



2nd Grade Curriculum Map Literacy & Integrated Content

MODULE 1 SUMMARY

How beautifully leaves grow old. How full of light and color are their last days.—John Burroughs

How do we notice the change that happens in the world? What factors affect change in our lives? Students in Grade 2 make sense of the world around them. In this module, they observe change through the cycle of the four seasons—winter, spring, summer, and fall—and they investigate the cause of those changes. As students examine seasonal differences, they explore how change impacts characters in beautifully crafted texts, and, through character study, recognize how people change.

Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation. The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives.

Students begin the study through multisensory explorations of the poem “Weather,” by Eve Merriam and four fine art paintings: *Paris Street, Rainy Day*, by Gustave Caillebotte; *Hunters in the Snow*, by Pieter Bruegel the Elder; *Bathers at Asnières*, by Georges Seurat; and *Autumn Landscape*, by Maurice de Vlaminck. Students begin by noticing and wondering how change is represented and described in poetry and art. They empathize with the fear and loneliness of Berger’s *Little Yellow Leaf* and Lionni’s chameleon in *A Color of His Own*, and recognize that change can be less daunting with a friend by your side. In *How Do You Know It’s Fall?* and *Why Do Leaves Change Color?* Students explore changes that happen in autumn, and then dive deep into the process of how the vivid colors of fall are born. In *Sky Tree*, graceful paintings paired with lyrical language depict the four seasons, and highlight the repetitive *cycle* of change in nature.

For their End-of-Module (EOM) Assessment, students write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals.

MODULE LEARNING GOALS**KNOWLEDGE GOALS**

- Define *change* as the process of becoming different than before.
- Use key words *first, then, finally* to identify the process of change.
- Recognize that friends can help people manage change.
- Identify the impact of weather on leaves in autumn.
- Identify how changes in fall weather impact people, plants, and animals.

READING GOALS

- Practice questioning to clarify understandings of a new text. (RL.2.1, RI.2.1)
- Recount stories, including details about character, setting, problem, and resolution. (RL.2.2)
- Explain how beginnings and endings in text relate to one another. (RL.2.5)
- Identify main topics and details in multi-paragraph text. (RI.2.2)
- Read orally with accuracy and fluency to support understanding. (RF.2.4)

WRITING GOALS

- Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion. (W.2.2)
- Organize and choose text evidence to respond to a prompt. (W.2.8)
- With guidance from adults and peers, revise writing to strengthen it as needed. (W.2.5)

SPEAKING AND LISTENING GOALS

- Notice the whole message in a text and speakers’ remarks. (SL.2.1.a, SL.2.1.b)



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- Take part in collaborative conversations with peers. (SL.2.1.a)
 - Link responses to those of peers. (SL.2.1.b)
- LANGUAGE GOALS**
- Use adjectives to provide detail in speaking and writing. (L.2.1.e)
 - Identify, form, and expand simple and compound sentences. (L.2.1.f)
 - Use sentence-level context to determine the meaning of unfamiliar words. (L.2.4.a)
 - Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. (L.2.4.e)
 - Identify real-life connections between words and their use. (L.2.5.a)

CORE TEXT

Poetry

- *"Weather,"* Eve Merriam

Picture Book (Informational)

- *How Do You Know It's Fall?*, Lisa M. Herrington
- *Why Do Leaves Change Color?*, Betsy Maestro
- *Sky Tree*, Thomas Locker

Picture Book (Literary)

- *The Little Yellow Leaf*, Carin Berger
- *A Color of His Own*, Leo Lionni

SUPPLEMENTARY TEXT

Paintings

- *Autumn Landscape*, Maurice de Vlaminck
- *Bathers at Asnières*, Georges Seurat
- *Hunters in the Snow*, Pieter Bruegel the Elder
- *Paris Street, Rainy Day*, Gustave Caillebotte

Websites

- "ASL Sign for: stop," *American Sign Language Dictionary*
- "ASL Sign for: linked," *American Sign Language Dictionary*
- "ASL Sign for: same," *American Sign Language Dictionary*

**TRANSFER GOALS
MODULE 1**

Transfer goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

KNOWLEDGE	READING	WRITING	SPEAKING/LISTENING	LANGUAGE
<p>Students will be able to independently transfer their learning to:</p> <p>Explain how change impacts people and nature.</p>	<p>Students will be able to independently transfer their learning to:</p> <p>Use evidence from a variety of text to analyze and synthesize information on a topic.</p>	<p>Students will be able to independently transfer their learning to:</p> <p>Master the techniques of effective informational writing using a variety of planning tools and texts.</p>	<p>Students will be able to independently transfer their learning to:</p> <p>Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p>	<p>Students will be able to independently transfer their learning to:</p> <p>Present information and ideas using appropriate grammar, spelling and vocabulary to convey a message</p> <p>Understand real-life connections between words and their use.</p>



MODULE 1
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MODULE 1
LESSONS 1-3
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: *What changes in "Weather"?*

STAGE 1- DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standard.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING LITERATURE: RL.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>READING FOUNDATIONS: RF.2.4.a Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)</p>



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STUDENT FRIENDLY LANGUAGE READING I can...	STUDENT FRIENDLY LANGUAGE WRITING I can...	STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...	STUDENT FRIENDLY LANGUAGE LANGUAGE I can...
<p>RL.2.1 I can ask and answer who, what, when, where, why and how questions about the text.</p> <p>RL.2.2 I can recount a story from different cultures. I can tell others what the story means by using words from the story. I can tell others the lesson the story is teaching us.</p> <p>RL.2.3. I can identify the characters in a text. I can identify the major events or challenges in a text. I can describe how characters respond to major events and challenges in a text</p>	<p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text.</p>		<p>L.2.5 I can explain what a word means by giving an example from everyday life.</p> <p>L.2.5.b I can describe the differences between words with similar meanings.</p>

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

ASSESSMENTS:

END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

EOM Task



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STAGE 3- LEARNING ACTIVITIES
 Lessons 1-3
 ESSENTIAL QUESTION: How does change impact people and nature?
 WRITING: Informative Writing
 FOCUS QUESTION: *What changes in "Weather"?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS/LITERATURE DISCUSSION GROUPS

