

2nd Grade Curriculum Maps - Quick Links

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2nd Grade - Resources

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2nd Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Operations and Algebraic Thinking Enduring Understanding: Mathematicians use strategies, models, and equations to represent and solve addition and subtraction problems. Fluency with addition and subtraction helps students solve problems efficiently. Equal groups, arrays, and skip-counting patterns help students build early multiplication readiness. Essential Question: How can addition and subtraction strategies help us solve problems? How can equations, drawings, and models represent mathematical thinking? How can arrays and equal groups help us understand even and odd numbers?	2.OA.A.1 2.OA.B.2 2.OA.C.3 2.OA.C.4	Addition and subtraction problem-solving checks Timed or fluency checks within 20 One- and two-step word problem responses Array/even-odd sort or task Exit tickets End-of-unit assessment Teacher observation during math discussion and problem solving	Represent and solve one- and two-step addition and subtraction word problems Add and subtract fluently within 20 Use equations, drawings, number lines, and manipulatives to solve problems Determine whether groups of objects are even or odd Use repeated addition to represent arrays and equal groups Explain problem-solving strategies using mathematical language	Number talks Teacher modeling with think-alouds Use of number lines, ten frames, counters, and base-ten blocks Partner problem solving and peer explanation Fact fluency games Array-building with manipulatives Exit tickets and math journal reflection	Core Resource: Savvas Realize Curriculum Supplemental Resource: 99math; IXL; number lines; ten frames; hundreds charts; counters; base-ten blocks; anchor charts; teacher-created, standards-aligned practice materials
2nd Quarter - Unit 2	Number and Operations in Base Ten Essential Question: How does place value help us understand and compare numbers? How can numbers be represented in different ways? How can place value strategies help us add and subtract within 100 and 1,000? Enduring Understanding: Three-digit numbers are composed of hundreds, tens, and ones. Numbers can be represented using models, expanded form, word form, and standard form. Place value understanding supports accurate comparison, addition, and subtraction.	2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	Place value checks using base-ten models Skip-counting fluency checks by 5s, 10s, and 100s Expanded form/word form/standard form tasks Number comparison tasks using <, >, = Addition and subtraction strategy checks Exit tickets End-of-unit assessment	Understand that three-digit numbers represent hundreds, tens, and ones Count within 1,000 and skip count by 5s, 10s, and 100s Read and write numbers to 1,000 in multiple forms Compare two- and three-digit numbers using place value Add and subtract within 100 using place value strategies Add and subtract within 1,000 using models or strategies Explain why addition and subtraction strategies work	Base-ten block modeling Place value charts Number talks Choral counting and skip-counting routines Expanded form practice Compare/contrast number representations Partner strategy explanations Guided practice with place value models	Core Resource: Savvas Realize Curriculum Supplemental Resource: 99math; IXL; base-ten blocks; place value charts; hundreds charts; anchor charts; teacher-created, standards-aligned practice materials
3rd Quarter - Unit 3	Measurement and Data Essential Question: How can measurement tools help us describe and compare objects? How can addition and subtraction help us solve measurement, time, and money problems? How can data be collected, represented, and interpreted? Enduring Understanding: Mathematicians use appropriate tools and units to measure and compare lengths. Measurement, time, and money problems can be solved using addition and subtraction strategies. Data can be organized and represented in graphs and line plots to answer questions.	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.C.7 2.MD.C.8 2.MD.D.9 2.MD.D.10	Measurement tool selection task Length measurement and comparison checks Measurement word problem responses Time-telling checks to five-minute intervals Coin and bill identification checks Money problem-solving tasks Graphing/data interpretation task Line plot or picture graph response End-of-unit assessment	Measure and estimate lengths using appropriate tools and standard units Compare lengths and solve measurement problems Represent whole numbers as lengths on a number line Tell and write time to the nearest five minutes Identify coins and bills and solve money problems Collect, organize, and represent measurement data Create and interpret line plots, picture graphs, and bar graphs Use addition and subtraction to solve measurement and data problems	Teacher modeling with measurement tools Hands-on measurement centers Number line modeling Math talks using measurement and data scenarios Graph creation and interpretation practice Partner measuring activities Coin and time practice with manipulatives Guided problem-solving with diagrams and equations	Core Resource: Savvas Realize Curriculum Supplemental Resource: IXL; rulers; yardsticks; metersticks; number lines; coins/bills; manipulatives; graphing tools; anchor charts; teacher-created, standards-aligned practice materials
