



WESTSIDE
ATLANTA CHARTER SCHOOL

QTR 1: Aug. 6- Oct. 4	GRADE: 2 nd Grade	YEAR: 2018-2019
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Curriculum Map

Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (8/6)	2.L.2- Capitalization 2.W.2- Informational Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Informal quick checks on student knowledge of types of sentences.		What is informational writing?
Week 2 (8/13)	2.L.2A- Capitalization 2.L.2B- Use commas in greetings and closings of letters. 2.W.2- Informational Writing Demonstrate command	Informal quick checks on student knowledge of types of sentences. Conferencing with students, discussing their		Capitalize holidays, product names, and geographic names What do great authors do?

	of the conventions of standard English capitalization, punctuation, and spelling when writing.	writing piece.		
Week 3 (8/20)	2.L.2A- Capitalization 2.W.2- Informational Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Formal assessment on capitalization. Conferencing with students, discussing their writing piece.		
Week 4 (8/27)	2.L.1f- Types of Sentences (Simple and compound) 2.W.2- Informational Writing	Informal quick checks on student knowledge of types of sentences. Formal assessment on student's informational writing of their choice.		What makes a sentence? Subject and Predicate. WRITING PROJECT #1
Week 5 (9/4)	2.W.2- Informational Writing 2.L.1F- Types of Sentences (Simple and compound)			Identify the subject and predicate (verb).
Week 6	2.W.2- Informational	Informal quick		Model informational

(9/11)	<p>Writing</p> <p>2.L.2C Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>checks on student knowledge of collective nouns.</p> <p>Conferencing with students, discussing their writing piece.</p>		<p>writing, and show student examples of writing.</p>
<p>Week 7 (9/18)</p>	<p>2.L.2C Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.W.2- Informational Writing</p>	<p>Formal assessment on apostrophes.</p> <p>Conferencing with students, discussing their writing piece.</p>		<p>Students start formal informational writing piece.</p>
<p>Week 8 (9/25)</p>	<p>2.W.2- Informational Writing</p>	<p>Formal assessment on student's informational writing about sun, moon or earth.</p>		<p>WRITING PROJECT #2</p>
<p>Week 9 (10/2)</p>	<p>2.W.2- Informational Writing</p>			

Reading				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (8/6)	2.RL.2- Recount stories and determine the central message. 2.RL.1- Ask and answer questions about the text.	Daily guided reading observations , checklists, Fountas and Pinnell		Long and short vowels <u>Edward the Emu</u>
Week 2 (8/13)	2.RL.1- Ask and answer questions about the text. 2.RL.3- Describe how characters in a story respond to major events and challenges. 2.RL.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Daily guided reading observations , checklists, Fountas and Pinnell Formal Comprehension Quiz		Long and short vowels Digraphs and blends <u>Invisible Boy</u> and <u>A Bad Case of Stripes</u>
Week 3 (8/20)	MAP TESTING	Daily guided reading observations , checklists, Fountas and Pinnell		Glued sounds

<p>Week 4 (8/27)</p>	<p>2.RL.1- Ask and answer questions about the text.</p> <p>2.RL.3- Describe how characters in a story respond to major</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p>Formal Assessment on RL.3</p>		<p>Closed and open syllables in two syllable words</p> <p>Kevin Henkes Books</p>
<p>Week 5 (9/4)</p>	<p>2.RI.1- Ask and answer such questions as <i>who, what, where, when, why</i> and how to demonstrate understanding of key details in a text.</p> <p>2.RI.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p>		<p>R controlled vowels</p> <p>Informational books on Sun, Moon and Earth</p>
<p>Week 6 (9/11)</p>	<p>2.RI.1- Ask and answer such questions as <i>who, what, where, when, why</i> and how to demonstrate understanding of key details in a text.</p> <p>2.RI.6- Identify the main purpose of a text, including what the</p>	<p>Daily guided reading observations , checklists, Fountas and Pinnell</p> <p>Formal Assessment on RI.6</p>		<p>Suffixes: ed/ ing</p> <p>Informational books on Seasons (Gail Gibbons)</p>

	author wants to answer, explain or describe.			
Week 7 (9/18)	<p>2.RL.1- Ask and answer questions about the text.</p> <p>2.RL.6- determine the difference in point of view of characters.</p> <p>2.RL.3- Describe how characters in a story respond to major events and challenges.</p>	Daily guided reading observations , checklists, Fountas and Pinnell		<p>Suffixes: s/es</p> <p>Various books about Shadows</p>
Week 8 (9/25)	<p>2.RL.1- Ask and answer questions about the text.</p> <p>2.RL.4- Describe how words and phrases supply rhythm and meaning in a story, poem or song.</p> <p>2.RL.9- Compare and contrast two or more versions of the same story.</p>	Daily guided reading observations , checklists, Fountas and Pinnell Formal assessment - students compare and contrast the two stories (RL.9)		<p>Suffixes: Superlatives (er/est)</p> <p><u>The Three Little Ninjas</u> and <u>The Three Little Pigs</u></p>
Week 9 (10/2)	<p>2.RL.1- Ask and answer questions about the text.</p> <p>2.RL.7 - Use information gained from illustrations and</p>	Daily guided reading observations , checklists, Fountas and Pinnell		<u>I Need my Monster</u>

	words to demonstrate understanding of its characters, setting, or plot.			
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Math				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (8/13) 10 days	Module 1 2.OA.1- Use word addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g. by using drawings and equations with a symbol for the unknown number to represent the problem 2.OA.2- Fluently add and subtract within 20 using mental strategies.	-Teacher does daily informal check with students at her		