Decodable text in K-1.	Tier 2 intervention for students who need a "double- dose" of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L1</p> <p>Lesson at a Glance TE p. 20</p>	<p>Describe a work of visual art. (RL.2.1)</p> <p>Generate questions and observations about the poem "Weather." (RL.2.1)</p> <p>Use a dictionary to select the definitions of <i>change</i> that connect to Module Overview, and make an entry in Vocabulary Journal. (L.2.4.a.)</p>	<p>"Weather," Eve Merriam (Poem)</p> <p>Paris Street, Rainy Day, Gustave Caillebotte (Painting)</p> <p>Hunters in the Snow, Pieter Bruegel the Elder (Painting)</p> <p>Bathers at Asnières, Georges Seurat (Painting)</p> <p>Autumn Landscape, Maurice de Vlaminck (Painting)</p>	<p>Wonder: What do I notice and wonder about the poem "Weather"?</p> <p>Volume of Reading Reflection Questions</p> <p>Launch TE p. 22 Learn TE pp. 23-27 Land TE p. 28</p>	<p>Examine: Why is it important to read fluently?</p>	<p>Deep Dive: Vocabulary Examine Academic Vocabulary</p> <p>Launch TE p. 30 Learn TE p. 31 Land TE p. 32</p> <p>Vocabulary word: change</p>
<p>L2</p> <p>Lesson at a Glance TE p. 34</p>	<p>Identify what changes in the poem "Weather" by Eve Merriam. (RL.2.3, W.2.2)</p> <p>With repeated practice,</p>	<p>"Weather," Eve Merriam (Poem)</p> <p>Paris Street, Rainy Day, Gustave Caillebotte</p>	<p>Reveal: What does a deeper exploration of beginning and ending reveal in the poem "Weather"?</p>	<p>Experiment: What does fluent reading sound like?</p>	<p>Deep Dive: Vocabulary Examine Academic Vocabulary</p> <p>Launch TE p. 44</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	<p>demonstrate fluency reading the poem "Weather."</p> <p>Analyze how the author's use of multiple-meaning word flick helps tell the story of rain in "Weather." (L.2.5)</p> <p>-</p>	<p>(Painting)</p> <p>Hunters in the Snow, Pieter Bruegel the Elder (Painting)</p> <p>Bathers at Asnières, Georges Seurat (Painting)</p> <p>Autumn Landscape, Maurice de Vlaminck (Painting)</p>	<p>Handout 2A: Artist's Colors</p> <p>Handout 2B: Change Chart for "Weather"</p> <p>Launch TE p. 36 Learn TE pp.36-42 Land TE p. 43 Wrap TE p. 43</p>		<p>Learn TE pp. 44-45 Land TE p. 45</p> <p>Vocabulary Word: flick</p>
<p>L3</p> <p>Lesson at a Glance TE p. 48</p>	<p>Identify important knowledge about change and seasons, citing evidence from "Weather" and visual art. (RL.2.1)</p> <p>Sort verbs that show water moving in the poem "Weather," and use them to form a word line. (L.2.5.b)</p>	<p>"Weather," Eve Merriam (Poem)</p> <p>Paris Street, Rainy Day, Gustave Caillebotte</p> <p>Hunters in the Snow, Pieter Bruegel the Elder (Painting)</p> <p>Bathers at Asnières, Georges Seurat (Painting)</p> <p>Autumn Landscape, Maurice de Vlaminck (Painting)</p>	<p>Know: How does "Weather" build my knowledge of change?</p> <p>Launch TE p. 50 Learn TE pp. 50-55 Land TE p. 55 Wrap TE p. 56</p>	<p>Execute: How can I emphasize key words to make my reading more fluent?</p> <p>Excel: How can I improve my fluency?</p> <p>Handout 3A: Fluency Key Words</p> <p>Handout 3B: Fluency Self-Reflection</p> <p>Handout 3C: Fluency Self-Reflection</p>	<p>Deep Dive: Vocabulary Examine Compound Words</p> <p>Launch TE p. 57 Learn TE pp. 57-58 Land TE p. 58</p>

STEP UP TO WRITING		
Correlation to Module 1 Lessons 1-3		
The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Complete Sentence	B2-32a



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<p>L.2.1 Demonstrate command of the conventions of standard English STYLE AND CONVENTIONS and usage when writing or speaking as appropriate for Grade 2.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.</p>	<p>4th ed. SUW TE p.187</p>	
<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1f Use conjunctions to form compound subjects and predicates.</p> <p>L.2.2b Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Fixing Run-On Sentences 4th ed. SUW TE p.188</p>	<p>B2-33a</p>
<p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f Use conjunctions to form compound subjects and predicates.</p>	<p>Three Part Sentences 4th ed. SUW TE p.190</p>	<p>B2-34a</p>

<p style="text-align: center;">SOCIAL STUDIES Correlation to MODULE 1 Lessons 1-3</p>			
STANDARDS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
<p>C2.2.3 Describe roles and responsibilities of individuals in a democracy.</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content.</p> <p>Practice questioning to clarify understandings of a new text.</p> <p>Recount stories, including details about character, setting, problem, and resolution.</p> <p>Explain how beginnings and endings in text relate to one another.</p> <p>Identify main topics and details in multi-paragraph text.)</p>	<p>Unit: Living and Working Together in a Community Lesson: Citizenship Essential Question: What makes someone unique?</p> <p>Supporting Question(s): How do people show they respect themselves and others? As a member of a community, why is it important to respect yourself and others?</p> <p>Anti-bullying curriculum Lessons 1-6 will be taught during the first 9 weeks of school. Refer to Bully-Proofing Your School Working with Victims and Bullies</p>	<p>I Am Special--Lesson Amazing Grace Bookflix Lesson Plan</p> <p>BEFORE READING: Tell students: we'll read a book about a child who learns to value her ability to be successful with help from her grandmother & mom. Discuss self-esteem & respecting ourselves & others. Intro. the book Amazing Grace by Mary Hoffman</p> <p>DURING READING: While reading the book, have students respond to the story by drawing quick sketches each time you pause. They could also write in quick sketch boxes. Use the <i>I Am Special</i> lesson plan to guide the reading. <i>SUW</i>: Quick Sketch Response Lesson 1-1, p. 16 Tool</p>	<p>Have students complete: I Am Special Booklet</p>



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<p>Read orally with accuracy and fluency to support understanding.</p>		<p>1-10b</p> <p>AFTER READING: Have students consider what they might have said to the students in Grace’s class who told her she could not be Peter. Talk w/children about things they are good at—sports, art, reading, etc. Then give each an opportunity to share his or her special abilities w/a partner. Emphasize that each one of them is unique & capable of many things that are special & meaningful.</p> <p>Additional Content Lessons: Books: <u>Be My Neighbor</u>, by Maya Ajamera Library Lion Storyline Online Library Lion Teacher Activity Guide <u>Recess Queen</u>- Video Responsibility and Leadership A wonderful story by Alexis O’Neill about a bully who has a change of heart thanks to a sweet little girl.</p>	
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MODULE 1
LESSONS 4-9
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How do changes in fall weather impact people and nature?

