

LAUSD CURRICULUM MAP: Second Grade

DRAFT 6.9.2015

FOUNDATIONAL SKILLS- INSTRUCTIONAL PROGRESSION

		August	September	October	November	December	January	February	March	April	May	June
DATE/ # OF DAYS		Aug 18 - Sept 3 13 DAYS	Sept 8 - Oct 23 32 DAYS		Oct 26 - Dec 19 34 DAYS		Jan 11 - Feb 26 33 DAYS		Feb 29 - April 22 34 DAYS		April 25 - Jun 10 34 DAYS	
LITERACY INTERIM ASSESSMENTS		★ Assessment #1: Narrative (completed by Nov 6)			★ Assessment #2: Informative/Explanatory (completed by Feb 12)			★ Assessment #3: Opinion: How-To (completed by Apr 29)				
TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- Friends & Family	Unit 2 – Community Heroes			Unit 3 - Let's Create		Unit 4 – Better Together		Unit 5 – Growing and Changing	
CA STANDARDS - FOUNDATIONAL SKILLS – PHONICS & WORD RECOGNITION	CA CCS RF3 PHONICS & WORD RECOGNITION	Review all Short vowels Final e (a_e, i_e, e_e, o_e, u_e)	Short a, i, e, o, u Consonant blends sl, dr, sk, sp, st Short a and Long a Short i and Long i Short o, u & Long o, u Soft c and g Consonant digraphs ch, tch, sh, th, wh, ph	Long a (a, ai, ay, ea, ei) Consonant Blends: scr, spr, str Long e (e, e_e, ee, ea, y, ey, ie) Prefixes Long i (igh, ie, y) Compound words Long o (o, oa, ow, oe) Inflectional endings, -s, -es	R-controlled vowels er, ir, ur Inflectional endings –er, -est R-controlled vowels /ir/ ear, eer, ere Silent letters /n/ gn, kn, /r/ wr, /m/ mb R-controlled vowel ar R-controlled vowel or, oar, ore Suffixes –er, -est R-controlled vowels air, are, ear, ere Prefixes re-, un-, dis-	Diphthong :ou, ow, oi, oy Variant vowels oo, ui, ew, ue, u, ou, oe,oo, a, au, aw Inflectional endings -s, -es, -ing, -ed	Closed syllables Open syllables Consonant +le syllables					
	DECODABLE TEXT	<p>Pat and Tim - short a, short l [Realistic Fiction]</p> <p>Money - short a, short l [Informational Nonfiction: Social Studies]</p> <p>Len and Gus- short e, short o, short u [Fable]</p> <p>How Penguins and Butterflies Grow - short e, short o, short u [Informational Nonfiction: Science]</p> <p>You Can Bake a Cake - short a, long a (a_e) [How-To]</p> <p>Our Red-White-and Blue Holidays -short a, long a (a_e) [Informational Nonfiction: Social Studies]</p> <p>Mike's Big Bike - short l, long l (i_e) [Realistic Fiction]</p> <p>Inside a Factory - short i, long l (i_e) [Informational Nonfiction: Social Studies]</p> <p>At Home in Nome - short o, long o (o_e); short u, long u (u_e) [Realistic Fiction: Diary]</p> <p>Keeping Fit - short o, long o (o_e); short u, long u (u_e) [InformationalNonfiction: Science]</p>	<p>Watch the Birch Tree - long a (ai, ay) [Realistic Fiction]</p> <p>A World of Animals - long a (a, ai, ay, ei) [Informational Nonfiction: Science]</p> <p>It Won't Be Easy! - long e (e, ea, ee ey, y) [Fantasy]</p> <p>It's All Matter - long e (e, ea, ee, ey, y) [Informational Nonfiction: Science]</p> <p>Franny's Rain Forest - long i (i, ie, igh, y) [Fantasy]</p> <p>The Sky at Night - long i (l, ie, igh, y) [Informational Nonfiction: Science]</p> <p>Three Goats and a Troll - long o (o, oa, oe, ow) [Folk Tale]</p> <p>From Coast to Coast - long o (o, oa, ow) [Informational Nonfiction: Social Studies]</p> <p>Luke's Tune - long u (ew, u, u_e) [Realistic Fiction]</p> <p>Germs - long u (u_e) [Informational Nonfiction: Science]</p>	<p>Shirl and her Tern- r-controlled vowel er, ir, ur [Realistic Fiction]</p> <p>Planets- r-controlled vowel er, ir, ur [Informational Nonfiction: Science]</p> <p>Hide and Seek- r-controlled vowel ear, eer, ere [Fantasy]</p> <p>Fossils- long e (e, ea, ee, ey, y) [Informational Nonfiction: Science]</p> <p>Meg Cage in Space- r-controlled vowel ar [Science Fiction]</p> <p>Bananas: From Farm to Home- r-controlled vowel ar [Informational Nonfiction: Social Studies]</p> <p>More Fun than a Hat- r-controlled vowel oar, or, ore [Biography]</p> <p>Famous U.S. Landmarks- r-controlled vowel or, ore [Informational Nonfiction: Social Studies]</p> <p>The Caring King's Fair Wish- r-controlled vowel air, are [Fairy Tale]</p> <p>One Land, Many Cultures- r-controlled vowel are, ere [Informational Nonfiction: Science]</p>	<p>The Missing String Beans- diphthong, ou [Realistic Fiction]</p> <p>Sounds and How We Hear Them- diphthong ou, ow [Informational Nonfiction: Science]</p> <p>Let's Join Joy's Show!- diphthong oi, oy [Realistic Fiction]</p> <p>Our Natural Resources- diphthong oi, oy [Informational Nonfiction: Social Studies]</p> <p>Soon the North Wind Blew- variant vowel ew, oe, oo, ou, ui [Folk Tale]</p> <p>Animal Habitats- Variant vowel ew, oo, ou, ue [Informational Nonfiction: Science]</p> <p>Flip and Spots- variant vowel oo, ou [Fantasy]</p> <p>A Look at Gravity- variant vowel oo,ou [Informational Nonfiction: Science]</p> <p>Paul Saw Artic Foxes- variant vowel au,aw [Realistic Fiction]</p> <p>Who Makes Our Laws?- Variant vowel au, aw [Informational Nonfiction: Social Studies]</p>	<p>Judge Marge- closed syllables[Realistic Fiction]</p> <p>The Library- closed syllables [Informational Nonfiction: Social Studies]</p> <p>Calvin's Pumpkin- closed syllables [Realistic Fiction]</p> <p>Native American Powwows- closed syllables [Informational Nonfiction: Social Studies]</p> <p>Decode It- open syllables [Realistic Fiction]</p> <p>Rocks and Minerals- open syllables [Informational Nonfiction: Science]</p> <p>Puddle Pet- consonant + le syllables [Realistic Fiction]</p> <p>Dreaming of Great Ideas- consonant + le syllables [Informational Nonfiction: Social Studies]</p> <p>Doggy Door- open syllables [Realistic Fiction]</p> <p>Communication Then and Now- open syllables [Informational Nonfiction: Social Studies]</p>						