4th Quarter - Unit 4	Geometry Essential Question: How can attributes help us identify and describe shapes? How can shapes be partitioned into equal parts? How can mathematicians use shapes to model and solve problems? Enduring Understanding: Shapes can be identified, drawn, and described by their attributes. Two-dimensional and three-dimensional shapes have defining features. Shapes can be partitioned into equal shares to build early fraction understanding.	2.G.A.1 2.G.A.2 2.G.A.3	Shape identification task Attribute sorting activity Draw-and-label shapes task Equal shares/partitioning check 2D and 3D shape project or performance task Exit ticket End-of-unit assessment	Identify, draw, and describe two-dimensional and three-dimensional shapes Describe shapes by attributes such as sides, angles, faces, and vertices Partition rectangles into rows and columns of same-size squares Partition circles and rectangles into equal shares Use appropriate geometry vocabulary to describe shapes and equal parts	Shape attribute anchor charts Teacher modeling with visual examples 2D and 3D shape sorting Hands-on shape building Guided drawing practice Partner comparison of shape attributes Equal-share folding and partitioning activities Math discussion using geometry vocabulary	Core Resource: Savvas Realize Curriculum Supplemental Resource: IXL; 2D and 3D shape models; pattern blocks; geoboards; anchor charts; teacher-created, standards-aligned geometry activities

2nd Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Plants and Animals Essential Question: How do plants and animals use their parts to survive? How do living things depend on their habitats? How do plants and animals interact with each other in an ecosystem? Where do animals live? Enduring Understanding: Plants and animals have structures that help them meet their needs. Living things depend on their habitats for food, water, shelter, and space. Plants and animals interact with each other in ways that support survival and growth.	SCI.LS1.A.1 SCI.LS1.C.K SCI.LS1.D.1	Animal classification sort Plant parts labeling task Habitat matching or sorting activity Food chain/predator-prey diagram Animal research project Science journal observations End-of-unit assessment	Identify and classify living things as plants or animals Describe observable characteristics of plants and animals Identify plant parts and explain their basic functions Describe what animals need to survive Explain how animals use body parts for protection, movement, and survival Describe habitats and how living things meet their needs within an environment Identify simple food chain relationships, including predator and prey	Interactive Savvas lessons Read-alouds and informational text discussion Anchor charts Plant and animal sorts Guided observations Science centers Habitat sorting activities Collaborative diagrams Science journals and labeled drawings	Core Resource: Savvas Realize Interactive Science. Supplemental Resource: plant growth stations; picture/classification cards; visual aids; informational texts; teacher-created, standards-aligned investigations and activities

2nd Quarter - Unit 2	Earth's Materials and Landforms Essential Questions: How do wind, water, and ice change Earth's surface? How can we describe and compare landforms and bodies of water? What can fossils help us understand about Earth's history? Enduring Understanding: Earth's surface changes over time through processes such as weathering and erosion. Landforms and bodies of water can be identified, described, and compared by their features. Fossils provide evidence about living things and environments from the past.	SCI.ESS2.A.2 SCI.ESS2.C.2 SCI.ESS1.C.2	Weathering and erosion observation task Landform/body of water identification check Fossil model or fossil formation activity Landform poster or labeled diagram Science journal response Vocabulary check End-of-unit assessment	Identify and describe landforms and bodies of water Explain the difference between weathering and erosion Describe how water, wind, and ice can change Earth's surface Explain how fossils are formed Describe what fossils can tell us about the past Use observations and models to explain Earth science concepts	Interactive Savvas lessons Teacher demonstrations Anchor charts Video clips and class discussion Hands-on exploration with Earth materials Fossil modeling with clay or impressions Sorting/classifying landforms and bodies of water Science journals and labeled diagrams	Core Resource: Savvas Realize Interactive Science. Supplemental Resource: clay/fossil modeling materials; landform and body of water visuals; informational texts; observation sheets; teacher-created, standards-aligned investigations and activities