STAGE 1- DESIRED RESULTS

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READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING INFORMATION: RI.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>SL.2.1* Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>L.1.f* Use conjunctions to form compound subjects and predicates. L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>



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<p>key details in a text. RI.2.2* Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.2.1.a* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1.b* Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>L.2.5.a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>
<p>STUDENT FRIENDLY LANGUAGE READING I Can...</p> <p>RI.2.1 I can ask and answer who, what, when, where, why, and how questions about what I read. RI.2.2 I can identify the main topic of a text. I can identify the main topic of a paragraph. RI.2.3 I can explain how events in history are connected to other real events. I can explain how real ideas in science are connected. I can explain how and why steps in a set of directions are connected to each other.</p>	<p>STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text. W.2.10 I can write various pieces of writing in a variety of time frames for different purposes and audiences.</p>	<p>STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...</p> <p>SL.2.1a I can respect others by waiting for my turn to speak. I can respectfully listen to others and join their conversations. SL.2.1.b I can respectfully listen to others and join their conversations SL.2.1.c I can ask questions to the speaker to find out more information.</p>	<p>STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L2.1.f I can use conjunctions (and, but so..) to make compound subjects and predicates. L2.4.a I can tell what a word means by how it is used in the sentence. L.2.5.a I can explain what a word means by giving an example from everyday life.</p>

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

ASSESSMENTS:



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LESSON 9

SOCRATIC SEMINAR Synthesize information from *How Do You Know It's Fall?* to demonstrate understanding of changes in fall.

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END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

EOM Task

Answer Keys and Rubrics:

[Lesson 8: Focusing Question Paragraph Answer Key](#)

[Lessons 9 and 19: Socratic Seminar Speaking and Listening Rubric](#)

[Lessons 9 and 19: Socratic Seminar Tracking Chart](#)

STAGE 3---LEARNING ACTIVITIES
MODULE 1
LESSONS 4-9
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How do changes in fall weather impact people and nature?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS/LITERATURE DISCUSSION GROUPS			
Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L4 Lesson at Glance TE p. 60	Ask and answer questions about <i>How Do You Know It's Fall?</i> (RI.2.1) Identify characteristics of	<i>How Do You Know It's Fall?</i> , Lisa M. Herrington "ASL sign for: same," <i>American Sign Language</i>	Wonder: What do I notice and wonder about <i>How Do You Know It's Fall?</i>	Examine: Why are topic statements important? What does a topic statement do?	Deep Dive: Vocabulary Table of Contents and Glossary Launch TE p. 68



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	topic statements. (W.2.2) Analyze how table of contents and glossary in <i>How Do You Know It's Fall?</i> organize information.	<i>Dictionary</i>	Launch TE p. 61 Learn TE pp. 62-65 Land TE p. 66 Wrap TE pp. 66-67	Handout 4A: Sample Informative Paragraph 1	Learn TE pp. 68-69 Land TE p. 69 Vocabulary: inform, glossary table, contents
L5 Lesson at Glance TE p. 72	Identify key details and main topic of a section of text from <i>How Do You Know It's Fall?</i> With support. (RI.2.2) Draft a topic statement with support. (W.2.2) Create a word web for academic and content vocabulary word <i>migrate</i> , including how migration is a change in animal behavior caused by the coming of fall. (L.2.5.a)	<i>How Do You Know It's Fall?</i> Lisa M. Herrington	Organize: What's happening in <i>How Do You Know It's Fall?</i> Handout 5B: Main Ideas and Details Chart Launch TE p. 74 Learn TE pp. 74-79 Land TE p. 80 Wrap TE pp. 80-81	Experiment: How do topic statements work? Handout 5C: Informative Writing Anchor Chart Handout 5D: Sample Informative Writing Paragraph 2	Deep Dive: Vocabulary Use context clues to determine the meaning Launch TE p. 82 Learn TE pp. 82-83 Land TE p. 83 Handout 5A: Key Terms Vocabulary: glossary, dictionary
L6 Lesson at a Glance TE p. 86	Identify details and main topics throughout text. (RI.2.1, RI.2.2) Use details to draft topic sentence. (W.2.2) Infer the meanings of academic vocabulary terms <i>direct</i> and <i>observe</i> from their context in <i>How</i>	<i>How Do You Know It's Fall?</i> , Lisa M. Herrington "ASL sign for: stop," <i>American Sign Language Dictionary</i>	Organize: What's happening in <i>How Do You Know It's Fall?</i> Handout 5B: Main Ideas and Details Chart Launch TE p. 88 Learn TE pp. 88-93 Land TE p. 93 Wrap TE p. 93	Execute: How do I use topic sentences to organize my informative paragraph? Handout 5C: Informative Writing Anchor Chart Handout 5D: Sample Informative Writing Paragraph 2	Deep Dive: Vocabulary Examine Academic Vocabulary Handout 5A: Key Terms Vocabulary: cooler, migrate, store, ripe, celebrate, direction, observe Launch TE p. 94



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	<p><i>Do You Know It's Fall?</i> And confirm using a dictionary. (L.2.4.a.)</p>			<p>Handout 6A: Sample Informative Writing Paragraph 3</p>	<p>Learn TE pp. 94-95 Land TE p. 95</p>
<p>L7</p> <p>Lesson at a Glance TE p. 98</p>	<p>Determine main topic of <i>How Do You Know It's Fall?</i> with support. (RI.2.2, W.10)</p> <p>Build on others talk by linking comments to the remarks of others in a discussion of changes in fall. (SL.2.1)</p> <p>Apply the term <i>subject</i> to sentences with single subjects from <i>How Do You Know It's Fall?</i></p> <p>Noting that subjects do not always come first in a sentence and do not always refer to people. (L.2.1.f)</p> <p>Independently identify subjects in sentences from the text.</p>	<p><i>How Do You Know It's Fall?</i> Lisa M. Herrington</p> <p>"ASL sign for: link," <i>American Sign Language Dictionary</i></p>	<p>Reveal: What does a deeper exploration of details and main topics reveal in this text? Handout 7A: Main Topic of Text</p> <p>Handout 5A: Key Terms</p> <p>Handout 5B: Main Idea and Details Chart</p> <p>Handout 7A: Main Topic of Text</p> <p>Handout 4A: Sample Informative Paragraph 1</p> <p>Launch TE p. 99 Learn TE pp. 100-103 Land TE p. 104 Wrap TE p. 105</p>	<p>Examine: Why is linking comments important?</p>	<p>Deep Dive: Style and Conventions Subjects and Verbs in Simple Sentences</p> <p>Handout 7B: Verbs</p> <p>Launch TE pp. 106-107 Learn TE pp. 107-108 Land TE p. 108</p> <p>Vocabulary: ripe</p>
<p>L8</p> <p>Lesson at a Glance TE p. 112</p>	<p>Record evidence and respond to the Focusing Question Task with support. (RI.2.2)</p>	<p><i>How Do You Know It's Fall?</i> Lisa M. Herrington</p>	<p>Distill: What is the essential meaning of <i>How Do You Know It's Fall?</i> Handout 5A: Key Terms</p>	<p>Prepare students for the Socratic Seminar</p>	<p>Deep Dive: Style and Conventions Examine Verbs in Simple Sentences</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	<p>Identify and agree upon rules for a successful Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c)</p> <p>Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences in Deep Dive 7, from <i>How Do You Know It's Fall?</i> (L.2.1.f)</p> <p>Identify verbs corresponding with the subjects in sentences from the text.</p>		<p>Handout 5B: Main Ideas and Details,</p> <p>Handout 7A: Main Topic of Text</p> <p>Handout 5C: Informative Writing Chart</p> <p>Launch TE p. 111 Learn TE pp. 112-117 Land TE p. 117 Wrap TE p. 118</p>		<p>Handout 7B</p> <p>Launch TE p. 119 Learn TE pp. 119-120 Land TE p. 120</p> <p>Vocabulary Words: cooler, migrate, store ripe, celebrate, direction, observe</p>
<p>L9</p> <p>Lesson at a Glance TE p. 122</p> <p>Assessment: Synthesize information from <i>How Do You Know It's Fall?</i> to demonstrate understanding of changes in fall. SS</p>	<p>Synthesize learning about change in fall and informational texts. (RI.2.1, RI.2.3, W.10)</p> <p>Participate in a Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c)</p> <p>-</p> <p>Combine simple sentences into compound sentences about fall using conjunctions. (L.2.1.f)</p>	<p><i>How Do You Know It's Fall?</i> Lisa M. Herrington</p>	<p>Know: How does <i>How Do You Know It's Fall?</i> build my knowledge of the impact of changes in fall weather? Handout 9A: Knowledge Journal Questions</p> <p>Handout 5B: Main Topic and Details</p> <p>Handout 7A: Main Topic of Text</p>	<p>Execute: How do I link responses in a Socratic Seminar?</p>	<p>Deep Dive: Style and Conventions Explore conjunctions in compound sentences</p> <p>Launch TE p. 129 Learn TE pp. 129-131 Land TE p. 131</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
Handout 9B: Socratic Seminar Self-Reflection			Launch TE p. 123 Learn TE pp. 124-127 Land TE p. 127 Wrap TE p. 128		