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TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- Friends & Family		Unit 2 – Community Heroes		Unit 3 - Let's Create		Unit 4 – Let's Team Up		Unit 5 – Nature Watch	
CA STANDARDS – LANGUAGE	L6 ORAL VOCABULARY ⁴ VOCABULARY USE	Learn and use vocabulary using Oral Vocabulary cards (high frequency words and selection vocabulary). Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). Continue to use words that signal simple relationships (logical connectors) such as because, however, in fact, specifically, namely, nevertheless										
	L3 & L5 VOCABULARY Understanding Word Relationships, Nuances in meaning	Review Gr 1: Sort words into categories -define by attributes Connect real-life to vocabulary, Distinguish shades of meaning in verbs, adjectives.	ID real-life connections between words & their use (e.g., describe foods that are spicy or juicy).		Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)		Use knowledge of language and its conventions when writing, speaking, reading, listening: Compare formal and informal uses of English					
	L6 ORAL LANGUAGE PRACTICE SENTENCE PRODUCTION AND EXTENSION	Extend sentences using descriptors (adjectives, adverbs) Combine using conjunctions and, or, but, so, because Rearrange word order	Turn sentences into questions and questions into sentences. I have a dog. Do I have a dog? Have I had a dog? Did you see my book? You saw my book.		Sentence formation using multiple meaning words: I set the table for dinner. I have a whole set of watercolors. My dad uses a headset with his phone. Set the cup on the table.		Sentence formation using synonyms and antonyms. My sister is very thin. She's almost as skinny as my cousin. I was happy while I was reading the book, and it made me sad to finish it.		Sentence formation using homophones: The sun is hot. His son is named Peter. Another word for story is tale. My cat's tail is striped.		Sentence formation: Formal and Informal ways to say the same thing. Oral and written contexts for use of formal and informal language.	
	L1 GRAMMAR-USAGE ³	Review Gr 1: Contractions with not, will; Regular and irregular past tense verbs; Comparatives; Synonyms/Ant Pronouns: subject, object, possessive (e.g., I, me, my, mine; we, us, our, ours)	Inflected Verbs: -ed, -ing, -er, -en; Past & present perfect verbs (have + participle): I went, I have gone. She sang, she has sung Irregular past tense verbs (e.g., sat, hid, told)		Multiple meaning words – create word bank Word families with affixes: nation, national, inter-national, trans-national, Irregular plurals e.g., feet, teeth		Use thesaurus to find synonyms and antonyms Continue building bank of multiple meaning words Practice using dictionary		Homophones (sound same, spelled differently) Dictionary use –homophones Collective nouns group		Verb inflections: Present, past, future, perfect, modal tenses Take, took, will take, have taken, would/should/might take	

