

Hold Ctrl & click on each lesson to be taken directly to that specific week.		
1/3- begin back on Thursday	Review Week	pp. 1-6
1/7	Lesson 17	pp. 7-10
1/14	Lesson 18	pp. 11-14
1/22 – off Monday (MLK)	Lesson 19	pp. 14-18
1/28	Lesson 20	pp. 18-22
2/4	Lesson 21	pp. 22-26
2/11- off Friday (PT Conference)	Lesson 22	pp. 27-31
2/19 – off Monday (PD)	Lesson 23	pp. 32-36
2/25	Lesson 24	pp. 37-40
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3/11	Lesson 26	pp. 43-46

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

Review Skills and Strategies

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
	<p>COMPREHENSION/FLUENCY</p> <p>Use books about people who have made a difference and stories from the websites about people that have contributed to society and made a difference to review literacy skills and strategies.</p> <p>Use books and the websites provided throughout the unit as you continue to share people that have contributed to society and made a difference.</p> <p>Inspire My Kids Kindergarten-2nd Grade Lessons</p> <p>As you read about different people from books and from the websites, choose one of the skill lessons or refer back to LLG</p>	<p>LLG p. 212 Main Idea and Details (Lesson 14) Helen Keller</p> <p>After working with students to develop a definition for hero and starting a class list of character traits that heroes possess, reread the story on Helen Keller in the student book and lead a discussion to determine if the class thinks that Helen Keller was a hero. Use the link to share what one person wrote about her and why they thought she was a hero. Helen Keller</p> <p>Introduce biographies and nonfiction books about people that have made a difference in our world for the class library.</p> <p>In this social studies unit students will be introduced to many people both ordinary and extraordinary – who have contributed to society and made a</p>	<p>Have students complete the chart as they are introduced to new people throughout the unit. People Who Make a Difference Chart</p> <p>Name/Challenges or Goals/Accomplishments Hero Characteristic(s)</p> <p>What Makes a Hero Activity</p>

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	<p>MINILESSON and use with one or more of the people you read about.</p> <p>difference. They will learn about men, women, and children whose contribution and achievements have directly or indirectly touched the students' lives and the lives of others. As students meet these heroes from long ago and the recent past, they understand the importance of individual action and character of one's life.</p> <p>Vocabulary Heroes and Celebrities Learning to Give Lesson Lesson Plan: What Makes a Hero? (Day One Only) Use this lesson to guide students in determining definitions for hero/heroism and celebrity and for developing a class chart with words that describe character traits for heroes. Introduce the idea of citing evidence to support who students consider heroes over the next few weeks. Ask students to name 2-3 people they consider a hero. Brainstorm a list and write on a chart for students to see. Include all names given. Work with students to develop a definition for hero/heroism. Record a class definition for display. Have students do the same thing for the term celebrity. Refer back to list of individuals students named as heroes and categorize as hero or celebrity.</p> <p>ReadWorks: What Makes Someone a Hero?</p> <p>NOTE: People from diverse groups should be included throughout this unit.</p>	<p>Use the definition for hero/heroism that the class created throughout the unit to help guide a discussion of "Who Is a Hero?"</p>
	<p>TCM – PSR American Biographies: Harriett Tubman (7 Book Set) What makes Harriett Tubman a hero?</p>	

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SOCIAL STUDIES			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H.12.2.1 Compare different accounts of the same historical event.</p> <p>H.13.2.3 Gather information from different sources in response to a compelling question about a significant historical event or person</p>	<p>Unit: People Who Make a Difference Lesson: Heroes</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): How would you define a hero? Heroism? What are characteristics of a hero? What is the difference between a hero and a celebrity? Does it take courage to do the right thing?</p> <p>Focus: In this unit students will be introduced to the many people—ordinary and extraordinary—who have contributed to society and made a difference. They will learn about men, women, and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students' lives and the lives of others. As students meet these heroes from long ago and the recent past, they will have the opportunity to understand the importance of individual action and moral character in one's life.</p>	<p>Agree/Disagree Anticipation Guide Hero Characteristics BEFORE READING: Work together to define hero/heroism and celebrity. Complete the study survey on characteristics of heroes.</p> <p>DURING READING: Use the following websites, biographies and nonfiction books from the classroom library to share stories of people who have made a difference.</p> <p>Inspire My Kids Website with real life, authentic, stories, videos, quotes and projects news stories, videos, quotes and online content. Show video to introduce-- Kid Heroes Website and Video Share short video and discuss. 4:08</p> <p>Ruby Bridges: The Six Year Old Girl That Changed American History Dr. Mae Jemison—Daring Makes a Difference for the First Black Woman Astronaut Wilma Rudolph—She Defied the Odds to Achieve Olympic Glory!</p> <p>My Hero Website (a website that features many local heroes — individuals generally known only in their own communities or families. Choose two or more stories to share. My Hero Website Video Overview (Provides overview of the My Hero Project) Child Heroes Family Heroes—Alma L. Escalante EarthKeeper Hero: Lawrence Merrill Shaffield, Jr. Teacher Hero: Laurel Schmidt</p>	<p>Choose three characteristics for a hero from the class list that you think are the most important. Choose one and write about why that one is so important for a hero to possess.</p> <p>Choose one person's story shared and complete the following: Name/Challenges or goals they had/Accomplishments/Hero characteristic(s)</p>

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		<p>John Glenn and Wife Selected Stories from Website---(Preview any story you select prior to showing to students. Some may not be grade appropriate. Kids Are Heroes---Meet the Heroes (As you share the short clips of each kid, share the map of the country in which they are from and locate the country on a world map. Youth Award—2016 Red Cross Heroes Video Clip</p> <p>Garden of Praise—Biographies for KIDS: Famous Leaders for Young Readers (Biographies that can be shared with students for discussion. Did the person have characteristics of hero? From the definition, would you say this person was a hero?</p> <p>AFTER READING: Discuss whether or not you would consider this person a hero. Use the definition and characteristics that students developed to make a decision. What characteristics do they exhibit? Add any additional characteristics you discuss to the class list. Identify following for each person: Name/Challenges or Goals They Had/Accomplishments/Hero characteristic(s)</p> <p>Inspire My Kids Kindergarten-2nd Grade Lessons As you read about different people from books and from the websites, choose a skill lesson to enhance student understanding of the content.</p>	
		<p>TCM – Trade Book: The Story of Ruby Bridges What makes Ruby Bridges a hero? TCM – PSR American Biographies: Harriett Tubman (7 Book Set) What makes Harriett Tubman a hero?</p>	

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WORD STUDY Review Skills and Strategies			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
2L2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	STRATEGY: Antonyms ACADEMIC: infer, trait, analyze, evaluate SOCIAL STUDIES: hero, heroism, celebrity, service, leader, characteristics of heroes TARGETED CLUSTERS/CATEGORIES: Teacher choice	Vocabulary Strategies TE pp. T166-T167 TE pp. T196-T197 Phonemic Awareness: TE pp. T113, T141, T151, T161, T171	
2RF3 Know & apply grade-level phonics & word analysis skills in decoding words. 2RF3d Decode words with common prefixes & suffixes.	SPELLING/ENCODING Long I (l, igh, y)	See Second Grade Phonological Awareness and Phonics 2018-19	
WRITING WORKSHOP			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	SKILLS Subject-Verb Agreement	Unit 4 Lesson 17 Weekly Plan TE pp. T110-T111 TE pp. T138, T148, T158, T174-T175 Spiral Review: Kinds of Sentences TE pp. T168 SB pp. 83-84	
PROCESS WRITING 2W2 Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic and strengthen writing as needed by revising & editing.	WRITING TYPE	SUW LESSONS & TOOLS 3rd Edition Tools SUW 4-6 Color-Coding & the Five Elements of Information Writing, Tools 4-6 a-b SUW 4-7 Planning with an Informal Outline, Tools 4-7-1, 4-7-2, 4-7-3, 4-7-4, 4-7a SUW 9-8 Descriptive Writing, Factual, Tools 9-8d 4th Edition Tools B4-1 Color-Coding the Elements of Informative/Explanatory Writing, Tool B4-1a, Tool B4-1b, Tool B4-1c B4-5 Planning Informative/Explanatory Writing with an Informal Outline, Tool B2-14a, B4-1a, B4-5a-B4-5c	Social Studies Prompt: In my opinion, ____ was a hero. One reason I believe that ____ was a hero is _____. Another example to support my opinion is _____. In closing _____.