3rd Quarter - Unit 3	Matter and Changes in Matter Essential Question: How can we describe and classify different types of matter? How can matter change when it is heated, cooled, mixed, or combined? How do observations help scientists compare the properties of materials? Enduring Understanding: Matter can be described and classified by observable properties. Materials can change in different ways, including through heating, cooling, mixing, or combining. Scientists use observations and evidence to describe, compare, and explain changes in matter.	SCI.PS1.A.2 SCI.PS1.B.2	Matter classification sort Properties of matter observation chart Lab observation during heating, cooling, mixing, or combining materials Vocabulary check Science journal response Exit ticket End-of-unit assessment	Identify and classify solids, liquids, and gases Describe observable properties of matter Sort and compare materials based on characteristics Observe and describe changes caused by heating, cooling, mixing, or combining Distinguish between physical changes and chemical changes at an age-appropriate level Use evidence from observations to explain changes in materials	Interactive Savvas lessons Teacher demonstrations Anchor charts Hands-on investigations Matter sorting and classification activities Collaborative data collection Observation drawings Science journals Exit tickets and vocabulary practice	Core Resource: Savvas Realize Interactive Science. Supplemental Resource: matter investigation materials; thermometers; visual aids; observation sheets; informational texts; teacher-created, standards-aligned investigations and activities
4th Quarter - Unit 4	Science Inquiry, Engineering Design, and Cumulative Review Essential Question: How do scientists ask questions, make observations, and use evidence? How can we design, test, and improve solutions to problems? How can we use what we have learned about living things, Earth materials, and matter to explain the world around us? Enduring Understanding: Scientists use observations, evidence, and models to explain natural phenomena. Engineers design and test solutions to solve problems. Science concepts can be connected across life science, Earth science, and physical science.	SCI.ETS1.A.K-2 SCI.ETS1.B.K-2 SCI.ETS1.C.K-2	Cumulative science notebook review Student-designed investigation or engineering challenge Observation/data collection sheet Build-test-improve reflection Oral or written explanation using evidence End-of-year performance task or project	Ask questions based on observations Make and record observations using drawings, words, or data Use evidence to explain scientific ideas Design and test a simple solution to a problem Compare results and identify possible improvements Connect learning from life science, Earth science, and physical science units	Guided inquiry lessons Engineering design challenge Think-pair-share and collaborative problem solving Science notebook reflections Teacher modeling of claim-evidence reasoning Build-test-improve cycles Student presentations or gallery walk	Core Resource: Savvas Realize Interactive Science. Supplemental Resource: science notebooks; classroom investigation materials; engineering design materials; teacher-created, standards-aligned review and performance tasks

2nd Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Essential Questions: How do my roles change from family, school and community? What are the rules at home and at school? Enduring Understanding: Students will be able to distinguish responsibilities in the family, school, and community. Differentiate between rules at home and school.	BH1.A SS.BH1.B.2 BH2.A SS.PS1.B.1-2	Workbook pages; lesson checks; teacher observations; rules/responsibilities sort; good citizen drawing or written response; unit assessment	Express the importance of rules and why they are needed within home, school and a community, and describe the attributes of a good citizen.	Student-centered activities; inquiry-based discussion; role-play scenarios; sorting activities; partner discussion; visual supports	Core Resource: TCI Social Studies Alive! My School and Family Supplemental Resource: teacher-created, standards-aligned activities; maps/images; classroom discussion materials
2nd Quarter - Unit 2	Essential Questions: What can a trip to the store teach us about economics? Enduring Understanding: Students will be able to demonstrate the difference between wants and needs, and spending and saving.	SS.ECON1.A.1 SS.ECON1.B.2	Workbook pages; lesson checks; teacher observations; needs/wants sort; spending/saving scenario response; unit assessment	Differentiate between needs and wants and deciding if they would spend or save money on such items	Student-centered activities; inquiry-based discussion; scenario-based decision making; sorting activities; partner discussion; visual supports	Core Resource: TCI Social Studies Alive! My School and Family Supplemental Resource: teacher-created, standards-aligned activities; maps/images; classroom discussion materials
3rd Quarter - Unit 3	Essential Question: How can you show where you live? Enduring Understanding: People can use maps, models, and drawings to represent where they live and to show how places are connected.	SS.Geog1.A.1 Geog1.C SS.Geog2.A.K-1;	Workbook pages; lesson checks; teacher observations; map skills task; simple map/model drawing; vocabulary check; unit assessment	Students will understand that geography is the study of the Earth, and the traits that are associated with a map.	Student-centered activities; map exploration; inquiry-based discussion; modeling with maps and drawings; partner discussion; visual supports	Core Resource: TCI Social Studies Alive! My School and Family Supplemental Resource: teacher-created, standards-aligned activities; maps/images; classroom discussion materials