Step Up to Writing Correlation to Module 1 Lessons 4-9 The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 Describe how characters in a story respond to major events and challenges. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers. L.2.1f Use conjunctions to form compound subjects and predicates.	Topic Sentences 4th ed. SUW TE p.320	B2-14a , B4-1c , B4-14a
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.1f Use conjunctions to form compound subjects and predicates.	Turning a Prompt into Topic Sentences 4th ed. SUW TE p.322	B4-15a , B4-15b
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.1f Use conjunctions to form compound subjects and predicates.	Topic Sentence Variety 4th ed. SUW TE p.324	B4-16a , B4-16f
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.1f Use conjunctions to form compound subjects and predicates.	Adding a Plan Sentence 4th ed. SUW TE p.327	B4-17a , B4-17b
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a	Adding a Lead	B4-18a ,



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<p>concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.1f Use conjunctions to form compound subjects and predicates.</p>	<p>4th ed. SUW TE p.329</p>	<p>B4-18b</p>
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SOCIAL STUDIES
Correlation to MODULE 1 Lessons 4-9

STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
<p>C2.2.3 Describe roles and responsibility of individuals in a democracy C3.2.3 Describe ways communities work to accomplish common tasks and establish responsibilities</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content.</p> <p>Use vocabulary journals. Explain how knowledge journal connects to new learning. Create word web for academic and content vocabulary. Identify main idea and details. Build on other people’s talk. Participate in Socratic seminar.</p>	<p>Unit: Living and Working Together in a Community Lesson: Leadership</p> <p>Essential Question: What does it take to be a leader?</p> <p>Supporting Question(s): What are some traits that leaders possess? Where can you see leaders in your community? How can you be a leader in the different communities in which you are a part? How can I make a change in my school?</p> <p>VOCABULARY leader, bullied, election, leader, responsible, citizenship, community, courage, responsibility, words that describe a leader</p> <p><u>Lesson: Before and After Reading Vocabulary</u></p>	<p>(Search by book title) EPIC Books Use the book Be the Change in Your School by Shannon Wellborn to help students create an individual or class plan for making a change.</p> <p>Spaghetti Readers Guide—Includes Before/During/After Reading questions and activities.</p> <p>BEFORE READING: Introduce the terms leadership & courage. Brainstorm words to describe a leader. List examples of courage. Have students describe a time when someone treated them unfairly. Develop a plan for how to solve problems with friends at school using a problem/solving grid. Problem/Possible Solutions/Consequences for Possible Solutions/ ID Solution. Introduce the book Spaghetti in the Hot Dog Bun by telling students they will be reading about a character that will need to make a choice</p> <p>DURING READING: Read or watch Spaghetti in the Hot Dog Bun (8:12)</p>	<p>Completed Leadership Application</p> <p>TCM - Primary Source Reader: I’ll Lead the Way Quiz (p. 158)</p> <p>TCM - Primary Source Reader: You Can Count on Me Quiz (p. 148)</p> <p>Write about a time when someone treated you unfairly. What did you do?</p> <p>Exploring Social Studies: Arkansas Edition Student Handbook: “Good Citizen Report” (p. 19)</p> <p>Use the following TCM nonfiction book to identify qualities and responsibilities of leaders. TCM - Primary Source Reader: I’ll Lead the Way Book Lesson: (pp. 149-158) Primary Source Activity (p. 153) “Doing Your Part” (p. 157) Activities from the Book, “Your Turn</p>



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	<p>Activities (pp. 150, 151) "What Do You Know" (p. 154)</p> <p>Anti-bullying curriculum lessons 1-6 will be taught during the first 9 weeks of school. Refer to Bully-Proofing Your School Working with Victims and Bullies Bullying Resources</p> <p>Leadership Application Use to establish classroom jobs.</p>	<p>As they are listening they need to be able to describe the characters. What clues make you think Lucy is going to help Ralph? Describe the problem in the story and possible solutions.</p> <p>AFTER READING: What examples of courage did you observe in the story? Add to the list of leadership words that was started prior to reading. Talk about leadership & how responsible people (like Lucy) make choices to do the right thing all the time. Place your students in pairs to complete Leaders: act/say/think template. After all groups share, compile a class chart to display all year.</p> <p>Talk to students about how they are in charge (like Lucy) to stand up for themselves, take care of themselves, & to make good choices when given an opportunity. I'm In Charge of Me Free Lesson</p>	<p>Activity" (p. 152) During Reading Writing Activity (p. 151) "Cinquain Summary" (p. 156) TCM - Exploring Social Studies: Arkansas Edition Student Handbook: "Our Rules" (p. 23)</p>
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MODULE 1
LESSONS 10-14
ESSENTIQUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How does the Little Yellow Leaf Change?