	<p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>			
<p>Week 2 (8/20)</p>	<p>Module 1 2.OA.1- Use word addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2- Fluently add and subtract within 20 using mental strategies. 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects</p>	<p>--Teacher does daily informal check with students at her table</p>		

	<p>or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>			
<p>Weeks 3-5 (8/27)- (9/10) 10 days</p>	<p>Module 2</p> <p><u>CCSS.MATH.CONTENT.2.MD.A.1</u></p> <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><u>CCSS.MATH.CONTENT.2.MD.A.2</u></p> <p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><u>CCSS.MATH.CONTENT.2.MD.A.3</u></p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.MATH.CONTENT.2.MD.A.4</p> <p>Measure to determine</p>	<p>-Teacher does daily informal check with students at her table</p> <p>--Coteacher does daily informal check with her group</p> <p>--Ticket out the door T,Th</p>		<p>Discuss tools used for measurement and practice measuring objects.</p>

	<p>how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>			
<p>Week 6 (9/17) 20 days</p>	<p>Module 3 2.NBT.1- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (706 equals 7 hundreds, 0 tens and 6 ones) 2.NBT.2- Count within 1000; skip count by 5s, 10s and 100s. 2.NBT.4- Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons</p>	<p>--Teacher does daily informal check with students at her table --Ticket out the door T,Th -2.NBT.1 2,4 Assessment</p>		
<p>Week 7 (9/24)</p>	<p>Module 3 2.NBT.1- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (706 equals 7 hundreds, 0 tens and 6 ones) 2.NBT.2- Count within 1000; skip count by 5s, 10s and 100s. 2.NBT.4- Compare two</p>	<p>--Ticket out the door T,Th</p>		

	three-digit numbers based on meanings of the undreds, tens and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons			
Week 8 (10/1)	<p>Module 3.</p> <p>2.NBT.1- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (706 equals 7 hundreds, 0 tens and 6 ones)</p> <p>2.NBT.2- Count within 1000; skip count by 5s, 10s and 100s.</p> <p>2.NBT.4- Compare two three-digit numbers based on meanings of the undreds, tens and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons</p>	<p>-Teacher does daily informal check with students at her table</p> <p>-Coteacher does daily informal check with her group</p> <p>--Ticket out the door T,Th</p>		
Week 9 (10/15) After Fall break	<p>Module 3</p> <p>2.NBT.1- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (706 equals 7 hundreds, 0 tens and 6 ones)</p> <p>2.NBT.2- Count within 1000; skip count by 5s, 10s and 100s.</p>	<p>-Coteacher does daily informal check with her group</p> <p>--Ticket out the door T,Th</p>		

	2.NBT.4- Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons			
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Science				
Date	Standard	Assessment	Extension	Additional Info.
Week 1 (8/6)	S2E1.a- Students will understand that stars have different sizes, brightness, and patterns.	-Informal Check		
Week 2 (8/13)	S2E1.a- Students will understand that stars have different sizes, brightness, and patterns.			Sun Moon
Week 3 (8/20)	S2E2.d- Use observations and charts to record the shape of the moon for a period of time.	-Informal Journal Check		-Moon Phases Oreo Moons
Week 4 (8/27)		-Informal Journal Check		
Week 5 (9/4)	S2E2.a- Students will investigate the position of sun and moon to show patterns throughout			All of reading block focused on sun, moon and earth relationship.

	the year. Investigate the position of the sun in relation to a fixed object on earth at various times of the day.			
Week 6 (9/11)	S2E2.c- Relate the length of the day and night to the change in seasons.	Alien Brochure		Students make brochure for "alien" about our earth's seasons.
Week 7 (9/18)	Design and build a structure that demonstrates how shadows change throughout the day.	Shadows Project		Potential field trip to Fernbank Planetarium
Week 8 (9/25)	S2E3.a- Recognize effects that occur in a specific area caused by weather, plants, animals and/or people.	-Final Informational Writing Piece on Sun, Moon or Earth		
Week 9 (10/2)	S2E3.a- Recognize effects that occur in a specific area caused by weather, plants, animals and/or people.			

Social Studies			
Date	Standard	Assessment	Additional Info.

	NO SOCIAL STUDIES STANDARDS THIS QUARTER		