4th Quarter - Unit 4	Essential Question: In what ways have schools and families changed over time? Enduring Understanding: Schools and families have changed over time in how they live, learn, work, and communicate, reflecting broader changes in society.	SS.Hist2.b.e BH2.b:	Workbook pages; lesson checks; teacher observations; then/now comparison chart; family or school history response; unit assessment	Identify similarities and differences between life long ago and now; and how things change over time.	Student-centered activities; inquiry-based discussion; then/now comparisons; picture analysis; partner discussion; visual supports	Core Resource: TCI Social Studies Alive! My School and Family Supplemental Resource: teacher-created, standards-aligned activities; maps/images; classroom discussion materials

2nd Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Foundational Reading Skills, Fluency, and Story Retelling Enduring Understandings: Readers use phonics, word recognition, fluency, and comprehension strategies to understand grade-level texts. Strong readers ask and answer questions, retell important events, and use text details to explain what happened. Students build reading confidence by reading aloud, reading independently, and discussing stories with others. Essential Questions: How do readers use phonics and word patterns to read unfamiliar words? How can readers ask and answer questions about key details in a text? How does retelling help readers show understanding?	RF.2.3 RF.2.4 RL.2.1 RL.2.2	Running records Oral reading fluency checks Reading passages with comprehension questions Retelling graphic organizer Teacher observation checklist Word list assessment Unit reading skill check	Read grade-level text with accuracy, fluency, and expression Recognize words with common spelling patterns Use phonics and word recognition strategies to decode unfamiliar words Ask and answer questions about key details in a text Retell familiar stories using important events and details Identify characters, settings, and major events Discuss what happened in a passage after reading aloud or independently	Teacher read-alouds Modeled fluent reading Guided reading groups Repeated reading practice Reader's theater Think-pair-share Anchor charts Small-group comprehension practice Partner retelling using sentence starters Independent reading with accountability tasks	Core Resource: HMH reading curriculum Supplemental Resource: Grade-level mentor texts; read-aloud texts; story maps; graphic organizers; anchor charts; retell writing frames; teacher-created reading passages and comprehension practice
2nd Quarter - Unit 2	Story Structure, Main Events, and Phonics/Word Recognition Enduring Understandings: Stories have structures that help readers understand characters, events, problems, and solutions. Readers use story maps, retelling, and questioning to organize and explain their understanding. Phonics, prefixes, suffixes, and irregular words help readers strengthen accuracy and word knowledge. Essential Questions: How do readers describe the structure of a story?	RF.2.3 RF.2.4 RL.2.1 RL.2.2 RL.2.5	Story map Retelling graphic organizer Reading passages with comprehension questions Word list assessment Spelling or phonics skill check Teacher observation checklist Unit reading assessment	Describe the overall structure of a story Retell main events from a story in sequence Identify the problem and solution in a story Ask and answer questions to demonstrate understanding Recognize long and short vowel sounds Identify and read common irregularly spelled words Use prefixes and suffixes to support word meaning Apply word pattern knowledge when reading grade-level texts	Teacher modeling Guided reading groups Story structure anchor charts Partner retelling Graphic organizer completion Word wall practice Interactive word study Multisensory phonics practice Sentence starters and prompts Independent reading response	Core Resource: HMH reading curriculum Supplemental Resource: Grade-level mentor texts; traditional literature; story maps; graphic organizers; anchor charts; word wall; visual aids; teacher-created phonics and comprehension practice
3rd Quarter - Unit 3	Purpose, Details, and Comparing Texts Enduring Understandings: Readers identify the purpose of a text and support their thinking with details. Readers compare and contrast texts to notice similarities and differences in characters, events, topics, and messages. Reading different versions of stories helps students understand how authors make choices. Essential Questions: How can readers identify the purpose of a text? How do details support a reader's understanding?	RF.2.4 RL.2.1 RL.2.2 RL.2.5 RL.2.9	Reading passages with comprehension questions Compare and contrast graphic organizer Venn diagram Reading response Teacher observation checklist Unit reading assessment	Identify the purpose of a text Use details from the text to support a response Compare and contrast two versions of the same story Identify similarities and differences in characters, events, or story elements Retell important events from stories and passages Read grade-level texts with fluency and comprehension Connect story elements to personal experiences when appropriate	Teacher read-alouds Close reading of short passages Guided reading groups Compare and contrast modeling Venn diagram practice Partner discussion Question-and-answer conferencing Anchor charts Independent reading response	Core Resource: HMH reading curriculum Supplemental Resource: Different versions of the same story; grade-level mentor texts; fairy tales; folktales; fables; Venn diagrams; graphic organizers; anchor charts; teacher-created comprehension practice
