CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond.)	eerie, growth, layers, lively, location, region, seasons, temperate

			of new words formed when a known prefix or suffix is added to a known word; Determine or clarify the meaning of unknown and multiple meaning words and phrases.					
Unit 4 Week 2	Reading Literature: Expository Text	Reread; cause and effect; context clues	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details; Describe the connection between a series of events; Determine or clarify the meaning of unknown and multiple meaning words and phrases; Identify causes and effects; Use sentence level context as a clue to the meaning of a word or phrase.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	active, Earth, explode, island, local, properties, solid, steep
Unit 4 Week 3	Reading Literature: Realistic Fiction	Visualize; plot; compare and contrast; similes	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.D CC.1.3.2.E CC.1.3.2.G CC.1.3.2.H	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	common, customs, favorite, parades, surrounded, costume, travels, wonder

			textual evidence to support analysis of the text; Use information gained from the illustrations and words in print to demonstrate understanding of its characters, setting, or plot; Compare and Contrast characters and events; Describe the overall structure of the story; Acknowledge differences in the points of view of characters; Identify who is telling the story at various points in a text; Similes use the words like or as to compare two different things.	CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Literature Anthology; Online resources; Teacher-made resources			
Unit 4 Week 4	Reading Literature: Folktale/ Drama	Visualize; theme; root words	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue; Use information gained from the illustrations and words in print to demonstrate	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	ashamed, boast, dash, holler, plenty, similarities, victory, wisdom

			understanding of its characters, setting or plot; Identify the theme; Recount stories, including fables and folktales and determine their central message, lesson, or moral; Use a known root word as a clue to meaning of an unknown word with the same root.					
Unit 4 Week 5	Reading Literature: Poetry	Visualize, theme, similes	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Use information gained from the illustrations and words in print to demonstrate understanding of its characters, setting, or plot; Similes use the words like or as to compare two different things; Recount stories to determine their central message, lesson, or moral.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	Pale, excite, outdoors, drops, alliteration, free verse, repetition, simile
Unit 5 Week 1	Reading Literature: Realistic Fiction	Summarize, point of view, suffixes –ly, -ful, - less	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.E	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	Champion, determined, issues, promises, responsibility, rights, volunteered,

			textual evidence to support analysis of the text; Summarize stories; Recount stories and determine their message, lesson or moral; Acknowledge differences in the points of view of characters; Determine the meaning of new words formed when a known prefix or suffix is added to a known word; Determine or clarify the meaning of unknown and multiple meaning words and phrases.	CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Literature Anthology; Online resources; Teacher-made resources			votes
Unit 5 Week 2	Reading Literature: Fiction	Summarize; point of view; idioms	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Summarize stories; Recount stories and determine their message, lesson or moral; Acknowledge differences in the points of view of characters; Determine or clarify the meaning of unknown phrases such as idioms.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.E CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	amused, cooperate, describe, entertained, imagination, interact, patient, peaceful
Unit 5 Week 3	Reading Literature: Biography	Summarize; sequence; synonyms	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.C	Practice Book; McGraw-Hill Reading/Wri	Teacher-made skill quiz; McGraw-Hill	Extension activities for accelerated learners; Use of	agree, challenging, discover, heroes,

			level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Summarize stories; Recount stories and determine their message, lesson or moral; Recount story in a sequential order; Demonstrate understanding of words by relating them to words with similar meanings; Distinguish shades of meaning among closely related words; Recognize the characteristics and text features of a biography;	CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	ting Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Weekly Assessment	leveled readers (approaching, on-level, beyond)	interest, perform, study, succeed
Unit 5 Week 4	Reading Literature: Myth	Make predictions; plot: problem and solution; homophone	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Make confirm and revise predictions; Describe how characters in a story respond to major events and challenges; Identify the problem and solution in a story; Use knowledge of homophones to determine the meaning of a word; Use sentence	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.C CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	curious, distance, Earth resources, enormous, gently, proudly, rarely, supply

			level context as a clue to the meaning of a word or phrase.					
Unit 5 Week 5	Reading Literature: Expository Text	Make predictions; cause and effect; multiple meaning words	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Make confirm and revise predictions; Describe the connection between a series of events; Determine or clarify the meaning of unknown and multiple meaning words and phrases; Identify causes and effects; Use sentence level context as a clue to the meaning of a word or phrase.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	exclaimed, finally, form, history, public, rules, united, writers
Unit 6 - Week 1	Reading Literature: Myth	Reread; theme; context clues	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Reread difficult sections to increase understanding; Recount stories to determine their central message, lesson, or moral; Use sentence level context	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.A CC.1.3.2.B CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	appeared, crops, develop, edge, golden, rustled, shining, stages