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LISTENING & SPEAKING and WRITING

		August	September	October	November	December	January	February	March	April	May	June
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TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- Friends & Family	Unit 2 – Community Heroes	Unit 3 - Let's Create	Unit 4 – Let's Team Up	Unit 5 – Nature Watch					
CA STANDARDS - SPEAKING & LISTENING	STANDARDS	ACROSS UNITS	Establish discussion routines	SL1: Collaborative Conversations: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups SL1a: Follow agreed upon rules for discussions SL1b: Build on others' talk in conversations by linking their comments to the remarks of others SL 1c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL2: Questions about Text: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL3: Questions- Clarify/Gather: 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. SL4: Describe using Details: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL5: Add Visuals: Create audio recordings of stories or poems; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL6: Produce Complete Sentences: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.								
		CENTRAL TO THIS UNIT	Treasures Routines Supporting Speaking & Listening: Retell the Story using Retell Cards (Day 2 of Weekly Routine)									
		INTEGRATED ELD	Part I: Interacting in Meaningful Ways A.1 Exchanging information and ideas A.3 Offering Opinions B.5 Listening actively C.9 Presenting C.11 Supporting Opinions C.12 Selecting language resources									
		RESOURCES										
CA STANDARDS - WRITING	STANDARDS	ACROSS UNITS	W5- Writing Process, W6 – Digital tools, W7- Shared research and writing, W8- gather information from sources									
		CENTRAL TO THIS UNIT	Set up writing routines Begin science notebooks	W3: Narrative Narrative writing tells a story, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.	W2: Informative/explanatory x	W1: Opinion x						
		WRITING FOCUS (TREASURES)	Personal Narrative	Expository How-to	Expository Persuasive Letter	Expository	Realistic Fiction					
		INTEGRATED ELD	Part I: Interacting in Meaningful Ways A.2 Interacting via written English C.10 Composing/Writing									
		ASSESSMENT FOCUS	Review Personal Narratives- "All About Me"	Draw material for characters, setting, and possible sequence of events from a PICTORIAL source, discuss with peers, collect ideas and notes for writing, then draft and edit a written narrative . Standards assessed at #1 Interim Assessment: W3, L1b, L1d, L1e, L1f, L1g, L2a, L2b, L2c, L2d, RL2.3, RL2.7, RI1.7, SL1a, SL1b	Draw information from one or more AUDIO-VISUAL sources (video, reader's theater), discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text . <i>Gr 2 students view a video and listen to reader's theater text read aloud while they track text, then read independently to find evidence for explanatory writing.</i> Standards assessed at #2 Interim Assessment: W2, W8; L1a, L1b, L1d, L1f, L1g; L1c(Gr1); L2a&b(Gr1&2), L2c, L2d, L2e; L3a; L6(Gr 1&2), RI3, RI8, SL1, SL1a, SL1b	Draw information from one or more TEXTUAL sources, discuss with peers, use graphic organizer to collect ideas and evidence writing, then draft and edit a written opinion piece . <i>Gr 2 students listen to two texts read aloud while they track text, then read text independently to find evidence to answer questions, construct short answers, and complete their explanatory writing.</i> Standards assessed at #3 Interim Assessment: W1; L1c, L1d, L1g, L2a, L2b, L2c, L2d, L2e; L6, RI2, RI8 SL1a, SL1b						
	RESOURCES	Mentor Text										