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2nd Grade Curriculum Map: Literacy & Integrated Content

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 4 Lesson 17			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENT
<p>2RI3 Describe the connection between a series of historical events in a text.</p> <p>2RI1 Ask & answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text.</p> <p>2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI8 Describe how reasons support specific points the author makes in a text.</p> <p>2RL4 Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song.</p> <p>2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2SL5 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, & feelings.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Sequence of Events</p> <p>Strategy: Visualize</p> <p>Genre: Realistic Fiction/Informational Text</p> <p>Fluency: Stress</p>	<p>Anchor Lesson</p> <p><u>Luke Goes to Bat</u>, LLG p.218</p> <p>TE pp. T122-T137, T144-T147</p> <p>Text-based Comprehension TE pp. T188-T189</p> <p>SB pp. 50-73</p> <p>Read Aloud: <u>The Crowd Roared</u>, LLG p. 219</p> <p>TE pp. T114-T115, Projectable 17.1</p> <p>Fluency: Stress, TE pp. T153, Projectable 17.6</p> <p>Use the Jackie Robinson story with this lesson. Discuss how a timeline is a graphic organizer that can be used to sequence events in person's life. Create a timeline for events in the life of Jackie Robinson. Discuss how to determine the most significant events and work with students to decide which events from the book to include. Think about events in his life that demonstrate his character, his challenges and accomplishments, and how he met these challenges. If electronic devices are available, students can complete an interactive timeline online.</p> <p>Interactive Timeline readwritethink</p> <p>Use the book pair <i>Amazing Grace</i> and <i>Jackie Robinson: A Life of Determination</i> to examine the hero characteristics of both fictional and nonfiction characters.</p> <p>Amazing Grace and Jackie Robinson Bookflix Lesson Plan</p> <p>Central Arkansas Library System (CALS)—Bookflix--People and Places—Use the lesson plan to</p>	<p>Weekly Assessments 17.5-17.7</p>

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		<p>discuss the books and issues that are common in both. Use Amazing Grace to reinforce Literacy lesson Genre: Realistic Fiction (Lesson 17 LLG p. 218). Complete the T-Map from that lesson using this story.</p> <p>People Who Make a Difference Chart Complete the chart with the students using Jackie Robinson.</p> <p>Continue reading books from the classroom library and sharing stories from the websites last week. Use a chart to record the information. Name//Challenges or Goals/Accomplishments/Hero Characteristics</p>	
		<p>TCM – PSR American Biographies: Jackie Robinson (7 Book Set) What makes Jackie Robinson a hero?</p>	
SOCIAL STUDIES Use with Unit 4 Lesson 17			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.2.2.3 Describe roles and responsibilities of individuals in a democracy.</p> <p>C.3.2.2 Examine successful and unsuccessful attempts to improve communities</p> <p>C.3.2.3 Describe ways communities work to accomplish common task and establish responsibilities</p> <p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States</p>	<p>Unit: People That Make a Difference Lesson: Heroes</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): What are characteristics of a hero? Was Jackie Robinson a hero, a celebrity or both?</p>	<p>Bookflix Lesson Plan—Amazing Grace and Jackie Robinson: A Life of Determination</p> <p>Photograph of Jackie Robinson Jackie Robinson Comic Book Photo</p> <p>BEFORE READING: Tell students that they will be reading two books that have a common theme. Introduce the vocabulary word stereotyping. Review the class list of characteristics of a hero. As the stories are read students will be deciding if they believe the character(s) are heroes and be able to cite evidence to support their opinion.</p>	<p>Create a timeline for events in the life of Jackie Robinson. Choose one event in his life that could possibly be evidence that he could be considered a hero.</p> <p>Summative Unit Assessment Tell students that they will be doing a culminating project on a hero of their choice. They need</p>

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<p>H.12.2.5 Explain historical symbols and landmarks and the people and events associated with them.</p>		<p>Remembering Jackie Robinson Reading---Ask students to look for additional facts about Jackie Robinson as they read the story about him. DURING READING: As the story is being read, have students share evidence from the story that demonstrates characteristics of how the character is a hero. What examples of stereotyping can be found in the story?</p> <p>AFTER READING: Use a graphic organizer to determine what characteristics both Grace and Jackie Robinson share such as determination, grit, and courage. What challenges do they both face? What is different about their story? Share additional stories from the websites in last week's lesson. Have students share additional facts about Jackie Robinson's life.</p> <p>Inspire My Kids Kindergarten-2nd Grade Lessons Use the Compare and Contrast Lesson Plan to compare the characters in Amazing Grace and Jackie Robinson.</p> <p>Additional Content Lesson: Jackie Robinson and Integration Jackie Robinson Baseball History Lesson</p>	<p>to be thinking about who they want to choose as they read about different people and think about people in their lives. They will need to research the person they choose. The teacher may choose to have students: Create a holiday for a hero. (Lesson: Celebrate a Hero) This can be someone you have read about or someone you know. Write a justification of 2-3 reasons why you think the person you chose is a hero. The holiday you design should reflect this justification. Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii) All projects should reflect the essential question "Who is a hero?"</p>
		<p>TCM – PSR American Biographies: Jackie Robinson (7 Book Set) What makes Jackie Robinson a hero?</p>	

WORD STUDY Unit 4 Lesson 17

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p>2L2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>STRATEGY: Antonyms ACADEMIC: infer, trait, analyze, evaluate</p>	<p>Vocabulary Strategies TE pp. T166-T167 TE pp. T196-T197, Projectable 17.8</p>	

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2nd Grade Curriculum Map: Literacy & Integrated Content

	SOCIAL STUDIES: timeline, determination, self-esteem, stereotyping, major league, segregation TARGETED CLUSTERS/CATEGORIES: Teacher choice	Word Pairs, LLG p. 148 Twenty Questions, LLG p. 149 “Because Sentences” , LLG p. 149 Daily Vocabulary Boost TE pp. T113, T141, T151, T161, T171	
2RF3 Know & apply grade-level phonics & word analysis skills in decoding words. 2RF3d Decode words with common prefixes & suffixes.	SPELLING/ENCODING Long I (l, igh, y)	See Second Grade Phonological Awareness and Phonics 2018-19	
WRITING WORKSHOP Unit 4 Lesson 17			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	SKILLS Subject-Verb Agreement	Unit 4 Lesson 17 Weekly Plan TE pp. T110-T111 TE pp. T138, T148, T158, T174-T175 Spiral Review: Kinds of Sentences TE pp. T168 SB pp. 82-83	
PROCESS WRITING 2W2 Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic and strengthen writing as needed by revising & editing.	WRITING TYPE Informative Writing Technical	SUW LESSONS & TOOLS 3rd Edition Tools SUW 4-6 Color-Coding & the Five Elements of Information Writing, Tools 4-6 a-b SUW 4-7 Planning with an Informal Outline, Tools 4-7-1, 4-7-2, 4-7-3, 4-7-4, 4-7a SUW 9-8 Descriptive Writing, Factual, Tools 9-8d 4th Edition Tools B4-1 Color-Coding the Elements of Informative/Explanatory Writing, Tool B4-1a, Tool B4-1b, Tool B4-1c B4-5 Planning Informative/Explanatory Writing with an Informal Outline, Tool B2-14a, B4-1a, B4-5a-B4-5c	Social Studies Prompt: Create a timeline for events in the life of Jackie Robinson. Choose one event in his life that could possibly be evidence that he could be considered a hero.

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2nd Grade Curriculum Map: Literacy & Integrated Content

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 4 Lesson 18			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2RL9 Compare & contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.</p> <p>2RL7 Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2SL3 Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Understanding Characters</p> <p>Strategy: Analyze/Evaluate</p> <p>Genre: Biography /Poetry</p> <p>Fluency: Expression</p>	<p>Anchor Lesson</p> <p><u>My Name is Gabriella</u>, LLG p. 220 TE pp. T222-T235, T288-T289 Text Based Comprehension TE pp. T242-T245 SB pp. 88-113</p> <p>Read Aloud: <u>Doctor Salk's Treasure</u>, LLG 221 TE pp. T214-T215, Projectable 18.1</p> <p>Lesson: The Heart of a Hero: We Can All Make a Difference The First American Women Doctor ReadWorks--- Use to reinforce this week's skill and to continue the discussion on stereotyping from last week.</p> <p>Use the book <u>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</u> by Doreen Rappaport to reinforce or teach MINI LESSON "Understanding Character". Paired Lesson Plan: Martin's Big Words MLK A Journal Pictures Words Have students discuss facts from both books on Martin Luther King, Jr. and discuss how two books on same subject will have common information and information that is different. Use the Paired-Text Activities from the lesson to have students explore the life of MLK and explore what facts are included in each book.</p> <p>Central Arkansas Library— www.cals.lib.us.ar (Bookflix) Shared Books <u>Martin's Big Words</u> <u>Martin Luther King, Jr. (People and Places).</u></p>	<p>A Journal of Pictures and Words</p> <p>Have students choose a person from a biography you read together in class or independent reading that they consider a hero. Complete the T-Map LLG Lesson 18 p. 220 What the Character Did/What the Character Was Like</p>