			as a clue to the meaning of a word or phrase; Determine or clarify the meaning of unknown and multiple meaning words and phrases.					
Unit 6 Week 2	Reading Literature: Expository Text	Reread; author's purpose; paragraph clues; prefixes and suffixes	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text. Reread difficult sections to increase understanding; Use paragraph level context as a clue to the meaning of a word or phrase; Determine or clarify the meaning of unknown and multiple meaning words and phrases; Identify the main purpose of a text, including what the author wants to answer, explain, or describe; Describe how reasons support specific points the author makes in a text. Decode words with common prefixes and suffixes.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.E CC.1.2.2.F CC.1.2.2.H CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	electricity, energy, flows, haul, power, silent, solar, underground
Unit 6 Week 3	Reading Literature: Expository Text	Summarize; main idea and key details; Greek and	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.A CC.1.2.2.B CC.1.2.2.C	Practice Book; McGraw-Hill Reading/Writing	Teacher-made skill quiz; McGraw-Hill Weekly	Extension activities for accelerated learners; Use of leveled readers	exploration, important, machines, prepare, repair, result,

		Latin roots	analysis skills in decoding words; Cite textual evidence to support analysis of the text; Summarize the key supporting details and ideas; Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; Describe how reasons support specific points the author makes in a text; Use a known root word as a clue to the meaning of an unknown word; Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	CC.1.2.2.E CC.1.2.2.F CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Assessment	(approaching, on-level, beyond)	scientific, teamwork
Unit 6 Week 4	Reading Literature: Expository Text	Summarize; problem and solution; paragraph clues	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Summarize the key supporting details and ideas; Use paragraph level context as a clue to the meaning of a word or phrase; Describe the connection between a series of events.	CC.1.1.2.D CC.1.1.2.E CC.1.2.2.B CC.1.2.2.C CC.1.2.2.E CC.1.2.2.F CC.1.2.2.H CC.1.2.2.J CC.1.2.2.K CC.1.2.2.L	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	Invented, money, prices, purchase, record, system, value, worth

Unit 6 Week 5	Reading Literature: Poetry	Summarize; point of view; metaphors	Read with sufficient accuracy and fluency to support comprehension; Know and apply grade-level phonics and word analysis skills in decoding words; Cite textual evidence to support analysis of the text; Summarize the key supporting details and ideas; Acknowledge differences in the points of view of characters; Identify and use metaphors.	CC.1.1.2.D CC.1.1.2.E CC.1.3.2.B CC.1.3.2.C CC.1.3.2.D CC.1.3.2.E CC.1.3.2.F CC.1.3.2.G CC.1.3.2.I CC.1.3.2.J CC.1.3.2.K	Practice Book; McGraw-Hill Reading/Writing Workshop; McGraw-Hill Literature Anthology; Online resources; Teacher-made resources	Teacher-made skill quiz; McGraw-Hill Weekly Assessment	Extension activities for accelerated learners; Use of leveled readers (approaching, on-level, beyond)	create, dazzling, imagination, seconds, beats, message, metaphor, repeated lines

SAS - Curriculum Framework - 2nd grade

PA Core: English Language Arts /Foundational Skills

Big Idea:

- Effective readers use appropriate strategies to construct meaning.

PA Core: English Language Arts / Reading Informational Text Craft and Structure

Big Idea:

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

PA Core: English Language Arts / Reading Informational Integration of Knowledge and Ideas

Big Idea:

- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective readers use appropriate strategies to construct meaning.

PA Core: English Language Arts / Reading Informational Text Key Ideas and Details

Big Idea:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

PA Core: English Language Arts / Reading Informational Text Range of Reading PreK-12

Big Idea:

- Effective readers use appropriate strategies to construct meaning

PA Core: English Language Arts / Reading Informational Text Vocabulary Acquisition and Use PreK-12

Big Idea:

- An expanded vocabulary enhances one's ability to express ideas and information
- Effective readers use appropriate strategies to construct meaning.

PA Core: English Language Arts / Reading Literature: Craft and Structure

Big Idea:

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

PA Core: English Language Arts / Reading Literature: Integration of Knowledge

Big Idea:

- Effective readers use appropriate strategies to construct meaning.

- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

PA Core: English Language Arts / Reading Literature: Key Ideas and Details

Big Idea:

- Effective readers use appropriate strategies to construct meaning.

PA Core: English Language Arts / Reading Literature: Range of Reading

Big Idea:

- Effective readers use appropriate strategies to construct meaning

PA Core: English Language Arts / Reading Literature: Vocabulary Acquisition and Use

Big Idea:

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.