STAGE 1 DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
READING LITERATURE: RL.2.1* Ask and answer such questions	W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts	SL.2.1* Participate in collaborative conversations with diverse partners	L.2.1e* Use adjectives and adverbs,



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<p>as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2* Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5* Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5* With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.1a* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>and choose between them depending on what is to be modified.</p> <p>L.2.1f* Use conjunctions to form compound subjects and predicates.</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)</p>
<p>STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RL.2.1 I can ask and answer who, what, when, where, why and how questions about the text.</p> <p>RL.2.2 I can recount a story from different cultures. I can tell others what the story means by using words from the story. I can tell others the lesson the story is teaching us.</p> <p>RL.2.3 I can identify the characters in a text. I can identify the major events or challenges in a text. I can describe how characters respond to major events and challenges in a text.</p>	<p>STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text.</p> <p>W.2.5 I can write about one topic with supporting details. I can revise my writing with help from others. I can edit my writing with help from others</p>	<p>STUDENT FRIENDLY LANGUAGE SPEAKING/LISTINING I can...</p> <p>SL.2.1 I can talk with any of my classmates and adults about interesting topics and books. I can stay on topic. I can speak in small and large groups.</p> <p>SL.2.1a I can respect others by waiting for my turn to speak. I can respectfully listen to others and join their conversations.</p> <p>SL.2.2 I can describe the main idea and details of a story/report/video I hear or see. I can remember and repeat the details of a story/report/video I hear or see.</p>	<p>STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.2.1e I can use adjectives to describe nouns. I can use adverbs to describe verbs.</p> <p>L.2.1f I can use conjunctions (and, but so..) to make compound subjects and predicates</p> <p>L.2.5b I can describe the differences between words with similar meanings..</p>



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<p>RL.2.5 I can name the setting(s) and main character(s) after reading the beginning of a story. I can sequence the events of the story. I can state the problem of the story. I can state the solution to the problem after reading the ending of a story.</p> <p>RL.2.7 I can use pictures and words to identify characters, setting, and plot.</p>	<p>W.2.10 I can write various pieces of writing in a variety of time frames for different purposes and audiences.</p>	<p>SL.2.4 I can tell a story that makes sense to others. I can use the right tone of voice for others to hear. I can speak in sentences so my audience will understand me.</p>	
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ELP STANDARDS
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

ASSESSMENTS:
Lesson 13/14
FOCUS QUESTION TASK 1 Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes.
[FQT 1](#)

END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

[EOM Task](#)

[Lesson 13: Focusing Question Task 1 Answer Key](#)



MODULE 1
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STAGE 3- LEARNING ACTIVITIES MODULE 1 LESSON 10-14 ESSENTIAL QUESTION: How does change impact people and nature? WRITING: Informative Writing FOCUS QUESTION: <i>How does the Little Yellow Leaf Change?</i>

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L10 Lesson at a Glance TE p. 134	Compare the whole message and partial messages in conversations. (SL.2.1, SL.2.2, RL.2.7, RL.2.1) Revise sentence fragments from classroom anchor charts into complete sentences. (L.2.1.f)	<i>The Little Yellow Leaf</i> , Carin Berger <i>How Do You Know It's Fall?</i> , Lisa M. Herrington	Wonder: What do I notice and wonder about <i>The Little Yellow Leaf</i> ? Handout 10A: Notice and Wonder Chart Speaking and Listening Anchor Chart Launch TE p. 136 Learn TE pp. 136-141 Land TE p. 141 Wrap TE p.142	Execute: How do I link responses in a Socratic Seminar?	Deep Dive: Style and Conventions Form complete sentences Launch TE p. 143 Learn TE pp. 143-144 Land TE p. 144
L11 Lesson at a Glance TE p. 146	Recount what happens in <i>The Little Yellow Leaf</i> . (RL.2.2, RL.2.3 SL.2.2, SL.2.4) Explain why evidence is important in informative	<i>The Little Yellow Leaf</i> , Carin Berger Handout 11A: Reader's Theater Script.	Organize: What happens in <i>The Little Yellow Leaf</i> ? Handout 11C: Change Chart for The Little Yellow Leaf	Examine: Why is evidence important in informative writing? Handout 11B: Exemplar Paragraph	Deep Dive: Vocabulary Real-life connections and how word choice affects the text Launch TE p. 156 Learn TE pp. 156-157



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
	writing. (W.2.2) Create a moving tableau for verbs		Launch TE p. 146 Learn TE pp. 147-154 Land TE p. 154 Wrap TE p. 155		Land TE p. 157 Vocabulary words: soar
<p>L12</p> <p>Lesson at a Glance TE p. 160</p>	<p>Learning Goals: Explain what happens in the beginning, middle, and end of <i>The Little Yellow Leaf</i>. RL.2.2, RL.2.5, SL.2.1.a</p> <p>Identify what information is provided in the beginning and end of a story and the purpose of each. (RL.2.5, SL.2.1.a)</p> <p>Using adjectives analyze how adjectives help describe setting and action in <i>The Little Yellow Leaf</i> (L.2.1.e, L.2.5.b)</p>	<p><i>The Little Yellow Leaf</i>, Carin Berger</p>	<p>Reveal: What does a deeper exploration of the beginning and ending reveal in <i>The Little Yellow Leaf</i>?</p> <p>Launch TE p. 161 Learn TE pp. 162-166 Land TE p. 166 Wrap TE p. 167</p>	<p>Experiment: How does evidence work in informative writing?</p>	<p>Deep Dive: Style and Conventions Using Adjectives</p> <p>Launch TE p. 168 Learn TE pp. 169-170 Land TE p. 170</p>
<p>L13</p> <p>Lesson at a Glance TE p. 172</p> <p>Assessment: Write an informative</p>	<p>Identify the central message of <i>The Little Yellow Leaf</i>. (RL.2.2)</p> <p>Select and use evidence in an informative paragraph.</p>	<p><i>The Little Yellow Leaf</i>, Carin Berger</p>	<p>Distill: What is the central message of <i>The Little Yellow Leaf</i>?</p> <p>Launch TE p. 173 Learn TE pp. 174-178</p>	<p>Execute: How do I use evidence to organize my informative paragraph?</p> <p>Informative Writing Anchor Chart</p>	<p>Deep Dive: Style and Conventions Form word pairs using adjectives</p> <p>Launch TE p. 180 Learn TE pp. 180-181</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes. FQT 1	(RL.2.2 , W.2.2 , L.2.1.eL.2.1.f) Describe nature during fall using adjectives from the text. (L.2.1.e)		Land TE p. 179 Wrap TE p. 179	Display the following prompt Handout 13A: Informative Writing Checklist	Land TE p. 181
L14 Lesson at a Glance TE p. 184 Assessment: Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes. FQT 1	Revise and reflect on informative writing about change. (W.2.2 , W.2.5) Articulate new knowledge gained from reading <i>The Little Yellow Leaf</i> . (RL.2.1 , W.10) Revise written work composed during the main lesson, using adjectives to add detail. (L.2.1.e)	<i>The Little Yellow Leaf</i> , Carin Berger	Know: How does the text build my knowledge of change? Launch TE p. 185 Learn TE pp. 186-188 Land TE p. 188 Wrap TE p. 189	Excel: How do I improve my use of evidence to organize my informative paragraph? Handout 13A: Informative Writing Checklist	Deep Dive: Style and Conventions Using adjectives to add detail Revise written work composed during the main lesson, using adjectives to add detail Launch TE p. 190 Learn TE pp. 190 Land TE p. 191

Step Up to Writing Correlation to Module 1 Lessons 10-14		
The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Color-Coding the Elements of Informative	B4-1a , B4-1c