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		<p>(A CALS library card number will be needed to access)</p> <p>Jackie Robinson and Martin Luther King, Jr. Jackie Robinson and Martin Luther King Video Clip (Qualities of Character 4:28) Stop at various points in short video to discuss the character qualities of Jackie Robinson that are mentioned in the video and how they reflect the same qualities of Dr. Martin Luther King Jr.</p> <p>Have students look at class list of character traits of heroes/people who made a difference as they talk about different people this week to see if any of the characteristics relate to them. Add to the list if there is a trait exhibited by one that is not on the list.</p>	
		TCM – PSR American Biographies: Martin Luther King, Jr. (7 Book Set)	
SOCIAL STUDIES Use with Unit 4 Lesson 18			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.5.2.2 Examine the rights and responsibilities that citizens have in a community.</p> <p>H.6.2.1 Explain the purpose in celebrating national holidays.</p> <p>H.6.2.6 Determine how photos and documents are used to gather information about the past.</p> <p>H.6.2.4 Define conflict.</p> <p>H.6.2.3 Discuss historical people of Arkansas.</p>	<p>Unit: People Who Make a Difference Lesson: Historical People</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): Who are some heroes from American history and in what ways were they heroic?</p> <p>How can historical documents (both primary and secondary) help me understand about the lives of heroes?</p>	<p>People make a difference every day in the lives of others. The impact of their actions may affect a few people or it may affect a large number of people. Some are remembered and honored by many. This month we celebrate the birthday of Martin Luther King, Jr. Why do you think so many people celebrate his contributions? TCM Trade Book: Martin's Big Words</p> <p>Reading Martin's Big Words Reading Guide BEFORE READING: Martin's Big Words Do a "picture walk" through the book, where students look at the pictures in the book and talk about what they think will happen in the book, based only on looking at the images.</p>	<p>Word Art with King's Words</p> <p>MLK A Journal Pictures Words</p> <p>Have each student to complete the sentence: I admire Dr. King because...." Illustrations, along with completed sentences, should be included. Have students identify a character</p>

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	<p>What hero characteristics does Martin Luther King Jr. exhibit?</p> <p>Focus: Historical People National Holidays Martin Luther King, Jr.</p>	<p>Look at the word BIG in the title and discuss how it is printed larger than the other words. Ask students what “big words” they know and why they are “big” words. As you read the story, listen for words that sound “big”.</p> <p>DURING READING: While reading, students should compare their predictions (based on pictures) to the story being told in words. Point out the words of Dr. King (in larger type, within quotations marks and in color) as you go through the story. Have students listen for what Dr. King did in the story.</p> <p>AFTER READING: Have students complete a T-Chart---What Dr. King Did/What the Character Was Like (LESSON Understanding Characters LLG p. 220.) Was Dr. Martin Luther King Jr. a hero? What words could you use to describe his character? What evidence can you give to support this? Ask students to brainstorm a list of other holidays that we celebrate that honor important people and events.</p> <p><u>Word Art with King's Words</u> Tell students that MLK Day has become a day of community service. Have students brainstorm a list of things they could do to help their communities and to honor Dr. King. Have students brainstorm other holidays that we celebrate that honor important people or events.</p> <p>Additional Content Lesson: <u>Big Words Learning to Give Lesson</u></p>	<p>trait of Dr. King with an example in this sentence. I admire Dr. King because he was courageous when he</p> <p>....</p>
		<p>TCM – PSR American Biographies: Martin Luther King, Jr. (7 Book Set)</p>	
WORD STUDY			

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Unit 4 Lesson 18			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
VOCABULARY 2L5 Demonstrate understanding of figurative language, word relationships & nuances in word meanings.	STRATEGY: Suffixes _y and -ful ACADEMIC: graphic features, text features, synonyms SOCIAL STUDIES: separate, courage, peace, segregation, protests, Equal Rights, I Have a Dream Speech, Nobel Peace Prize TARGETED CLUSTERS/CATEGORIES: Teacher choice	TE pp. T266-T267, T296-T297 Projectable 18.8 Word Sort, LLG p. 150 Act Out the Words, LLG p. 151 Word Associations, LLG p. 151 Daily Vocabulary Boost T213, T239, T249, T261, T271	
2RF3b Know spelling-sound correspondences for additional common vowel teams	SPELLING/ENCODING Long e spelled y	See Second Grade Phonological Awareness and Phonics 2018-19	
WRITING WORKSHOP Unit 4 Lesson 18			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.	SKILL The Verb <i>be</i>	Unit 4 Lesson 18 Weekly Plan pp. T210-T211 TE pp. T236, T246, T258, T274, T298	Grab & Go: Weekly Assessments
PROCESS WRITING 2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, & feelings, use temporal words to signal event order & provide a sense of closure. 2W5 With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing.	PROCESS WRITING Story Writing Personal Narrative	SUW LESSONS & TOOLS 3rd Edition SUW 6-19 Six Tips for Writing a 1st Draft, Tools 6-19a-b SUW 6-20 Working on the Qualities of a Good Story, Tools 6-20a-b SUW 6-12 Ways to Begin a Story, Tools 6-12a, 6-12e-f SUW 6-14 Writing dialogue SUW 6-16 Recognizing Story Transitions, Tools 6-16a-c SUW 6-17 Options for Writing the End of a Story, Tools 6-17a-b s	ASSESSMENT: SUW 10-19 Personal Narrative Scoring Guide , Tools 10-19a, 10-19b, 10-19c (for Reference, Instruction, & Assessment) Martin Luther King, Jr. and Me A Journal of Pictures and Words

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2nd Grade Curriculum Map: Literacy & Integrated Content

		4th Edition B6-15 Six Tips for Writing a First Draft, Tool B6-15a B6-10 Ways to Begin a Narrative, Tool B6-10c, Tool B6-20d B6-13 Writing Dialogue, Tool 6-13a, Tool 6-13b B6-16 Introducing Transition Words, Tool 6-16a, Tool 6-16c B6-18 Options for Writing the End of a Story, Tool 6-18a, Tool 6-18b	
READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 4 Lesson 19			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2RL9 Compare & contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.</p> <p>2RL7 Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2SL3 Ask & answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Text and Graphic Features</p> <p>Strategy: Questioning</p> <p>Genre: Humorous Fiction</p> <p>Fluency: Phrasing-Punctuation</p>	<p>Anchor Lesson</p> <p><u>The Sign Maker's Assistant</u>, LLG p. 222 TE pp. T322-T337, T388-T389 Text-based Comprehension TE pp. T344-T347 SB pp. 124-153</p> <p>Read Aloud: <u>Wild Friends, Wow!</u> LLG p. 223, TE pp. T314-T315</p> <p><u>Everyday Heroes Lesson</u> (Use the lesson to lead a discussion on people that work in the community that may have done something heroic)</p> <p><u>Meet Rosa Parks ReadWorks</u> Bookflix: www.cals.org (CALS paired reading) <u>Rosa</u> by Nikki Giovanni <u>Rosa Parks</u> by Wil Mara <u>Lesson Plan Rosa and Rosa Parks</u></p> <p>Continue reading books from the classroom library and sharing stories from the websites provided earlier in the unit. Have students look at the class list of character traits of heroes/people who made a difference as they talk about different people this week to see if any of the characteristics relate to</p>	<p>Open Response Arkansas Tab</p> <p>“Write a four-sentence paragraph to tell what lesson Norman learned in “The Sign Maker’s Assistant” Use rubric provided to score.</p>

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		<p>them. Add to the list if there is a trait exhibited by one that is not on the list.</p> <p>Teen Boy Makes Soap and Helps Other Kids NEWSLA</p>	
SOCIAL STUDIES Use Unit 4 Lesson 19			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.2.2.3 Describe roles and responsibilities of individuals in a democratic society</p> <p>C.3.2.2 Examine successful and unsuccessful attempts to improve communities</p> <p>C.5.2.2 Examine the rights and responsibilities that citizens have in a community.</p> <p>H.6.2.6 Determine how photos and documents are used to gather information about the past.</p> <p>H.6.2.4 Define conflict.</p> <p>H.12.2.1 Create historical narratives using chronological sequences of related events in the community or region</p> <p>H.12.2.2 Create timelines to understand the development of the local community</p> <p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States</p> <p>H.13.2.3 Gather information from different sources in response to a compelling question about a significant event or person</p> <p>H.13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry</p>	<p>Unit: People Who Make a Difference</p> <p>Lesson: Kids are Heroes</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): What characteristics must someone have to be a hero? Who are some everyday heroes and in what ways are they heroic? Does a hero have to be a person? Can I be a hero?</p>	<p>Share stories of individuals that made a difference from the websites provided in the first week of January.</p> <p>Kids Are Heroes---Meet the Heroes (As you share the short clips of each kid, share the map of the country in which they are from and locate the country on a world map. Does the kid in this story show characteristics of a hero? If so, what is it? Can a kid be a hero?</p> <p>Ask students to identify people that have made a difference in their lives. Discuss who are heroes in their daily lives. i.e. a family member or a teacher.</p> <p>BEFORE READING: Ask students "Who can be a hero"? Tell them they are going to read about different people and animals and discuss whether or not they are heroes. Review class chart of hero characteristics and class definition of a hero.</p> <p>DURING READING: As you read about different people and animals, use class chart of hero characteristics and the definition of a hero to decide which ones they would classify as a hero. They must cite evidence to back up their opinion.</p> <p>AFTER READING: Ask students the question "Can I be a hero?" Discuss different ways that they could</p>	<p>_____ was a hero. Cite evidence to support your opinion with 3-4 facts.</p> <p>Choose from people you have read about or someone you know.</p>

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		<p>make a difference in the lives of other people and let them share some things they have done that demonstrate hero characteristics. i.e. took up for someone when they were being bullied or helped an elderly person.</p> <p>Have students write a personal narrative about a time they have done something that made a difference in someone's life or a time when someone did something for them that made a difference.</p> <p>Choose one of the stories below to and share parts of the story or listen to the audio. Does the animal in the story show characteristics of a hero? Can an animal be a hero?</p> <p>Animal Hero: Balto---</p> <p>Animal Hero: Bear</p> <p>Animal Hero: Harley</p> <p>Animal Hero: Koko</p>	
		<p>TCM Primary Sources <i>My Community Then and Now</i></p> <p>Fire Departments Then and Now Lesson (pp. 16-23)</p> <p>Part A: The Photograph</p> <p>Part B: The Facsimile</p> <p>Brave Firefighters (p. 21)</p> <p>How are firefighters heroes?</p>	