DESIGNATED ELD

	August	September	October	November	December	January	February	March	April	May	June
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DESIGNATED ELD	ACROSS UNITS	Part I: Interacting in Meaningful Ways A.1 Exchanging information and ideas A.3 Offering Opinions B.5 Listening actively B.6 Reading/viewing closely C.9 Presenting C.10 Composing/Writing Constructive Conversation Practices - Create, Clarify, Fortify, Negotiate									
	STANDARDS CENTRAL TO THIS UNIT	Part I: Interacting in Meaningful Ways A.1 Exchanging information and ideas A.3 Offering Opinions B.5 Listening actively B.6 Reading/viewing closely C.9 Presenting	Part I: Interacting in Meaningful Ways A.2 Interacting via written English B.7 Evaluating language choices C.10 Composing/Writing Part II: Learning About How English Works A.1 Understanding text structure B.3 Using verbs and verb phrases B.4 Using nouns and noun phrases	Part I: Interacting in Meaningful Ways A.2 Interacting via written English B.7 Evaluating language choices C.9 Presenting Part II: Learning About How English Works A.1 Understanding text structure A.2 Understanding cohesion C.6 Connecting ideas							
	ASSESSMENT	FORMATIVE ASSESSMENT: Conversation Analysis Tool (CAT) –Capture student language sample for analysis									
	RESOURCES										

HISTORY- SOCIAL SCIENCE

		August	September	October	November	December	January	February	March	April	May	June	
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TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- Friends & Family		Unit 2 – Community Heroes		Unit 3 - Let's Create		Unit 4 – Let's Team Up		Unit 5 – Nature Watch		
THEME		PEOPLE WHO MAKE A DIFFERENCE:											
			Families	Heroes	Producers and Consumers				Citizenship				
BIG IDEAS		Historians and social scientists use specific tools to learn.	The way people lived has changed over time.	Heroes make an important difference in our lives. Heroes are admired for bravery, courage and great deeds.	Producers and consumers depend on each other.				People have many ways to help solve problems.				
ESSENTIAL QUESTIONS		How do we learn history?	How was family life different in the past	What are the characteristics of a hero? How do heroes make a difference?	How do people work together to supply and meet our daily needs?				How do people solve problems? Who makes the laws? Who enforces the laws? Who punishes wrongdoers? How do you help?				
ACROSS UNITS		Historical Analysis skills											
HISTORY / SOCIAL SCIENCE	STANDARDS	CENTRAL TO THIS UNIT	Model historical inquiry process Demonstrate timeline Practice the use of the historians tools Model use of investigative journal	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.1.1 Trace the history of a family through the use of primary and secondary sources, including	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in other's lives.	2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. 2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2.4.2 Understand the role and interdependence of consumers and producers of goods and services. 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.				2.3 Students explain governmental institutions and practices in the United States and other countries. 2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2.3.2 Describe the ways in which groups and nations interact with one another try to resolve problems in such areas as trade, cultural contracts, treaties, diplomacy, and military force.			

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THEME		PEOPLE WHO MAKE A DIFFERENCE:										
			Families	Heroes	Producers and Consumers				Citizenship			
HISTORY / SOCIAL SCIENCE	STANDARDS CENTRAL TO UNIT		artifacts, photographs, interviews, and documents. 2.1.2 Compare and contrast their daily lives with those of their parents, grandparents or guardians. 2.1.3 Place important events in their lives in the order in which they occurred. 2.2.3 Locate on a map where their ancestors lived, telling when the family moved to the local community and how and why they made the trip.									
	INTEGRATED ELD											