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<p>RI.2.3 Describe how characters in a story respond to major events and challenges. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Writing 4th ed. SUW p.287</p>	
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Using Colored Paper Strips to Plan a Paragraph 4th ed. SUW TE p.290</p>	<p>B4-1a, B4-2a, B4-2g</p>
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Thinking of Key/Star Ideas 4th ed. SUW TE p.293</p>	<p>B4-3a, B4-3b</p>
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Organization Game 4th ed. SUW TE p.295</p>	<p>B4-4a, B4-4c</p>
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Planning Informative Writing with Outline 4th ed. SUW TE p.297</p>	<p>B2-14a, B4-1a, B4-5a, B4-5c</p>



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SOCIAL STUDIES FOR
Correlation to MODULE 1 Lessons 10-14

STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
<p>C2.2.3 Describe roles and responsibilities of individuals in a democracy. C2.22 Explain the procedure for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags.</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content.</p> <p>Use information from illustrations and text to answer and ask questions. Lesson 10 Explain why evidence is important in informative writing. Lesson 11 Select and use evidence in an informative text. Lesson 13</p>	<p>Unit: Living and Working Together in a Community Lesson: American Symbols</p> <p>Essential Question: What symbol best represents the United States?</p> <p>Supporting Question(s): What symbols represent the United States? Do symbols mean the same thing to everyone? Why are symbols important in communities?</p> <p>Bullying Lesson: A Bad Case of Stripes by David Shannon Social Studies Accepting Differences Activity—Page 5 Teacher’s Guide</p> <p>Story Online Video <i>A Bad Case of Stripes by David Shannon read by Sean Astin</i></p>	<p>Inquiry—What Symbol Best Represents the United States</p> <p>BEFORE READING: Introduce the vocabulary word symbol & define it with students. Use the “Inquiry Overview” to help guide this discussion & introduce to students they will be asked to decide which symbol best represents the U.S. Students will explore what each U.S. symbol represents, how we use these symbols, & what we value as U.S. citizens. Teachers can engage students in discussion of symbols by showing them 3-5 examples of emoticons. Ask them to describe what each symbols represents & why people use emoticons.</p> <p>DURING READING: As you share images “Guiding Questions” 1 & 2 of the inquiry, find short passages about each image to provide more content to complete their “What Do I Think/What Did I Learn/What Do I Know” chart.</p> <p>AFTER READING: Complete the formative performance task for guiding questions 2 & 3 of the inquiry. Conduct a survey of how three other classmates feel about a national symbol. Discuss what the flag represents when it is used in different contexts.</p>	<p>What symbol best represents the United States? Students choose which symbol they believe best represents the United States and tell why with supporting evidence. They may write a paragraph, create a poster or other product that provides their argument and evidence to support it.</p>



MODULE 1

2nd Grade Curriculum Map Literacy & Integrated Content

		<p>Additional Resource U.S Symbols Smithsonian Symbols of the United States</p> <p>Liberty Kids Video- The First Fourth of July Liberty Kids Video- We the People</p> <p>TCM - Primary Source Reader: You Can Count on Me! TCM - Exploring Social Studies: Arkansas Edition Student Handbook "America the Beautiful" (p. 15) "Arkansas Flag" (p. 16) "Words in the Pledge" (p. 17) "What's Wrong with the Flags?" (p. 18)</p>	
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MODULE 1
LESSONS 15-19
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How does the chameleon change?

Stage 1- Desired Results

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING LITERATURE: RL.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2* Recount stories, including fables and folktales from diverse cultures, and determine their central</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.4 Begins above this grade level. W.2.8* Recall information from experiences or gather information from</p>	<p>SL.2.1* Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or</p>	<p>L.2.1f* Use conjunctions to form compound subjects and predicates. L.2.5a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>



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message, lesson, or moral.	provided sources to answer a question. W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	clarification.	
<p align="center">STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RL.2.1 I can ask and answer who, what, when, where, why and how questions about the text.</p> <p>RL.2.2 I can recount a story from different cultures. I can tell others what the story means by using words from the story. I can tell others the lesson the story is teaching us.</p>	<p align="center">STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text.</p> <p>W.2.4 I can write a narrative with help and support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support.</p> <p>W.2.8 I can use what I know, what I have read, and/or what I have learned to write an answer to a question.</p> <p>W.2.10 I can write various pieces of writing in a variety of time frames for different purposes and audiences.</p>	<p align="center">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTINING I can...</p> <p>SL.2.1 I can talk with any of my classmates and adults about interesting topics and books. I can stay on topic. I can speak in small and large groups.</p> <p>SL.2.6 I can speak in complete sentences to give someone more information or ask questions. I can tell the difference between a complete sentence and an incomplete sentence</p>	<p align="center">STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.2.1f I can change or add words in a sentence</p> <p>L.2.5a I can explain what a word means by giving an example from everyday life.</p>



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ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Assessments:**Lesson 15**

NEW READ ASSESSEMENT 1 Read *A Color of His Own* and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words *first*, *then*, and *finally*.

[NR 1](#)**Lesson 18**

FOCUS QUESTION TASK Write an informative paragraph with a topic statement and evidence explaining how the chameleon changes.

[FQT 2](#)**Lesson 19**

SOCRATIC SEMINAR Compare and contrast the change that two characters experience in *A Color of His Own* and *The Little Yellow Leaf*.

[SS](#)

END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

[EOM Task](#)**Answer Keys and Rubrics:**

[Lesson 15: New Read Assessment 1 Answer Key](#)

[Lesson 17: Focusing Question Task 2 Answer Key](#)



MODULE 1
2nd Grade Curriculum Map Literacy & Integrated Content

STAGE 3 LEARNING ACTIVITIES
MODULE 1
LESSONS 15-19
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How does the chameleon change?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Decodable text in K-1 (Geodes).	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p style="text-align: center;">L15</p> <p style="text-align: center;">Lesson at a Glance TE p. 194</p> <p>Assessment: Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words <i>first</i>, <i>then</i>, and <i>finally</i>. NR 1</p>	<p>Identify story elements and evidence of change in <i>A Color of His Own</i>. (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8)</p> <p>Complete the New-Read Assessment.</p> <p>Classify questions about <i>A Color of His Own</i> that relate to prior knowledge. (RL.2.1, W.10*)</p> <p>Make real-life connections to the word <i>camouflage</i> and use a dictionary to confirm its meaning. (L2.5.a)</p>	<p><i>A Color of His Own</i>, Leo Lionni</p>	<p>Wonder: What do I notice and wonder about <i>A Color of His Own</i>? Handout 15A: Notice and Wonder Chart</p> <p>Post a blank Notice and Wonder Chart</p> <p>Launch TE pp. 195-196 Learn TE pp. 196-199 Land TE p.199 Wrap TE p. 199</p>	<p>Deep Dive: Vocabulary Examine Content Vocabulary</p> <p>Launch TE p. 201 Learn TE pp.201-202 Land TE p. 202</p> <p>Vocabulary words: camouflage</p>	