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WORD STUDY Unit 4 Lesson 19			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
2L5 Demonstrate understanding of figurative language, word relationships & nuances in word meanings.	STRATEGY: Synonyms ACADEMIC: graphic features, text features, synonyms SOCIAL STUDIES: list of words that describe heroes and/or people that make difference, constitution, justice, nonviolent, segregation	TE pp. T366-T367, T396-T397, T399 Projectable 19.7 Idea Completion, LLG p. 152 Riddles, LLG p. 153 Synonyms, LLG p. 153 Daily Vocabulary Boost, TE pp. T313, T341, T351, T361, T371	Grab & Go: Weekly Assessments
2RF3b Know spelling-sound correspondences for additional common vowel teams	SPELLING/ENCODING Words with ar	See Second Grade Phonological Awareness and Phonics 2018-19	
WRITING WORKSHOP Unit 4 Lesson 19			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.	SKILL Commas in Dates & Places	Weekly Plan TE pp. T310-T311 TE pp. T338, T348, T358, T374 Spiral Review: Kinds of Sentences TE p. T368 Projectable 19.2, 19.5 SB pp. 158-159	Grab & Go: Weekly Assessments
PROCESS WRITING 2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, & feelings, use temporal words to signal event order & provide a sense of closure. 2W5 With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing.	PROCESS WRITING Story Writing Personal Narrative	SUW LESSONS & TOOLS 3rd Edition Tools SUW 6-19 Six Tips for Writing a 1st Draft, Tools 6-19a-b SUW 6-20 Working on the Qualities of a Good Story, Tools 6-20a-b SUW 6-12 Ways to Begin a Story, Tools 6-12a, 6-12e-f SUW 6-14 Writing dialogue SUW 6-16 Recognizing Story Transitions, Tools 6-16a-c SUW 6-17 Options for Writing the End of a Story, Tools 6-17a-b	ASSESSMENT: SUW Personal Narrative Scoring Guide Have students write a personal narrative about a time they have done something that made a difference in someone's life or a time when someone did something for them that make a difference.

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		4th Edition B6-15 Six Tips for Writing a First Draft, Tool B6-15a B6-10 Ways to Begin a Narrative, Tool 6-10c, B6-10d B6-13 Writing Dialogue, Tool B6-13a, Tool B6-13b B6-16 Introducing Transition Words, Tool B6-16a, Tool B6-16c B6-18 Options for Writing the End of a Story, Tool B6-18a, Tool B6-18b	
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 4 Lesson 20			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RI8 Describe how reasons support specific points the author makes in a text.</p> <p>2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL3 Describe how characters in a story respond to major events and challenges</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Compare and Contrast</p> <p>Strategy: Monitor/Clarify</p> <p>Genre: Fantasy/Informational Text</p> <p>Fluency: Intonation</p>	<p>Anchor Lesson</p> <p><u>Dex the Heart of a Hero</u>, LLG p. 225 TE pp. T422-T437, T492-T493 Text-based Comprehension TE pp. T444-T445 SB pp. 164-193</p> <p>Read Aloud: <u>Ordinary Heroes</u>, LLG 225 TE pp. T414-T415, Projectable 20.1</p> <p><u>Heroes Now and Then</u>, LLG p. 225 TE pp. T464-T465, SB pp. 194-197</p> <p>Lesson: Super Heroes vs. Real Life Heroes Use lesson to guide instruction for Literacy and Social Studies content.</p> <p>Black Super Hero Cancelled Super Heroes Matter to Girls Continue reading biographies during independent reading and give time to discuss the people in the books. Qualities of greatness that are supported with the actions of these people should be added to the class matrix.</p>	<p>Grab & Go: Weekly Assessments</p>
SOCIAL STUDIES Use with Unit 4 Lesson 20			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS

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<p>H12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry.</p>	<p>Unit: People Who Make a Difference Lesson: Characteristics of Heroes</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s) What characteristics must someone have to be a hero? What is a super hero? Who are some super heroes and in what ways were they heroic?</p>	<p>Lesson: Super Heroes vs. Real Life Heroes Use lesson to guide instruction for Literacy and Social Studies content.</p> <p>BEFORE READING: Brainstorm a list of superheroes and look at the class chart of characteristics of heroes. Have students find characteristics that would describe some of the superheroes listed and provide evidence of how they exhibit that trait. Discuss how superheroes and real life heroes are alike and different. Chart the similarities and differences for students to see. Students will be reading <i>Dex the Heart of a Hero</i> from their HMH about a dog who becomes a superhero.</p> <p>DURING READING: Use the Guided Activity in the Lesson: Super Heroes vs. Real Life Heroes as students read the story.</p> <p>AFTER READING: LLG COMPARE AND CONTRAST, LLG p. 79 Use the Apply Activity in Lesson: Super Heroes vs. Real Life Heroes to guide students in creating a poster highlighting a super hero they choose.</p>	<p>Celebrate Heroes Lesson ---Unit Assessment –Students should be working on this throughout the unit.</p> <p>Super Hero Poster My Hero Poster Use Lesson: Super Heroes vs. Real Life Heroes to teach and introduce the assessment.</p>
WORD STUDY Unit 4 Lesson 20			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p>2L4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p>	<p>STRATEGY: prefix over- ACADEMIC: infer, main idea, supporting detail, topic, dictionary entry SOCIAL STUDIES: heroes, biography, Super Hero, charity, service, volunteer, leader, role-model, philanthropy, courage, perseverance</p>	<p>Vocabulary Strategies, TE pp. T466-T467, T500-T501, T503, Projectable 20.7 Word Sort, LLG p. 154 Homophones, LLG p. 155 Vocabulary Web, LLG p. 155</p> <p>Daily Vocabulary Boost, TE pp. T413, T441, T451, T461, T471</p>	<p>Grab & Go: Weekly Assessments</p>
<p>2RF3a Distinguish long & short vowels when reading regularly spelled one-syllable words.</p>	<p>SPELLING/ENCODING Words with or, ore</p>	<p>See Second Grade Phonological Awareness and Phonics 2018-19</p>	

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WRITING WORKSHOP Unit 4 Lesson 20			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L1a Use collective nouns (e.g., group.) 2L2b Use commas in greetings & closing of letters	SKILL Commas in a series	Weekly Plan TE pp. T410-T411 TE pp. T438, T448, T458, T474-T475, T502 Projectable 20.2, 20.5 Spiral Review: Book Titles, TE p. T468 SB pp. 198-199	Grab & Go: Weekly Assessments
PROCESS WRITING 2W3 Write narrative in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, & feelings, use temporal words to signal event order, & provide a sense of closure. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing. 2W6 With guidance & support from support from adult, use a variety of digital tools to produce & publish writing, including in collaboration with peers.	WRITING TYPE Story Writing Personal Narrative	SUW LESSONS & TOOLS 3rd Edition 6-22 Writing Drafts and Revising, Tool 6-22a 6-23 Five Tips for Revising, Tool 6-23a 6-24 Editing and Proofreading, Tool 6-24a 4th Edition B6-23 Revising Narratives, Tool B6-23a, Tool B6-23b B6-24 Tips for Revising, Tool B6-24a B6-25 Editing Narratives	SUW Stories Scoring Guide and Peer Review

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 4 Lesson 21			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RI1 Ask & answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text.</p> <p>2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI5 Know & use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2RI7 Explain how specific images contribute to & clarify a text.</p> <p>2RI8 Describe how reasons support specific points the author makes in a text.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Main Idea & Details</p> <p>Strategy: Infer/Predict</p> <p>Genres: Narrative Non-fiction/Informational Text</p> <p>Fluency: Phrasing-Natural Pauses</p>	<p>Anchor Lesson</p> <p><u>Penguin Chick</u>, LLG p. 226 TE pp. T22-T35, T88-T89 Text-based Comprehension TE pp. T42-T45 SB pp. 208-231</p> <p><u>From Duckling to Duck</u>, LLG p. 227 TE pp. T14-T15, Projectable 21.1</p> <p>Connect to Topic: Informational Text: <u>Emperor Penguins</u>, TE T64-T65, SB pp. 232-235</p> <p>Fluency: TE pp. T53, T55, Projectable 21.6</p> <p>Ron's Big Mission Lesson Plan Ron's Big Mission PowerPoint</p> <p>Use the Ron's Big Mission story to reinforce this week's skill lesson.</p> <p>Note: Copies of <u>Ron's Big Mission</u> have been provided to teachers. If you do not have a copy of the book contact laura.arnold@lrsd.org or 447-3398 and a copy will be sent to you.</p> <p>TCM – Primary Source Reader: Paul Revere Lesson (pp. 109-118) Interactive eBook (see DVD in kit)</p>	<p>Grab & Go: Weekly Assessments</p> <p>Write about something that you were not allowed to do that you felt was unfair.</p>