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THEME	PEOPLE WHO MAKE A DIFFERENCE:											
		Families	Heroes	Producers and Consumers				Citizenship				
HISTORY / SOCIAL SCIENCE	ALIGNMENT TO ELA	READING	<p>History-Social Science Practices: Refer to the Second Grade Informational Reading Standards to: Ask and answer questions about the text Quote accurately from the text Critically analyze primary and secondary sources Analyze multiple accounts of the same topic Identify the main idea and supporting details Explain the relationship between key individuals, events, and ideas in the text Determine the meaning of academic and domain specific vocabulary in the text Summarize the text At the end of the year, read informational text appropriately complex for the grade level.</p>									
		WRITING	<p>History-Social Science Practices: Refer to the Second Grade Writing Standards to: Write arguments to support claims/opinions using evidence Write informative/explanatory texts Write narratives Conduct research projects Gather information from multiple sources Draw evidence from informational texts to support writing</p>									
		SPEAKING & LISTENING	<p>History-Social Science Practices: Refer to the Second Grade Speaking and Listening Standards to: Participate in collaborative conversations with diverse partners Demonstrate understanding of information presented orally or through other media Ask and answer questions in order to get information, clarify or to understand the speaker's point of view Effectively present information and opinions with supporting evidence to others Add media or other visual displays to presentations</p>									

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THEME	PEOPLE WHO MAKE A DIFFERENCE:										
		Families	Heroes	Producers and Consumers				Citizenship			
ASSESSMENT	Performance task	Investigative journal Writing task Performance task									
HISTORY / SOCIAL SCIENCE RESOURCES		Harcourt Spotlight on Standards Reader Scott Foresman – Content Readers: <i>Meet our Families</i> <i>Family Histories</i> <i>Remembering our Past</i> <i>The House on Maple Street</i> by Bonnie Pryor <i>Family Pictures</i> by Carmen Lomas Garza <i>The Keeping Quilt</i> by Patricia Polacco <i>The Hundred Penny Box</i> by Sharon Bell Mathis Read aloud: <i>The Patchwork Quilt</i> by	Harcourt – Spotlight on Standards Reader Scott Foresman – Content Readers: <i>Abraham Lincoln</i> <i>Abraham Lincoln: Our Sixteenth President</i> <i>Abraham Lincoln: Great Man, Great Words</i> <i>A Weed is a Flower: The Life of George Washington Carver</i> by Ailiki Grade 2 Videos: Pearson Online Learning Exchange <i>Heroes in History</i> Read Aloud: <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> by Jonah Winter	Harcourt : Spotlight on Standards Reader Scott Foresman –Content Readers: <i>Who Does It? Who Buys It?</i> <i>Buyers Need Sellers, Sellers Need Buyers</i> <i>The Consumer-Producer Connection</i> <i>Books;</i> <i>From Plant to Blue Jeans</i> <i>Milk from Cow to Carton</i> <i>Pigs Go to Market</i> by Amy Axelrod Grade 2 Videos - Pearson Online Learning Exchange <i>Growing and Using Food</i> <i>Consumers and Producers</i> <i>Using Resources</i> Images	Harcourt Spotlight on Standards Reader Scott Foresman –Content Readers: <i>It is the Law</i> <i>Making a Law</i> <i>Lawmaking in the United States</i> Grade 2 Videos - Pearson Online Learning Exchange <i>The Role of Government</i> <i>Diplomacy</i> Read Aloud: <i>Duck for President</i> by Doreen Cronin <i>House Mouse, Senate Mouse</i> by Peter Barnes						

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THEME	PEOPLE WHO MAKE A DIFFERENCE:										
		Families	Heroes	Producers and Consumers				Citizenship			
		Valerie Flourney Grade 2 Videos: Pearson Online Learning Exchange Images :									