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L16</p> <p>Lesson at a Glance TE p. 204</p>	<p>Recount what happens in <i>A Color of His Own</i>. (RL.2.2)</p> <p>Form complete sentences with multiple subjects. (L.2.1.f)</p>	<p><i>A Color of His Own</i>, Leo Lionni</p>	<p>Organize: What's happening in <i>A Color of His Own</i>?</p> <p>Handout 16A: Story Elements</p> <p>Handout 16A: Story Element</p> <p>Launch TE p. 205 Learn TE pp. 206-209 Land TE p. 210 Wrap TE p.210</p>		<p>Deep Dive: Style and Conventions Explore Sentences with multiple subjects</p> <p>Launch TE p. 211 Learn TE pp. 211-212 Land TE p. 212</p>
<p>L17</p> <p>Lesson at a Glance TE p. 216</p>	<p>Construct simple sentences with one or more subjects and multiple verbs based on the characters in <i>A Color of His Own</i>. (L.2.1.f)</p>	<p><i>A Color of His Own</i>, Leo Lionni</p>	<p>Reveal: What does a deeper exploration of the problem and resolution reveal in <i>A Color of His Own</i>?</p> <p>Assessment 17: Focusing Question Task</p> <p>Launch TE p. 215 Learn TE pp. 216-219 Land TE p. 219 Wrap TE p. 220</p>	<p>Execute: How do I choose evidence that supports my topic?</p>	<p>Deep Dive: Style and Conventions Experiment with multiple verbs</p> <p>Launch TE p. 221 Learn TE pp. 221-222 Land TE p. 222</p>
<p>L18</p> <p>Lesson at a Glance TE p. 224</p> <p>Assessment: Write an informative paragraph with a topic</p>	<p>Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f, W.4**)</p>	<p><i>A Color of His Own</i>, Leo Lionni</p>	<p>Distill: What is the central message of <i>A Color of His Own</i>?</p> <p>Launch TE p. 225 Learn TE pp. 226-228 Land TE p. 228 Wrap TE p. 229</p>	<p>Execute: How do I choose evidence that supports my topic?</p> <p>Experiment: How does linking comments work?</p>	



2nd Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
statement and evidence explaining how the chameleon changes. FQT 2	Determine the central message of <i>A Color of His Own</i> . (RL.2.2 , W.10*)			Handout 18A: Informative Writing Checklist	
L19 Lesson at a Glance TE p. 222 Compare and contrast the change that two characters experience in <i>A Color of His Own</i> and <i>The Little Yellow Leaf</i> . SS	Describe knowledge and skills gained from reading <i>A Color of His Own</i> . (RL.2.1 , W.10) Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon. (SL.2.1 , SL.2.6) Vary sentence structures by combining sentences using conjunctions. (L.2.1.f)	<i>A Color of His Own</i> , Leo Lionni <i>The Little Yellow Leaf</i> , Carin Berger	Know: How does the <i>A Color of His Own</i> build my background knowledge? Launch TE p. 223 Learn TE pp. 224-236 Land TE p.237 Wrap TE p. 238	Execute: How do I link my comments in Socratic Seminar? Handout 18A Handout 19A: Socratic Seminar Self-Reflection.	Deep Dive: Style and Conventions Execute using conjunctions Launch TE p. 239 Learn TE pp. 239-240 Land TE p. 240

STEP UP TO WRITING		
Correlation to Module 1 Lessons 15-19		
The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Facts and Opinions 4 th ed. SUW TE p.331	B4-19a
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Elaboration-The E's 4 th ed. SUW TE p.333	B4-1c , B4-20a , B4-20b



MODULE 1

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<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.1f Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>		
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 Describe how characters in a story respond to major events and challenges. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L2.1f Use conjunctions to form compound subjects and predicates.</p>	<p>Stronger Elaboration 4th ed. SUW TE p.336</p>	<p>B4-21a</p>

<p style="text-align: center;">SOCIAL STUDIES Correlation to MODULE 1 Lessons 15-19</p>			
<p style="text-align: center;">STANDARDS & LEARNING GOALS</p>	<p style="text-align: center;">FOCUS</p>	<p style="text-align: center;">TEXT(S)/QUESTIONING/MATERIALS</p>	<p style="text-align: center;">ASSESSMENTS</p>
<p>C1.2.1 Identify founding documents of the United States (e.g., U.S. Constitution, Bill of Rights)</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content. Make real-life connections to academic vocabulary words. Lesson 15 Describe knowledge and skills gained from reading. Lesson 19</p>	<p>Unit: Living and Working Together in a Community Lesson: Founding Documents Essential Question: Why are the founding documents important to me? Supporting Question(s): What is the purpose of the founding documents? What rights do you think you should have as a citizen of the classroom?</p>	<p>We the Kids: The Preamble to the Constitution of the United States of America Classroom Constitution Lesson Classroom Constitution Form We the People—ReadWorks.org Celebrate Constitution Day—Get to Know the Constitution</p> <p>Constitution Preamble – Schoolhouse Rock</p> <p>TCM - Primary Source Reader: Declaring</p>	<p>Have your students visualize what the classroom and school would be like if there were not any rules. Read “The Kingdom with No Rules, No Laws and No King” to your students and stop at appropriate interval in the story and ask students what they think happened next. In the story when Benjamin is watching the baseball game without rules, have the students write their version to the ending to the story. Allow them to share before reading the continuation of the story.</p>



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	<p>What would happen if the founding documents were not created?</p> <p>VOCABULARY Government, colonist, citizens, rights, document, independence, loyal</p> <p>TCM - Primary Source Reader: <u>Declaring Our Independence</u> <u>Lesson</u> <u>Before and After Reading Vocabulary Activities</u> (pp. 60, 62) <u>"March to Independence"</u> (p. 66)</p>	<p><u>Our Independence</u> <u>Lesson: (pp. 59-68)</u> <u>Primary Source Activity</u> (p. 63) <u>"The King's Reaction"</u> (p. 67)</p> <p>TCM - <u>Exploring Social Studies: Arkansas Edition Student Handbook</u>: <u>"Founding Documents"</u> (p. 12) Interactiv-eBook (see DVD in kit)</p>	<p>Writing Scoring Guide Tools 10-10a & 10-10b (for Reference, Instruction, & Assessment)</p> <p>TCM - <u>Primary Source Reader: Declaring Our Independence Quiz</u> (p. 68)</p>
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MODULE 1
LESSONS 20-24
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How does the chameleon change?
STAGE 1- DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING INFORMATION: RI.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2* Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.4 Begins above this grade level. W.2.8* Recall information from experiences or gather information from</p>		<p>L.2.1f* Use conjunctions to form compound subjects and predicates. L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Reference spelling</p>



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<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p>provided sources to answer a question.</p>		<p>patterns chart to clarify types of spelling patterns. Consult reference materials including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RI.2.1 I can ask and answer who, what, when, where, why, and how questions about what I read.</p> <p>RI.2.2 I can identify the main topic of a text. I can identify the main topic of a paragraph.</p> <p>RI.2.3 I can explain how events in history are connected to other real events. I can explain how real ideas in science are connected. I can explain how and why steps in a set of directions are connected to each other.</p> <p>RI.2.4 I can accurately define words and phrases when I read for information</p>	<p>STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text.</p> <p>W.2.4 I can write a narrative with help and support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support.</p> <p>W.2.8 I can use what I know, what I have read, and/or what I have learned to write an</p>	<p>STUDENT FRIENDLY LANGUAGE SPEAKING/LISTINING I can...</p>	<p>STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L.2.1f I can change or add words in a sentence.</p> <p>L.2.2d I can use reference materials to check and correct spellings.</p> <p>L.2.4a I can tell what a word means by how it is used in the sentence.</p> <p>L.2.4b I can tell what a word means by looking at the root word, and prefix</p> <p>L.2.4c I can tell what a compound word means by looking at the two smaller words that make up the compound word</p> <p>L.2.5 I can explain what a word means by giving an example from everyday life.</p>



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answer to a question.

