

Springfield School District - Integrated Elementary Curriculum

Grade-2 Unit-1

Essential Question - *What does it mean to be a good citizen in your community?*

	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.2.T Writing Process - focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.X Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content: Classroom responsibility, School Community, and Citizenship in the broader community.</p>
1	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Standards Addressed CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons: <u>Officer Buckle and Gloria</u></p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Standards Addressed CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.T Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.X Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Someday</u> - Responsive Classroom - Hopes and Dreams</p> <p><u>Letter Writing</u> - A letter to Officer Buckle/Gloria Class Book of Classroom and School Rules one sentence caption for each illustration</p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards Addressed CC.5.1.2.A, CC.5.1.2.B, CC.5.1.2.C, CC.5.1.2.D</p> <p>Resources/Lessons: <u>Scholastic News 1st September issue</u> <u>Have You Filled a Bucket Today?</u> By Carol McCloud <u>How Full is Your Bucket?</u> By Tom Rath</p> <p><u>Bubble Gum Brain</u> by Julia Cook - Intro to Growth Mindset - Write goals</p>

Grade-2 Unit-1		Essential Question - <i>What does it mean to be a good citizen in your community?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
2	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Shared/Close Reading lesson for texts below: <u>Big Mama's</u> <u>Shortcut</u></p> <p>Fundations Lessons Unit 1 Week 1</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 1 - Big Mama's</u> <u>BAW Unit 1 Week 3 - Shortcut</u></p> <p>Grammar Skills: <u>Being a Writer (BAW)</u> <u>Lesson 1 - Complete Sentences</u> <u>Ready PA Core Language (RPACL)</u> <u>Lesson 9 - Complete sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.1.2.A, CC.5.1.2.B, CC.5.1.2.C, CC.5.1.2.D</u></p> <p>Resources/Lessons: <u>Scholastic News 2nd September issue</u> <u>My World Interactive (MWI) - Chapter 1 Families Today and In the Past Lesson 1 Families</u></p>

Grade-2 Unit-1

Essential Question - What does it mean to be a good citizen in your community?

	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4:</u> <i>Students write for different purposes and audiences.</i> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: <i>Classroom responsibility & community</i></p>
<p>3</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Shared/Close Reading lesson for texts below: <u>Big Mama’s</u> <u>Shortcut</u></p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 1 - Big Mama’s</u> <u>BAW Unit 1 Week 3 - Shortcut</u></p> <p>Grammar Skills:</p> <p><u>Being a Writer (BAW)</u> <u>Lesson 1 - Complete Sentences</u></p> <p><u>Ready PA Core Language (RPACL)</u> <u>Lesson 9 - Complete sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.1.2.A, CC.5.1.2.B, CC.5.1.2.C, CC.5.1.2.D</u></p> <p>Resources/Lessons:</p> <p><u>Scholastic News 2nd September issue</u></p> <p><u>My World Interactive (MWI) - Chapter 1 Families Today and In the Past Lesson 1 Families</u></p>
<p>i-Ready testing</p>			

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	<p>Reading Focus: <u>CC.1.1: Foundational Skills: CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences. CC.1.4.2.T Writing Process CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
<p>4</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Ready PA Core Reading (RPACR) <u>Unit 2 Lesson 6 - Ask and Answer Questions About Stories</u></p> <p>Miss Tizzy</p> <p>Optional Read Aloud: <u>How to Be a Friend: A Guide to Making Friends and Keeping Them</u> by Laurie Krasny Brown and Marc Brown</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 week 4 Miss Tizzy</u></p> <p>Grammar Skills: <u>BAW - Lesson 2 - Declarative and Interrogative Sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons:</p> <p>Scholastic News September issues</p> <p><u>MWI - Chapter 1 Families Today and In the Past Lesson 2 Different Kinds of Families</u></p>

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	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4:</u> <i>Students write for different purposes and audiences.</i> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: <i>Classroom responsibility & community</i></p>
5	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Ready PA Core Reading (RPACR) <u>Unit 2 Lesson 6 - Ask and Answer Questions About Stories</u> <u>QUICK CHECK ASSESSMENT - Unit 2 Lesson 6 - Ask and Answer Questions About Stories Independent Practice</u></p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 7</u></p> <p>Grammar Skills: <u>BAW - Lesson 3 - Exclamatory and Imperative Sentences</u></p> <p>Optional Grammar Connection: <u>BAW Lesson 28</u> <u>RPACL Lesson 14</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons:</p> <p><u>MWI - Chapter 1 Families Today and In the Past Lesson 3 - Life Then and Now</u></p>

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	<p>Reading Focus: CC.1.1: <i>Foundational Skills:</i> CC.1.3: <i>Reading Literature:</i></p>	<p>Writing Focus: CC.1.4: <i>Students write for different purposes and audiences.</i> CC.1.4.2.T <i>Writing Process</i> CC.1.4.2.X <i>Write routinely over extended time</i></p>	<p>Content: <i>Classroom responsibility & community</i></p>
6	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons: RPACR Unit 2 Lesson 7 Recounting Stories</p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations. CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.Q Choose words and phrases for effect. CC.1.4.2.T Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.X Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: BAW Unit 2 - Week 3 Sheila Rae, the Brave Grandparents Day Interview question prep</p> <p>Grammar Skills: BAW - Lesson 4 - Incomplete Sentences BAW - Lesson 5 - Compound Sentences</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</p> <p>Resources/Lessons: MWI - Chapter 1 Families Today and In the Past Lesson 4 - Family History</p>

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	<p>Reading Focus: <u>CC.1.1: Foundational Skills: CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences. CC.1.4.2.T Writing Process CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
<p>7</p>	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>CC.1.3.2.A</u> Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons: RPACR Unit 2 Lesson 8: Determining the Central Message</p> <p>Optional Read Aloud Connections: The Boy Who Cried Wolf The Golden Sandal Raisal's Riddle</p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: BAW Unit 2 Week 4 Alexander and the Terrible, Horrible, No Good Very Bad Day Grandparents Day Interviews</p> <p>Grammar Skills: RPACL Lesson 10 Simple and Compound Sentences BAW - Lesson 6 - Review and Assess</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons: My World Interactive (MWI) Chapter 1 Assessment Use book version as a practice test Use online/paper version as summative assessment</p> <p>MWI - Chapter 1 Families Today and In the Past Lesson 4 - Family History</p> <p>MWI - Chapter 1 Quest Grandparents' Day... Interview Then and Now Venn Diagram Timeline Share</p>