

2nd Grade Wide Scope Curriculum Map 2006 - 2007

	September	October	November	December	January	February	March	April	May/June
Reading	Content / Concept Comprehension Strategies Decoding Strategies DRA Assessments Appropriate Book Selection What good readers do? Story Elements- <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Settings • Problem/Solution Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies Appropriate Book Selection What good readers do? Story Elements- <ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Settings • Problem/Solution Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies DRA Assessments Predictions Independent Reading Context Clues Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies Compare and Contrast Story Elements Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies Reading with Expression/Fluency Listen to and read informational and narrative text Field Trip to Theater to see "Miss Nelson is Missing" Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies Cause and Effect Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies DRA Assessments Reading for Information/Note taking Interpreting Non-Fiction Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies Genre Study Listen to and read informational and narrative text Do . . . Know . . . Understand	Content / Concept Comprehension Strategies Decoding Strategies DRA Assessments Genre Study Listen to and read informational and narrative text Do . . . Know . . . Understand
	Interventions/Scaffolding: Review basic skills Modeling Extensions/Acceleration: Independent Reading	Interventions/Scaffolding: Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Phonics/phonemic awareness Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Phonics/phonemic awareness Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Phonics/phonemic awareness Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Phonics/phonemic awareness Guided Reading Extensions/Acceleration: Guided Reading	Interventions/Scaffolding: Phonics/phonemic awareness Guided Reading Extensions/Acceleration: Guided Reading
Writing	Content / Concept Modeling good writing Establishing expectations, procedures and routines for a writing. Writing a good sentence Introduce "Writer's Workshop" Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Writing Traits- Voice Introduce Journal Writing Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Writing for an Audience Revising Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Writing for an Audience Revising Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Spelling tools And resources Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Using quality literature as a model their writing. Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Posters Writing a report Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Book Reports Poetry Writing Do . . . Know . . . Understand	Content / Concept "Writer's Workshop" Book Reports Do . . . Know . . . Understand
	Interventions/Scaffolding: Extensions/Acceleration: "Write Away" program	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Formatted Report Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:	Interventions/Scaffolding: Extensions/Acceleration:
Math	Content / Concept MATHEMATICAL THINKING Sorting and Classifying Basic + and - Facts 18 Days Do . . . Know . . . Understand	Content / Concept COINS, COUPONS AND COMBINATIONS The Number System *Commutative and associative properties of addition (Number families) 21 Days Do . . . Know . . . Understand	Content / Concept COINS, COUPONS AND COMBINATIONS The Number System 15 Days Do . . . Know . . . Understand	Content / Concept COINS, COUPONS AND COMBINATIONS The Number System 15 Days Do . . . Know . . . Understand	Content / Concept DOES IT WALK, CRAWL, OR SWIM? Classifying Data *Practice symbols of less than, more than and equal to. 17 Days Do . . . Know . . . Understand	Content / Concept SHAPES, HALVES, AND SYMMETRY Geometry and Fractions 18 Days Do . . . Know . . . Understand	Content / Concept SHAPES, HALVES, AND SYMMETRY Geometry and Fractions 15 Days Do . . . Know . . . Understand	Content / Concept PUTTING TOGETHER AND TAKING APART Double Digit + and - 21 Days Do . . . Know . . . Understand	Content / Concept PUTTING TOGETHER AND TAKING APART Double Digit + and - 22 Days Do . . . Know . . . Understand
	Interventions/Scaffolding: Use manipulative and modify number to accommodate skill level Extensions/Acceleration: Extend equations and use higher numbers. Introduce more complex patterns.	Interventions/Scaffolding: Practice coin value and counting coins. Extensions/Acceleration: Extend Unit games with higher numbers.	Interventions/Scaffolding: Use manipulative and modify number to accommodate skill level. Extensions/Acceleration: Solves simple multiplication and division problems using pictures and symbols.	Interventions/Scaffolding: Modeling of efficient strategies for combining equations. Extensions/Acceleration: Use of communication and verification.	Interventions/Scaffolding: Use more concrete and simple sorting criteria. Extensions/Acceleration: Increase number and completely of attributes, interpret and extend increasing and decreasing patterns	Interventions/Scaffolding: Uses concrete materials to identify attributes of shapes. Extensions/Acceleration: Develops Conceptual Understanding.	Interventions/Scaffolding: Uses concrete materials to identify attributes of shapes Extensions/Acceleration: Compares relationships of shapes. Computer and unit game activities.	Interventions/Scaffolding: Use of manipulative and visuals to develop efficient strategies. Extensions/Acceleration: Increase number value and complexity of story problems.	Interventions/Scaffolding: Use of manipulative and visuals to develop efficient strategies. Extensions/Acceleration: Use clear and efficient communication verification