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SOCIAL STUDIES Use with Unit 4 Lesson 21			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H1224 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H1323 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H1325 Formulate questions that relate to a specific historical event in the community to guide inquiry.</p>	<p>Unit: People Who Make a Difference Lesson: Heroes</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): What characteristics must someone have to be a hero? Was Ron McNair a hero?</p>	<p>Students will employ the SPAWN reading strategy to examine <u>Ron's Big Mission</u> and analyze how his reactions directly affected the lives of the people in his community. Directions for guiding students through this process are provided in Ron's Big Mission Lesson Plan.</p> <p>BEFORE READING: Tell students that they will be reading a story about Ron McNair to determine if they believe he is an individual that has made a difference and what hero characteristics he has exhibited. Tell them they are going to use a reading strategy that gives them opportunities to reflect, think critically, problem solve, and predict. SPAWN—Each letter of the acronym stands for a category of writing or thinking prompts: Special Powers/Problem Solving/Alternative Viewpoints/What If/Next</p> <p>DURING READING: Day One—Read the book aloud and stop at different points in the text to reflect on different events in the story and have students discuss character traits of different characters exhibited through their actions. Ask students to identify the problem in the book.</p> <p>Day Two—Read the book aloud a second time and use the <i>Guided Practice segment</i> of the Ron's Big Mission Lesson Plan to guide students thinking as it relates to the each of the letter of SPAWN. Chart student responses.</p>	<p>Introduce Culminating Unit Project: Tell students that they will be doing a culminating project on a hero of their choice. They need to be thinking about who they want to choose as they read about different people and think about people in their lives. They will need to research the person they choose.</p> <p>Choose one of the following: Create a holiday for a hero. (Lesson: Celebrate a Hero) This can be someone you have read about or someone you know. Write a justification of 2-3 reasons why you think the person you chose is a hero. The holiday you design should reflect this justification.</p> <p>Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii)</p> <p>Create a Historical Journal. (Unit 4 Project Social Studies TE pp 153P-154P) All projects</p>

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		<p>AFTER READING: Review Problem/Solution of story. Have students write the problem of the story and how it was solved. Next review the chart you completed on SPAWN and ask them to consider other possible ways to solve the problem Ron encountered.</p> <p>Have them think about the story and write a different ending such as the police arrested him, he decided to get down from the counter and go home, or he had SUPER HERO powers. Have them illustrate their ending.</p> <p>Ask students if they think that Ron McNair was heroic as a child. Why? What character traits describe him? Provide examples.</p> <p>Tell students that he was a real person and share the PowerPoint and author's notes in the book about his life. Ron McNair PowerPoint Was Ron McNair a hero?</p> <p>Additional Content Lesson: Compare characters Jackie Robinson and Ron from <i>Ron's Big Mission</i></p>	<p>should reflect the essential question "Who is a hero?"</p>
		<p>TCM – Primary Source Reader: Paul Revere Lesson (pp. 109-118) During Reading Activity (p. 111) "An American Hero" (p. 114) Draw It! Activity (p.112) Students draw pictures of amazing Americans they know. Primary Source Activity (p. 113) "Comic Strip" (p. 117)</p>	<p>TCM – Primary Source Reader: Paul Revere Quiz (p. 118)</p>

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WORD STUDY Unit 4 Lesson 21			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
2L4e Use glossaries & beginning dictionaries, both print & digital, to determine or clarify the meaning of words and phrases.	STRATEGY: Dictionary Entry ACADEMIC: infer, main idea, supporting detail, topic, dictionary entry SOCIAL STUDIES: heroes, biography legend, and generated list of characteristics/qualities of a hero TARGETED CLUSTERS/CATEGORIES: Teacher choice	Vocabulary Strategies TE pp. T66-T67, T96-T97, T99 Projectable 21.8 Daily Vocabulary Boost, TE pp. T13, T39, T49, T61, T71 Word Associations, LLG p. 156 “Because Sentences”, LLG p. 157 Vocabulary Web, LLG p. 157 SUW 2-3 “Breaking down definitions” (4 th Edition Tool B2-3b) TCM – Primary Source Reader: Paul Revere Before and After Vocabulary Activities (pp. 110, 112)	Grab & Go: Weekly Assessments
2RF3 Know & apply grade-level phonics & word analysis skills in decoding words. 2RF3b Know spelling-sound correspondences for additional common vowel teams.	SPELLING/ENCODING Words with er	See Second Grade Phonological Awareness and Phonics 2018-19	
WRITING WORKSHOP Unit 4 Lesson 21			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L3 Use knowledge of language & its conventions when writing, speaking, reading, or listening. 2L1e Use adjectives & adverbs, & choose between them depending on what is to be modified.	SKILL What is an adjective?	Weekly Plan TE pp. T10-T11 TE pp. T36, T46, T58, T14-T75 SB pp. 236-237	Grab & Go: Weekly Assessments
PROCESS WRITING 2W2 Write informative/explanatory texts in which they introduce a topic, use facts	WRITING TYPE Informational Writing Problem-solution paragraph	SUW LESSONS & TOOLS 3rd Edition	Social Studies Prompt: Problem/Solution

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<p>& definitions to develop points & provide a concluding statement/section. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing. 2W8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<p>SUW 9-6 Writing to show Cause & Effect or Problem & Solution SUW 4-6 Color Coding the 5 Elements of Informational Writing SUW 4-7 Planning with an Informal Outline SUW 4-18 Topic Sentence Variety</p> <p>4th Edition B10-5 Cause/Effect and Problem Solution, Tool B10-5a, Tool B10-5d B4-5 Planning Informative/Explanatory Writing with an Informal Outline, Tool B2-14a, Tool B4-1a, Tool B4-5b-c B4-16 Topic Sentence Variety, Tools B4-16a-f TCM – Primary Source Reader: Paul Revere During Reading Writing Activity (p. 111) “A Different Story” (p. 115)</p>	<p>In the book <u>Ron's Big Mission</u>, Ron encountered a problem at the library, write a paragraph identifying his problem and the solution. Have them think about the story “<u>Ron's Big Mission</u> and write a different ending such as the police arrested him, he decided to get down from the counter and go home, had SUPER HERO powers. Have them illustrate their ending.</p>
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 5 Lesson 22

DS=The Daily 5 HMH= Houghton Mifflin Harcourt LLG=HMH Language & Literacy Guide VR= Vocabulary Reader SUW=Step Up to Writing EXT=Teacher Support Booklet:
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2nd Grade Curriculum Map: Literacy & Integrated Content

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>3RI1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3SL1d Explain own ideas & understanding in light of the discussion.</p> <p>3RI6 Distinguish own point of view from that of the author of a text.</p> <p>3RI8 Describe the logical connection between particular sentences & paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3RI9 Compare & contrast most important points & key details presented in two texts on the same topic.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Understanding Characters</p> <p>Strategy: Question</p> <p>Genre: Realistic Fiction</p> <p>Fluency: Accuracy: Self-Correct</p>	<p>Anchor Lesson</p> <p><u>Gloria Who Might Be My Best Friend</u>, LLG p. 228 TE pp. T122-T135 Text-based Comprehension TE pp. T142-T145 SB pp. 242-265</p> <p>Read Aloud: <u>The Middle Seat</u> TE pp. T114-T115, LLG 229 Projectable 22.5</p> <p>Connect to Topic: Informational Text <u>How to Make a Kite</u>, LLG p. 229 TE pp. T164-T165, SB pp. 266-269</p> <p>Fluency: TE pp. T153, T155, Projectable 22.6</p> <p><u>Ron's Big Mission</u> by Corinne Naden—Use last week's book to reinforce this week's skill lesson. What Ron McNair Thought or Said/How Ron McNair Felt</p> <p>Continue reading books from the classroom library and sharing stories from the websites shared in earlier lesson. Qualities of greatness that are supported with action of these people should be added to the class matrix. Name/Accomplishments or Goals/Hero or Not a Hero/Hero Characteristic(s)</p>	<p>Grab & Go: Weekly Assessments</p> <p>Review what you learned about Jackie Robinson. Compare and contrast the lives of Jackie Robinson and Ron McNair and how they addressed the issues they faced. Use what you have read about both to reinforce this week's skill lesson on Understanding Characters. LLG</p>
		<p>TCM – PSR American Biographies: Cesar Chavez (7 Book Set)</p> <p>TCM – Primary Source Reader: Abigail Adams Lesson (pp. 99-108)</p> <p>Before, During, and After Reading Activities</p>	

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2nd Grade Curriculum Map: Literacy & Integrated Content