4th Quarter - Unit 4	Character Study, Point of View, and Reading Fluency Enduring Understandings: Readers describe characters by noticing what characters say, do, think, and feel. Readers understand that characters and narrators may have different points of view. Readers use fluency, comprehension strategies, and text evidence to explain their understanding of literature. Essential Questions: How do readers describe characters in a story? How can readers identify different points of view? How do readers use text details to explain their thinking?	RF.2.4 RL.2.1 RL.2.3 RL.2.6 RL.2.9	Character map Character study response Reading passages with comprehension questions Oral reading fluency check Teacher observation checklist Reading response Unit reading assessment	Describe characters in a story Identify how characters respond to major events and challenges Recognize differences in points of view Compare characters or points of view across stories Use text details to support thinking Read grade-level text with accuracy, fluency, and expression Discuss what occurred in a passage after reading aloud or independently	Teacher read-alouds Guided reading groups Character analysis modeling Character maps Partner discussion Reader's theater Text evidence sentence frames Independent reading with response tasks Question-and-answer conferencing	Core Resource: HMH reading curriculum Supplemental Resource: Grade-level mentor texts; read-aloud texts; character maps; graphic organizers; anchor charts; sentence frames; teacher-created reading passages and comprehension practice

2nd Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Narrative Writing, Sentence Writing, and Foundational Language Skills Essential Questions: How do writers tell a story in a clear sequence? How do complete sentences help readers understand our ideas? How do nouns, verbs, adjectives, capitalization, and punctuation help writers communicate clearly? Enduring Understandings: Writers tell stories by organizing events in a clear beginning, middle, and end. Writers use complete sentences, details, and conventions to make their writing clear. Speaking and listening help students share ideas, ask questions, and build on the thinking of others.	W.2.3 W.2.5 W.2.8 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.2 SL.2.4 L.2.1.a L.2.1.e L.2.2	Formative Assessments: Writing organizers Rough drafts Journal entries Sentence writing checks Noun, verb, and adjective practice Capitalization and punctuation checks Teacher observations Discussion participation checklists Summative Assessments: Narrative writing piece Grammar/conventions check	Write narrative pieces using a clear sequence of events Write complete sentences focused on one main idea Add details to develop a story Use capitalization and end punctuation correctly Identify and use nouns, verbs, and adjectives Revise and edit writing with support from peers and adults Participate in conversations using established discussion norms Ask and answer questions to clarify understanding	Teacher modeling and think-alouds Class brainstorming Story maps Graphic organizers Guided writing with scaffolded prompts Peer editing Sentence-building activities Journal writing Partner discussion Read-aloud and oral retelling	Core Resource: Amplify Supplemental Resource: Grade-level mentor texts; picture books with clear narrative structure; graphic organizers; story maps; writing process anchor charts; sentence frames and starters; transition word lists; grammar anchor charts; IXL: teacher-created, standards-aligned writing activities
2nd Quarter - Unit 2	Informative/Explanatory Writing, Research, and Language Conventions Essential Questions: How do writers explain information clearly? How can writers gather facts and use them in their writing? How do punctuation, word choice, and sentence structure help writers share information? Enduring Understandings: Informative writers use facts, definitions, and details to explain a topic clearly. Writers gather and recall information to develop writing pieces. Correct grammar, punctuation, and spelling help readers understand informational writing.	