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SCIENCE

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MATERIAL NOTE		FOSS KITS ARE ROTATED- SELECT ONE PER TRIMESTER										
THEME			LIFE SCIENCE Insects & Plants			PHYSICAL SCIENCE Balance and Motion			EARTH SCIENCE Pebbles Sand and Silt			
BIG IDEAS- CA SCIENCESTANDARDS			Plants and animals have predictable life-cycles LS 2.2			The motion of objects can be observed and measured. PS 2.1			Earth is made of materials that have distinct properties and provide resources for human activities. ES 2.3			
CROSS CUTTING CONCEPTS (NGSS)			Patterns Structure and Function Stability and Change			Patterns Cause and Effect System and System Models Stability and Change			Patterns Cause and Effect Scale, Proportion and Quantity Structure and Function			
ESSENTIAL QUESTIONS (NGSS DCI)			How do organisms live, grow, respond to their environment and reproduce?			How can one explain and predict interactions between objects and within systems of objects?			How and why is Earth constantly changing? How can one explain the structures, properties and interaction of matter?			
PRACTICES (NGSS)			Asking Questions Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Constructing Explanations Engaging in Argument from Evidence Obtaining, Evaluating and Communicating Information			Asking Questions Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations Engaging in Argument from Evidence Obtaining, Evaluating and Communicating Information			Asking Questions Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Constructing Explanations Engaging in Argument from Evidence Obtaining, Evaluating and Communicating Information			
INTEGRATED ELD												
ALIGNMENT TO ELA	READING		Insects and Plants Student Text			Balance and Motion Student Text			Pebbles Sand and Silt Student Text			
	WRITING	Science Notebooks	Observation, Claims, Evidence and Reasoning in Science Notebooks			Observations, Claims, Evidence and Reasoning in Science Notebooks			Observations, Claims, Evidence and Reasoning in Science Notebooks			
	SPEAKING & LISTENING	“Getting to Know” Your Science Tools using FOSS Kit Inventory Activity Grouping Science Talks	Participating in Science Talks <ul style="list-style-type: none"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 			Participating in Science Talks <ul style="list-style-type: none"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 			Participating in Science Talks <ul style="list-style-type: none"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 			
ASSESSMENT			Formative: Teacher Observation, Science Notebook. Summative: FOSS End of Module Performance and Written Assessments			Formative: Teacher Observation, Science Notebook. Summative: FOSS End of Module Performance and Written Assessments			Formative: Teacher Observation, Science Notebook. Summative: FOSS End of Module Performance and Written Assessments			
RESOURCES		Link to Science Smart	FOSS Kit: Insects and Plants	FOSSweb		FOSS Kit: Balance and Motion	FOSSweb		FOSS Kit: Pebbles, Sand and Silt	FOSSweb		

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	Start Resources										
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ELA READING LITERATURE AND INFORMATIONAL TEXT:

		August	September	October	November	December	January	February	March	April	May	June													
DATE # OF DAYS		Aug 18 - Sept 3 13 DAYS	Sept 8 - Oct 23 32 DAYS		Oct 26 - Dec 19 34 DAYS		Jan 11 - Feb 26 33 DAYS		Feb 29 - April 22 34 DAYS		April 22 - Jun 10 34 DAYS														
TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- Friends & Family		Unit 2 – Community Heroes		Unit 3 - Let's Create		Unit 4 – Let's Team Up		Unit 5 – Nature Watch														
CA STANDARDS – ELA READING LITERATURE & INFORMATIONAL TEXT	CA READING STANDARDS	<p>RL& RI 1: Ask and answer questions RL& RI 2: Recount stories, determine central message / Identify main topic of multi-paragraph text RL& RI 3: Describe how characters respond to major even challenges or connections between series of historical events RL&RI 4: Describe how words and phrases supply rhythm and meaning / Determine the meaning of words and phrases in a text. RL& RI 5: Describe overall structure of story/ Know and use text features RL& RI6: Acknowledge differences in points of view, voice/ Identify main purpose of text RL&RI 7: Use information from illustrations and text to understand characters, setting, plot / Explain how specific images clarify text RI 8: Describe how reasons support specific points RL&RI 9: Compare and contrast two or more versions of story/compare and contrast important points of two texts on same topic RL&RI 10: With prompting and support, read prose and poetry and informational texts appropriately complex for grade</p>																							
	TREASURES' SELECTIONS First Read, Main Selection, Paired Selection, Wonders Reader (TEXT TYPE) [COMPREHENSION FOCUS]	TEACHER READ ALOUDS: Lion & Mouse (F), Storytelling Stone (F), A Special Tale (F), Bremen Town Musicians (F), Johnny Appleseed (F) [Plot, Character, Setting, Story Structure, Retell]	School is Starting (RF), David's New Friends (RF), Field Trip to an Aquarium (NF), All About Location (HSS) [Story Structure, Character and Setting]	Making Muffins and a Friend (F), Mr. Putter and Tabby Pour the Tea (F), Cat Kisses (P), Countries Work Together (HSS) [Story Structure, Plot]	A Family That Digs Together (NF), Their Native Tongue (NF), Memory Keepers (NF), Then and Now (HSS) [Summarize, Main Ideas and Details]	A Special Camp (NF), Meet Rosina (NF), You-Tu (P), Government of Other Countries (HSS) [Summarize, Main Ideas and Details]	My New Home (RF), My Name is Yoon (RF), New Americans in California (NF), Our Ancestors in California (HSS) [Summarize, Make and Confirm Predictions]	E-Mails from Other Places (F), Babu's Song (F), Where in the World is Tanzania? (NF), North America (HSS) [Monitor, Reread, Character, Setting, Plot]	Fun at the Library (RF), Tomás and the Library Lady (F), Local Hero (NF), People Making a Difference (HSS) [Generate Questions, Cause and Effect]	Firehouse Friendships (NF), Fighting the Fire (NF), Different Ways to Put Out a Fire (NF), How do Rocks Change? (S) [Summarize, Main Ideas and Details]	One Slippery Fish (F), One Grain of Rice (F), Same Story, Different Culture (NF), Leaders for Freedom (HSS) [Generate Questions, Make Inferences]	Kid Inventors Then and Now (NF), African-American Inventors (NF), Inventors Time Line (NF), George Washington Carver (HSS) [Monitor, Reread, Compare and Contrast]	A Little Symphony (NF), The Alvin Ailey Kids (NF), You'll Sing a Song and I'll Sing a Song (P), What is Gravity (S) [Visualize, Summarize]	Goldilocks and the Three Bears (FT), Abuelo and the Three Bears (F), The Three Bears (FT), From Farm to Home (HSS) [Visualize, Summarize]	Frozen Art (NF), Music of the Stone Age (NF), The Art of Recycling (NF), What is Sound (S) [Generate Questions, Author's Purpose]	Iggy Pig Saves the Day (F), Click, Clack, Moo: Cows That Type (F), California Grows (NF), Farming Yesterday and Today (HSS) [Visualize, Cause and Effect]	Making Stories Happen (NF), Stirring up Memories (NF), Crayons and Brush Dance (P), From City to Country (HSS) [Generate Questions, Draw Conclusion]	The Story of the Giant Carrot (F), Head, Body, Legs: A Story from Liberia (F), Watch it Move! (NF), Objects in Motion (S) [Monitor, Reread, Cause and Effect]	Safety at School (F), Officer Buckle and Gloria (F), Fire Safety (NF), What Does a Magnet Pull (S) [Monitor, Read Ahead, Use Illustrations]	A Whale is Saved (NF), A Harbor Seal Pup Grows Up (NF), The Puppy (P), Life Cycle of Black Bears (S) [Summarize, Sequence]	Plant Power (NF), The Tiny Seed (F), PI Parts (NF), What Do Flowers, Fruits, and Seeds Do? (S) [Summarize, Draw Conclusions]	City Garden (RF), The Ugly Vegetables (RF), California Gardens (NF), What is in Soil? (S) [Summarize, Sequence]	A Very Old Fish (NF), Meet the Super C (NF), Some Strange Teeth (NF), What A Fossils? (S) [Summarize, Monitor, Adjust Reading Rate]	Leo Grows Up (F), Farfallina & Marcell (Butterflies (NF), A Frogs Life and a Butterfly's Life (S) [Generate Questions, Make Inference]	My Home in Alaska (F), Nutik, the Wolf Pup (F), Wolves (NF), How Are Plants L Their Parents? (S) [Monitor, Adjust Reading Rate, Mak Inferences]
	READ ALOUD PROJECT SELECTIONS	A Butterfly is Patient A Drop Around the World A Drop of Water A Seed is Sleepy Cloudy with a Chance of Meatballs 2	Dear Juno Desert Giant Knots on a Counting Rope Mr. Popper's Penguins My Side of the Mountain	My Side of the Mountain 2 Our Solar System Rocks in His Head Snowboard Twist Snowflake Bentley	The Keeping Quilt The Secret Life of a Snowflake The Storm Book The Stranger Weather Words and What They Mean	When the World Was Young: Emu and Eagle's Gre Quarrel The Great Kapok Tree																			

LAUSD CURRICULUM MAP: Second Grade

DRAFT 6.9.2015

	August	September	October	November	December	January	February	March	April	May	June
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RESOURCES	Read Aloud Project: Text Complexity K-2 – Common Core-aligned lessons for K-2 picture, informational, and chapter books. Lessons include text-dependent questions, Language exploration, Speaking and Listening activities, Writing activities, and creative performance tasks. http://achieve.lausd.net/Page/6603 Treasures' Level Text (by week)										
INTEGRATED ELD	Part I: Interacting in Meaningful Ways B.6 Reading/viewing closely										