		Interactive eBook (see DVD in kit)	
SOCIAL STUDIES Use with Unit 5 Lesson 22			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p>	<p>Unit: People Who Make a Difference Lesson: Everyday Heroes Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): What characteristics must someone have to be a hero? Who are some heroes from American history and in what ways were they heroic? What can they teach you about behaving like a hero? Could you be a hero? How? How can historical documents (both primary and secondary) help me understand about the lives of heroes?</p>	<p>Continue the work from last week on the <i>Ron's Big Mission</i> book by Rose Blue and Corinne J. Naden.</p> <p>BEFORE READING: Use the PowerPoint We Remember Heroes PowerPoint to begin discussing how we remember Heroes. Discuss how the heroes in the PowerPoint are well known. Ask students to reflect on how every day heroes that we have viewed from the websites and those they have shared have been honored. Students will be choosing a person that they want to honor as a hero. It can be someone that they have read about or someone they know (e.g., Ron McNair, their mom).</p> <p>DURING READING: Students will be taking notes as they read about the person they choose or take notes as the interview a person they know.</p> <p>AFTER READING: Choose which forum students will use to celebrate their chosen hero. See Summative Unit Assessment</p> <p>Additional Content Lesson: Review what you learned about Martin Luther King Jr. Use the resources in this lesson to learn about Cesar Chavez. Compare and contrast Martin Luther King Jr.</p>	<p>Celebrate a Hero---Unit Assessment Celebrate Heroes Lesson (Provides guidelines for creating a holiday for chosen hero.)</p> <p>Summative Unit Assessment Tell students that they will be doing a culminating project on a hero of their choice. They need to be thinking about who they want to choose as they read about different people and think about people in their lives. They will need to research the person they choose. The teacher may choose to have students: Create a holiday for a hero. (Lesson: Celebrate Heroes) This can be someone you have read about or someone you know. Write a justification of 2-3 reasons why you think the person you chose is a hero.</p>

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		<p>and Cesar Chavez. How did their actions bring about change?</p> <p>Cesar Chavez: American Hero</p> <p>Student Handouts</p> <p>PowerPoint</p> <p>Cesar Chavez 340 Mile March Map</p> <p>Cesar Chavez 340 Mile March Map Answer Key</p> <p>TCM – PSR American Biographies: Cesar Chavez (7 Book Set)</p>	<p>The holiday you design should reflect this justification. Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii)</p> <p>All projects should reflect the essential question “Who is a hero?”</p>
WORD STUDY Unit 5 Lesson 22			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>3RF3 Know & apply grade-level phonics & word analysis skills in decoding words.</p> <p>3RF3a Identify & know the meaning of the most common prefixes & derivational suffixes.</p> <p>3L4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>STRATEGY: Idioms</p> <p>ACADEMIC: characters, traits, infer, relationships, idioms</p> <p>SOCIAL STUDIES: heroes, biography legend, and generated list of characteristics/qualities of a hero</p> <p>TARGETED CLUSTERS/CATEGORIES: Teacher choice</p>	<p>TE pp. T166-T167</p> <p>Projectable 22.8</p> <p>Twenty Questions, LLG p. 158</p> <p>Paired Yes/No Questions, LLG p. 159</p> <p>Vocabulary Web, LLG p. 159</p> <p>Daily Vocabulary Boost, TE pp. T113, T139, T149, T161, T171</p>	<p>Grab & Go: Weekly Assessments</p>
<p>3L2e Use conventional spelling for high-frequency & other studied words & for adding suffixes to base words (sitting, smiled, cries, happiness)</p> <p>3RF3c Decode multisyllable words.</p> <p>3L2f Use spelling patterns & generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>SPELLING/ENCODING</p> <p>Homophones</p>	<p>See Second Grade Phonological Awareness and Phonics 2018-19</p>	

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WRITING WORKSHOP Unit 5 Lesson 22			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 3L1f Ensure subject-verb & pronoun-antecedent agreement. 3L1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general & functions in particular sentences.	SKILL Using Adjectives	Weekly Plan TE pp. T110-T111 TE pp. T136, T146, T158, T174-T175 Spiral Review: Subject-Verb Agreement T168 SB pp. 270-271	Grab & Go: Weekly Assessments
PROCESS WRITING 3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3W3a Establish a situation & introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 3W3b Use dialogue & descriptions of actions, thoughts, & feelings to develop experiences & events or show the response of characters to situations. 3W3c Use temporal words & phrases to signal event order. 3W3d Provide a sense of closure. 3L2c Use commas & quotation marks in dialogue.	WRITING TYPE Story Writing Fictional/Imaginative	SUW LESSONS & TOOLS 3rd Edition SUW 6-6 Six Steps for Writing a Story (Continued) SUW 10-18 Stories Scoring Guide SUW 6-12 Ways to Begin a Story SUW 6-13 3-Step Strategy to Write the Beginning SUW 6-14 Writing Dialogue SUW 6-15 Function & Variety of Story Transitions 4th Edition B6-1 Types of Narratives, Tool B6-1a-Tool B6-1e B6-10 Ways to Begin a Narrative, Tool B6-10a-Tool B6-10d B6-13 Writing Dialogue, Tool B6-13a, Tool B6-13b B6-16 Introducing Transition Words in Narratives, Tool B6-16a B6-26 Narrative Writing Scoring Guide	ASSESSMENT: 10-18 Stories Scoring Guide

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING UNIT 5 LESSON 23			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RL1 Ask & answer such questions as who, what, where, when, why, & how to demonstrate understanding of key details in a text.</p> <p>2RI5 Know and use various text features (e.g., captions, bold print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2RI9 Compare & contrast the most important points presented by two texts on the same topic.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Conclusions</p> <p>Strategy: Summarize</p> <p>Genre: Narrative Nonfiction & Informational</p> <p>Fluency: Rate: Adjust Rate to Purpose</p>	<p>Anchor Lesson</p> <p>Conclusions LLG p. 230</p> <p><u>The Goat in the Rug</u> SB pp. 276-301 TE pp. T222-T235, T242-T245</p> <p>Reading Aloud: <u>Nothing But a Quilt</u> TE pp. T214-T215 Projectable 23.1</p> <p>Fluency: TE pp. T253, T255, Projectable 23.6</p> <p>TCM – Primary Source Reader: Washington's Birthday Before and After Reading Vocabulary Activities (pp. 70, 72)</p> <p>Use the TCM Primary Source Reader TE p. 71 to teach about the author's purpose.</p> <p>Use books and stories on U.S. Presidents to reinforce this week's skill lesson. Students will use clues in the stories they read about presidents to figure out what they were like from the things they said and did.</p> <p>Read books and other text to learn about presidents of the United States. Identify qualities of greatness that are supported with their actions and add those them to the class matrix. Name/Accomplishments or Goals/Hero or Not a Hero/Hero Characteristic(s)</p>	<p>Weekly Assessment Grab and Go 23.10-23.12</p>

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SOCIAL STUDIES Use with Unit 5 Lesson 23			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H.13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H.13.2.1 Compare different accounts of the same historical event.</p>	<p>Unit: People Who Make a Difference Lesson: U.S. President Essential Question(s):</p> <p>What is/ makes a hero?</p> <p>Supporting Question(s):</p> <p>What characteristics must a president have to be a good president?</p> <p>Should presidents be considered heroes?</p> <p>How can historical documents (both primary and secondary) help me understand about the lives of presidents?</p> <p>What does literature reveal about presidents?</p> <p>Letters to the Presidents Presidents like to hear from all citizens, even those who are too young to vote? Read the letters on this site from children to presidents, then answer the questions the questions that follow each letter and discuss.</p>	<p>TCM – Primary Source Reader: Washington's Birthday Lesson (pp. 69-78) How was George Washington a hero? During Reading Activity (p. 71) "George's Timeline" (p. 75) Draw it! Activity (p. 72) Design a statue or monument to honor George Washington. Interactive eBook (see DVD in kit)</p> <p>BEFORE READING: Lesson: Who Can Be President? Use this lesson to learn about the role of presidents. Use the following books from the Central Arkansas Library Bookflix collection. www.cals.org Paired Reading—People and Places—<i>So You Want to Be President</i> by Judith St. George <i>Duck for President</i> by Doreen Cronin Tell students that they will be reading a book about George Washington and Presidents' Day. TCM p. 72 Before Reading- and p. 74 "I Think I Know ..." TCM – Primary Source Reader: Washington's Birthday Before and After Reading Vocabulary Activities (pp. 70, 72)</p> <p>DURING READING: TCM – Primary Source Reader: Washington's Birthday Before and After Reading Vocabulary Activities (pp. 70, 72)</p>	<p>Classroom biographies on U.S. Presidents. Review brainstorming of holidays that we celebrate that honor important events or people that was done in previous lessons. Ask students "Why do you think we celebrate Presidents' Day"?</p> <p>TCM – Primary Source Reader: Washington's Birthday Quiz (p. 78)</p> <p>Have students choose one of the events from the time line they completed and write a diary entry in the first person from Washington's point of view. Encourage students to use appropriate details.</p>