W.2.2 W.2.5 W.2.8 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.2 SL.2.4 SL.2.5 L.2.1 L.2.2 L.2.4	Formative Assessments: Research notes Question-and-answer writing Informational writing organizer Rough drafts Sentence editing tasks Punctuation checks Vocabulary/context clue practice Teacher observations Oral retells Summative Assessments: Informative/explanatory writing piece Mini research writing project Grammar/conventions check	Write informative/explanatory pieces using facts and definitions Gather and recall information from supported sources Write about one main topic with organizing details Use a clear introduction and conclusion when appropriate Use punctuation, including commas and apostrophes, correctly Use context clues and word knowledge to support vocabulary development Revise and edit writing with support from peers and adults Recount key ideas from texts or information presented orally	Teacher modeling and think-alouds KWL charts Mini research projects Guided writing with scaffolded prompts Graphic organizers Question-and-answer writing Sentence stems Small-group writing support Peer editing Listen-and-respond activities	Core Resource: Amplify Supplemental Resource: Short informational texts and nonfiction books; grade-level mentor texts; graphic organizers; KWL charts; writing process anchor charts; sentence frames and starters; context clue charts; word walls; IXL: Boddie; teacher-created, standards-aligned writing activities

3rd Quarter - Unit 4	Opinion Writing, Reasons, Details, and Grammar Development Essential Questions: How do writers share an opinion clearly? How do reasons and details help support an opinion? How do verb tense, sentence types, and word relationships strengthen writing? Enduring Understandings: Opinion writers state an opinion and support it with reasons. Writers use details, examples, and clear organization to communicate their thinking. Grammar and word knowledge help writers express ideas clearly and correctly.	W.2.1 W.2.5 W.2.8 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.5	Formative Assessments: Opinion writing organizer Reason/detail practice Rough drafts Peer editing checklist Sentence identification tasks Verb tense practice Exit tickets IXL grammar quizzes Teacher observations Discussion participation checklists Summative Assessments: Opinion writing piece Grammar/conventions check Oral presentation or sharing task	Write opinion pieces with an introduction and conclusion State an opinion clearly Support an opinion with reasons and details Use linking words when appropriate Identify and use appropriate verb tenses Write and identify different types of sentences Use synonyms, antonyms, homophones, and homonyms to build word knowledge Revise and edit writing with support from peers and adults Present information or opinions clearly.	Teacher modeling and think-alouds Opinion writing mentor texts Class brainstorming Graphic organizers Sentence stems Guided writing with scaffolded prompts Peer editing Sentence sorting and sentence-building activities Word study stations Think-pair-share	Core Resource: Amplify Supplemental Resource: Grade-level mentor texts; picture books with clear opinion structure; graphic organizers; writing process anchor charts; sentence frames and starters; transition word lists; grammar anchor charts; word walls; verb tense visuals; IXL; Boddie; Prodigy; teacher-created, standards-aligned writing activities
4th Quarter - Unit 6	Writing Review, Narrative/Informational Writing, Revision, Editing, and Speaking Skills Essential Questions: How do writers choose the best structure for their purpose? How do writers revise and edit to make their work stronger? How do speakers share stories, ideas, and information clearly with others? Enduring Understandings: Writers choose narrative, opinion, or informative structures based on purpose and audience. Revision and editing help writers improve clarity, organization, details, and conventions. Speakers communicate clearly by organizing ideas, using details, and following discussion norms.	W.2.1 W.2.2 W.2.3 W.2.5 W.2.7 W.2.8 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.2 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.5	Formative Assessments: Writing organizers Rough drafts Journal entries Self-editing checklists Peer editing checklists Sentence writing and editing tasks Oral retells Discussion participation checklists Teacher observations Summative Assessments: Final writing portfolio or selected writing piece Speaking/listening performance task Grammar/conventions check	Write narrative, opinion, and informative pieces for different purposes Use supporting details and conclusions to strengthen writing Gather and recall information to create writing pieces Revise and edit writing with support from peers and adults Use appropriate grammar, capitalization, punctuation, and spelling conventions Identify and use nouns, verbs, adjectives, sentence types, and word relationships correctly Present information, stories, or ideas clearly Build on others' thoughts during conversations	Teacher modeling and think-alouds Writing workshop Class brainstorming Story maps Graphic organizers Guided writing with scaffolded prompts Peer editing Self-editing checklists Journals Partner discussion Mini presentations Independent storytelling	Core Resource: Amplify Supplemental Resource: Grade-level mentor texts; short informational texts and nonfiction books; picture books with clear structure; graphic organizers; story maps; writing process anchor charts; sentence frames and starters; transition word lists; grammar anchor charts; context clue charts; word walls; IXL; Boddie; teacher-created, standards-aligned writing activities