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		<p>TCM TE p. 71 Use to guide student reading. Have students complete “George’s Time Line” on p. 75</p> <p>AFTER READING: TCM – Primary Source Reader: Washington’s Birthday Before and After Reading Vocabulary Activities (pp. 70, 72)</p> <p>TCM Primary Source Reader TE p. 76 student activity “A Different Purpose”</p> <p>Additional Content Lesson: Lesson: Can Presidents be Heroes? Use these lessons to learn about the role of presidents and discuss with class if they believe a president could be considered a hero. Use the following books from the Central Arkansas Library Bookflix collection. www.cals.org Paired Reading—People and Places—<i>So You Want to Be President</i> by Judith St. George <i>Duck for President</i> by Doreen Cronin www.cals.org People and Places—George Washington and Abraham Lincoln e-books.</p> <p>President’s Day Resources: Infoplease Background President’s Day</p>	
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WORD STUDY Unit 5 LESSON 23			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
2L4d Use knowledge of individual words to predict the meaning of compound words 3L2f Use spelling patterns & generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	STRATEGY: Compound Words ACADEMIC: conclusion, summarize, context, multiple-meaning words SOCIAL STUDIES: Presidents' Day, celebrate, citizens, colonists, colony, constitution, government, honor respected, surveyor, voted TARGETED CLUSTERS/CATEGORIES: Teacher choice	Word Associations, LLG p. 160 Word Sort, LLG p. 161 Relating Question Words, LLG p. 161 Instructional Strategy #18 Vocab. Reader: <u>Weaving</u> TE pp. T286-T287 TE pp. T266-T267 Compound Words, Projectable 23.8 Daily Vocabulary Boost, TE pp. T213, T239, T249, T261, T271 TCM – Primary Source Reader: Abigail Adams Before and After Reading Vocabulary Activities (pp. 100, 102)	Weekly Assessment Grab and Go 23.7-23.9
2L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	SPELLING/ENCODING Suffixes y, ly, ful Final Stable Syllables –tion, - ture	See Second Grade Phonological Awareness and Phonics 2018-19	Weekly Assessments
WRITING WORKSHOP UNIT 5 LESSON 23			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L1d Form & use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	SKILL Irregular verbs	TE pp. T236, T246, T258, T274-T275 Projectable 23.2, 23.5 Spiral Review: The special verb be TE p.T268 Reader's Notebook pp. 113, 116, 122 SB p. 306-307	Weekly Assessments
PROCESS WRITING 2W2 Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing.	WRITING TYPE Informational Writing Explanation	SUW LESSONS & TOOLS 3rd Edition SUW: 9-13 Technical Writing, Tool 9-13a SUW 4-19 Mastering Topic Sentences SUW 4-23 Transition Sets, Tools 4-23a, 4-23b SUW 4-27 Paragraph Elaboration, Tools 4-27a, SUW 4-27b 4-30 Connecting a Conclusion to a Topic Sentence, Tool 4- 30a	ASSESSMENT: SUW 10-15 Information Paragraph Scoring Guide Tool 10-15a (for Reference, Instruction, & Assessment) 4 th Edition B4-34, Tool B4-34d

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<p>2W6 With guidance & support from adults, use a variety of digital tools to produce & publish writing, including in collaboration with peers.</p> <p>2W8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<p>4th Edition B4-20 Elaboration-The E's/the Reds, Tool B4-1c, Tool B4-20a B4-21 Stronger Elaboration, Tool B4-21a B4-23 Transition Sets, Tool B4-22a, Tool B4-22b B4-27 Connecting the Conclusion to the Topic, Tool B4-27a, Tool B4-27b</p>	
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING UNIT 5 LESSON 24			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RL3 Describe how characters in a story respond to major events & challenges.</p> <p>RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible incoherent sentences</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Cause and Effect</p> <p>Strategy: Visualize</p> <p>Genre: Folktale/Traditional Tale</p> <p>Fluency: Expression</p>	<p>Anchor Lesson</p> <p>Cause and Effect LLG p. 232</p> <p><u>Half-Chicken</u>, SB pp. 312-335</p> <p>TE pp. T322-T335, T342-T345</p> <p>SUW 1-20 Two Column Guided Responses (4th Edition B1-11)</p> <p>Read Aloud: <u>A Tiger in the Water: A Folktale from Malaysia</u></p> <p>TE pp. T314-T315, Projectable 24.1, LLG p. 233</p> <p>Connect to Topic: Traditional Tale- <u>The Lion and the Mouse</u>, LLG p. 233</p> <p>TE pp. T364-T365, SB pp. 336-339</p> <p>Include books and other text on Woman that have made contributions in the classroom library for students. Use the readings below to learn about women that have made contributions and to reinforce this week's literacy skill.</p> <p>The First American Women Doctor ReadWorks---</p> <p>Meet Rosa Parks ReadWorks</p> <p>Celebrate Women Then and Now ReadWorks</p> <p>The First Woman Doctor ReadWorks</p> <p>Sports Stars: Wilma Rudolph NEWSELA</p> <p>Lesson Plan Rosa and Rosa Parks (Use paired books from Central Arkansas Library Bookflix link www.cals.org) This lesson plan reinforces literacy skill (cause and effect)</p> <p>• Rosa by Nikki Giovanni</p>	<p>Weekly Assessment Grab and Go 24.5-24.7</p>

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		<ul style="list-style-type: none"> • Rosa Parks by Wil Mara <p>TCM Amazing American Abigail Adams Primary Source Reader</p> <p>TCM Amazing American Abigail Adams Primary Source Reader TE p. 190-- Plot Hand and Summary</p>	
SOCIAL STUDIES Use with Unit 5 Lesson 24			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H.13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H.13.2.1 Compare different accounts of the same historical event.</p>	<p>Unit: What Makes a Hero?</p> <p>Lesson: Women's History</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): Who are some women that were heroes from American history and in what ways were they heroic?</p> <p>What can they teach you about behaving like a hero? Could you be a hero? How?</p> <p>How can historical documents (both primary and secondary) help me understand about the lives of heroes?</p>	<p>TCM – Primary Source Reader: Abigail Adams Lesson (pp. 99-108) Primary Source Activity (p. 103) "My Coin" (107) Ask It! Activity (p. 102) Students interview Amazing Americans in their community.</p> <p>Introduce that March is Women's history month and that students will learning about women and their contributions. Tell students that they will be choosing a woman in history that they think would be considered a hero and researching that person.</p> <p>BEFORE READING: Introduce <i>Primary Source Reader: Amazing Americans Abigail Adams</i>. Tell students good readers ask questions before, during and after reading. Lead students in a picture walk of the book. Ask them what questions they have about the book and record these questions on a chart tablet. Tell them they will be reading the book to find answers to their questions. Tell them to listen for evidence that Abigail Adams was an amazing American. Have them share words that would describe characteristics of her greatness and provide examples.</p>	<p>TCM – Primary Source Reader: Abigail Adams Quiz (p. 108)</p>

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		<p>DURING READING: TCM TE p. 101—Follow the guidelines for reading the book modeling how to find answers to the questions student posed during the picture walk. Reread the book and create a T-chart. Label one side What Most People Thought and the other side What Abigail Thought. Use Writing Activity on TCM TE p. 101 to guide this activity.</p> <p>AFTER READING: TCM TE p. 102—Use to guide instruction. Use Activities from the Book (Ask It! Activity and Your Turn! Activity) during the week to extend learning. Interview and Letter/Person Who Inspires Them</p> <p>TCM Primary Source Activity p. 103 and 107</p>	
WORD STUDY UNIT 5 ESSION 24			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
2L4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>STRATEGY: Antonyms</p> <p>ACADEMIC: cause, effect, relationships</p> <p>SOCIAL STUDIES: colonies, colony, diplomat, document, government, independence, inspiration, politics, published, Tory</p> <p>TARGETED CLUSTERS/CATEGORIES: Teacher choice</p>	<p>TE pp. T366-T367</p> <p>Projectable 24.7, Reader's Notebook p. 138</p> <p>Synonyms/Antonyms, LLG p. 162</p> <p>Word Sort, LLG p. 163</p> <p>True or Not True, LLG p. 163</p> <p>Daily Vocabulary Boost TE pp. T313, T339, T349, T361, T371</p>	Weekly Assessment Grab and Go 24.2-24.7
<p>2RF3d Decode words with common prefixes & suffixes.</p> <p>2RF3e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>SPELLING/ENCODING</p> <p>Prefixes: re, un, over, pre, mis-</p> <p>Silent consonants</p>	See Second Grade Phonological Awareness and Phonics 2018-19	

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2nd Grade Curriculum Map: Literacy & Integrated Content

WRITING WORKSHOP UNIT 5 LESSON 24			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L3a Compare formal & informal uses of English. 2L1d Form & use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	SKILL Irregular Action Verbs	TE pp. T336, T346, T358, T374 Spiral Review: Commas in a Sentence TE p. T368 Reader's Notebook pp. 128, 131, 137, 140, 141 Projectable 24.2, 24.5 SB p. 340-341	Weekly Assessments
PROCESS WRITING 2W2 Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing. 2W8 Recall information from experiences or gather information from provided sources to answer a question.	WRITING TYPE Write to inform: Introduction to Research	3rd Edition SUW 5-5 Blocking Out Essays & Reports, Tools 5-5a SUW 5-8 Lead with the Blues Tools 5-8a-c SUW 5-9 Transition Topic Sentences, Tools 5-9ab SUW 5-14 Reviewing Elaboration, Tools 5-14a SUW 5-17 Writing Successful Conclusions, 5-7ab 4th Edition B4-12 Moving from a Paragraph to an Essay or Report, Tool B4-1c, Tool B4-12a B4-18 Adding a Lead-The Blues, Tool B4-18a, Tool B4-18b B4-25 Transitions Topic Sentences in Essays and Reports B4-28 Writing Successful Conclusions, Tool B4-28a TCM – Primary Source Reader: Abigail Adams Lesson (pp. 99-108) During Reading Writing Activity (p. 101) “Dear Diary” (p. 105)	Research an Amazing American Women

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING UNIT 5 LESSON 25			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2R5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>2RI9 Compare and contrast the most important points presented by two texts on the same topic</p> <p>2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Cause and Effect</p> <p>Strategy: Monitor/Clarify</p> <p>Genre: Informational Text</p> <p>Fluency: Phrasing: Punctuation</p>	<p>Anchor Lesson</p> <p>Cause and Effect LLG p. 234</p> <p><u>From Seed to Plant</u> SB pp. 346-367</p> <p>TE pp. T422-T433, T440-T443</p> <p>Read Aloud: <u>Johnny Appleseed and His Apples</u></p> <p>TE pp. T414-T415, LLG p. 235</p> <p>Projectable 25.1</p> <p>Fluency: TE pp. T449, T451 Projectable 25.6</p> <p>Strategy – Monitor/Clarify</p> <p>CAFÉ 154 Check for Understanding</p> <p>CAFÉ 156 Monitor and Fix Up</p> <p>CAFÉ 164 Summarize Text</p> <p>Use books on Amazing American women to reinforce this week's literacy skill</p>	<p>Weekly Assessment Grab and Go 25.5-25.7</p>
SOCIAL STUDIES Use with Unit 5 Lesson 25			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H.13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H.13.2.1 Compare different accounts of the same historical event.</p>	<p>Unit: People Who Make a Difference</p> <p>Lesson: Women's History</p> <p>Essential Question(s): Who is a hero?</p> <p>Supporting Question(s): Who are some women that were heroes from American history and in what ways were they heroic?</p>	<p>Continue working on research on an Amazing Women in History and the Hero Unit Summative Assessment.</p> <p>Summative Unit Assessment</p> <p>Tell students that they will be doing a culminating project on a hero of their choice. They need to be thinking about who they want to choose as they read about different people and think about people in their lives. They will need to research the person they choose. The teacher may choose to have</p>	

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	<p>What can they teach you about behaving like a hero? Could you be a hero? How?</p> <p>How can historical documents (both primary and secondary) help me understand about the lives of heroes?</p>	<p>students: Create a holiday for a hero. (Lesson: Celebrate Heroes) This can be someone you have read about or someone you know. Write a justification of 2-3 reasons why you think the person you chose is a hero. The holiday you design should reflect this justification.</p> <p>Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii)</p> <p>All projects should reflect the essential question "Who is a hero?"</p>	
WORD STUDY			
UNIT 6 LESSON 25			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
2L4a Use sentence-level context as a clue to the meaning of a word or phrase.	<p>STRATEGY: Using Context</p> <p>ACADEMIC: cause, effect, clarify</p> <p>SOCIAL STUDIES: scarcity, opportunity cost, saving</p> <p>TARGETED CLUSTERS/CATEGORIES: Teacher choice</p>	<p>CAFÉ p/177 Trade a Word/Guess a word That Makes Sense Strategy</p> <p>TE pp. T462-T463</p> <p>Projectables S8 and 25.7</p> <p>Relating Words Questions, LLG p. 164</p> <p>Base Word Build, LLG p. 165</p> <p>Word Pairs, LLG p. 165</p> <p>Daily Vocabulary Boost TE pp. T413, T437, T447, T457, T467</p>	Weekly Assessment Grab and Go 25.2-25.4
<p>2RF3 Know & apply grade-level phonics & word analysis skills to decode words.</p> <p>2RF3f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>SPELLING/ENCODING</p> <p>Words with aw, al, o</p>	<p>See Second Grade Phonological Awareness and Phonics 2018-19</p>	
WRITING WORKSHOP			

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UNIT 6 LESSON 25			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR 2L3a Compare formal & informal uses of English. 2L1d Form & use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	SKILL Irregular action verbs	TE pp. T434, T444, T454, T470 Spiral Review: Commas is a Sentence TE p. T464 Projectable 25.2, 25.5 Reader's Notebook pp. 143, 146, 152, 155, 156 SB p. 372	Weekly Assessments
PROCESS WRITING 2W2 Write informative/explanatory texts in which they intro. a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing. 2W8 Recall information from experiences or gather information from provided sources to answer a question.	WRITING TYPE Informational Writing Introduction to Research	SUW LESSONS & TOOLS SUW 5-5 Blocking Out Essays & Reports, Tools 5-5a SUW 5-8 Lead with the Blues Tools 5-8a-c SUW 5-9 Transition Topic Sentences, Tools 5-9ab SUW 5-14 Reviewing Elaboration, Tools 5-14a SUW 5-17 Writing Successful Conclusions, 5-7ab 4th Edition B4-12 Moving from a Paragraph to an Essay or Report, Tool B4-1c, Tool B4-12a B4-18 Adding a Lead-The Blues, Tool B4-18a, Tool B4-18b B4-25 Transitions Topic Sentences in Essays and Reports B4-28 Writing Successful Conclusions, Tool B4-28a	ASSESSMENT: SUW 10-16 Information Reports Scoring Guide, Tools 10- 16a, 10-16b, 10- 16c (for Reference, Instruction, & Assessment) Research an Amazing American Woman

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING UNIT 6 LESSON 26			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>2RL5 Describe the overall structure of a story, including describing how the beginning introduces the story & the ending concludes the action.</p> <p>2RL1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI5 Know & use various text features to locate key facts or information in a text efficiently.</p> <p>2RI9 Compare & contrast the most important points presented by two texts on the same topic.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Story Structure</p> <p>Strategy: Infer/Predict</p> <p>Genre: Fantasy</p> <p>Fluency: Accuracy: Connected Text</p>	<p>Anchor Lesson</p> <p>Story Structure LLG p. 236</p> <p><u>Mysterious Tadpole</u>, SB pp. 382-405</p> <p>TE pp. T22-T37, T44-T45</p> <p>Read Aloud: <u>Diego's Double Surprise</u></p> <p>TE pp. T14-T15, LLG p. 237, Projectable 26.1</p> <p>Fluency: TE pp. T53, T55, Projectable 26.6</p> <p>Use books on people on people that could be considered American heroes to support this week's literacy lesson.</p>	<p>Weekly Assessment Grab and Go 26.5-26.7</p>
SOCIAL STUDIES			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	
<p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States.</p> <p>H.13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person.</p> <p>H.13.2.1 Compare different accounts of the same historical event.</p>	<p>Unit: What Makes a Hero</p> <p>Lesson: U.S. Presidents</p> <p>Essential Question(s): What is a hero?</p> <p>Supporting Question(s):</p> <p>What characteristics must someone have to be a hero?</p> <p>Who are some heroes from American history and in what ways were they heroic?</p> <p>What can they teach you about behaving like a hero? Could you be a hero? How?</p> <p>How can historical documents (both primary and secondary) help me understand about the lives of heroes?</p>	<p>Complete work on Hero unit this week.</p>	

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WORD STUDY Lesson 26			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
2L4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 2 reading & content, choosing flexibly from an array of strategies.	STRATEGY: Multiple Meaning Words ACADEMIC: infer, predict, generate, dictionary entry SOCIAL STUDIES: Charity, Service, Leader, Role Model, Hero, Courage, Perseverance, Super, Hero Real Life TARGETED CLUSTERS/CATEGORIES: Teacher Choice	Multiple-Meaning Words, TE pp. T66-T67 Projectables S8 and 26.8 Reader's Notebook p. 168 Daily Vocabulary Boost TE pp. T13, T41, T51, T61, T71	Weekly Assessment Grab and Go 26.2-26.4
2RF3b Know spelling-sound correspondences for additional common vowel teams.	SPELLING/ENCODING Words with /oo/: ew, ue, ou	See Second Grade Phonological Awareness and Phonics 2018-19	Weekly Assessments
WRITING WORKSHOP Lesson 26			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
GRAMMAR 2L2c Use an apostrophe to form contractions & frequently occurring possessives.	SKILL Contractions	TE pp. T38, T48, T58, T62-T63, T74 Spiral Review: Kinds of Sentences TE p. T68 Projectable 26.2 Grammar Videos Reader's Notebook Vol. 2 pp. 113, 161, 167, 170	Grab & Go: Weekly Test T74-75 Grammar
PROCESS WRITING 2W2 Write informative/explanatory texts in which they intro. a topic, use facts & definitions to develop points, & provide a concluding statement or section. 2W5 With guidance & support from adults and peers, focus on a topic & strengthen writing as needed by revising & editing. 2W8 Recall information from experiences or gather information from provided sources to answer a question.	WRITING TYPE Informative Writing Introduction to Research	SUW LESSONS & TOOLS SUW 5-1 Elements of Accordion Essays and Reports, Tools 5-1a, b, c SUW 5-2 Writing Essays and Reports Step-by-Step, Tool 5- 2a SUW 5-3 Organizing & Writing, One Step at a Time, Tools 5- 3a-c SUW 5-4 Creating Two-Sentence Introductions SUW 5-5 Blocking Out Essays and Reports, Tool 5-5a- c	Writing Prompt: Complete research on Amazing American. ASSESSMENT:

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		4th Edition B4-7 Accordion Paragraphs, Tool B4-7a, Tool B4-7b, Tool B4-7c B4-9 Planning Guides for Organizing a Paragraph, Tool B4-9a-Tol B4-9e B4-11 Organization with Paragraph Frames, Tool B4-11a-Tool B4-11e B4-13 Stretch, Don't Stack, Tool B4-13a, B4-2d, Tool B4-2e	SUW 10-18 Story Scoring Guide , Tools 10-18a, 10-18b, 10- 18c (for Reference, Instruction, & Assessment)
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