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Assessments:

Lesson 20:

Read an excerpt of *Why Do Leaves Change Color?* and answer questions about the topic of the multi-paragraph text.

[NR 2](#)

Lesson 24:

Write an informative paragraph explaining the impact of fall weather on leaves.

[FQT 3](#)

END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

[EOM Task](#)

Answer Keys and Rubrics:

[Lesson 20: New Read Assessment 1 Answer Key](#)

[Lesson 23: Focusing Question Task 3 Answer Key](#)

STAGE 3- LEARNING ACTIVITIES

MODULE 1

LESSONS 20-24

ESSENTIAL QUESTION: How does change impact people and nature?

WRITING: Informative Writing

FOCUS QUESTION: How does the chameleon change?



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SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L20</p> <p>Lesson at a Glance TE p. 242</p> <p>Assessment: Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text. NR 2</p>	<p>Record observations and questions about <i>Why Do Leaves Change Color?</i> (RI.2.1)</p> <p>Identify the connection between leaves and trees. (RI.2.1, RI.2.3)</p> <p>Connect academic vocabulary words separate, shape with content knowledge from additional texts in the module. (L.2.2.d)</p>	<p><i>Why Do Leaves Change Color?</i> Betsy Maestro</p>	<p>Notice and Wonder: What do I notice and wonder about <i>How Do Leaves Change Color?</i></p> <p>Handout 20A: Notice and Wonder Chart</p> <p>Launch TE p. 243 Learn TE pp. 243-246 Land TE p. 246 Wrap TE p. 247</p>		<p>Deep Dive: Vocabulary Analyze academic vocabulary</p> <p>Launch TE p. 248 Learn TE pp. 248-249 Land TE p. 249 Wrap TE p. 249</p>
<p>L21</p> <p>Lesson at a Glance TE p. 252</p>	<p>Identify the main topics and details of <i>Why Do Leaves Change Color?</i> (RI.2.2)</p> <p>Examine and identify characteristics of conclusions. (W.2.2)</p> <p>Apply Outside-In strategy and morphemes to determine meaning of uncurled and disappear in <i>Why Do Leaves Change Color?</i> (L.2.4.b, L.2.4.c)</p>	<p><i>Why Do Leaves Change Color?</i>, Betsy Maestro</p>	<p>Organize: What’s happening in <i>Why Do Leaves Change Color?</i></p> <p>Launch TE p. 253 Learn TE pp. 254-259 Land TE p. 260 Wrap TE p. 260</p>	<p>Examine: Why do we conclude our informative paragraphs?</p> <p>Handout 21A: Details Collection Strips</p> <p>Handout 21B: Topic Sentences and Details</p>	<p>Deep Dive: Vocabulary Academic Vocabulary</p> <p>Vocabulary: absorb, separate</p> <p>Launch TE p. 261 Learn TE pp. 261-263 Land TE p. 263</p>



2nd Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L22</p> <p>Lesson at a Glance TE p. 266</p>	<p>Use key terms to identify change process in leaves. (RI.2.1, RI.2.3, RI.2.4)</p> <p>With support, draft a conclusion. (W.2.2)</p> <p>Analyze multiple-choice questions to choose the correct definition for <i>survive</i> and <i>usually</i> (L.2.4.a, L.2.4.e)</p>	<p><i>Why Do Leaves Change Color?</i> Betsy Maestro</p>	<p>Reveal: What does a deeper exploration of the key terms reveal in <i>Why Do Leaves Change Color?</i> Handout 22A: Keyword Investigation Charts</p> <p>Handout 22B: Change Cards</p> <p>Handout 22C: Multiple-Choice Questions</p> <p>Launch TE pp. 267-268 Learn TE pp. 268-272 Land TE pp. 272-273 Wrap TE p. 273</p>	<p>Experiment: How does a conclusion work?</p>	<p>Deep Dive: Vocabulary Content Vocabulary</p> <p>Launch TE p. 274 Learn TE pp. 274-275 Land TE p. 275</p> <p>Vocabulary: survive, usually</p>
<p>L23</p> <p>Lesson at a Glance TE p. 278</p>	<p>Determine connections between key terms and topics. (RI.2.2, RI.2.3, L.2.5)</p> <p>Draft and rehearse an informative paragraph. (W.2.2, W.2.8, W.4)</p> <p>Combining Sentences Combine simple sentences using conjunctions to explain key concepts from <i>Why Do Leaves Change Color?</i> (L.2.1.f)</p>	<p><i>Why Do Leaves Change Color?</i>, Betsy Maestro</p>	<p>Distill: What is the essential meaning of <i>Why Do Leaves Change Color?</i></p> <p>Handout 23A: Word Link-Up, pre-cut</p> <p>Launch TE p. 279 Learn TE pp. 280-283 Land TE p. 283 Wrap TE p. 284</p>	<p>Execute: How do I use a conclusion in my informative paragraph?</p> <p>Handout 23B: Informative Paragraph Cards</p> <p>Handout 23C: Conjunction Review</p> <p>Handout 23D: Mix and Mingle Compound Sentence Cards</p>	<p>Deep Dive: Style and Conventions Executing combining sentences</p> <p>Launch TE p. 285 Learn TE pp. 285 Land TE p. 286</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L24</p> <p>Lesson at a Glance TE p. 288</p> <p>Assessment: Write an informative paragraph explaining the impact of fall weather on leaves. FQT 3</p>	<p>Identify the connections between texts and module learning. (RI.2.1)</p> <p>Publish an informative paragraph about the impact of weather on trees in fall. (W.2.2, L.2.1.f, W.4)</p> <p>Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences. (L.2.1.f)</p>	<p><i>Why Do Leaves Change Color?</i>, Betsy Maestro</p>	<p>Know: How does <i>Why Do Leaves Change Color?</i> build my knowledge of changes in nature in fall?</p> <p>Launch TE p. 289 Learn TE pp. 290-291 Land TE p. 291 Wrap TE p. 292</p>	<p>Excel: How do I improve my use of a conclusion in my informative paragraph?</p> <p>Handout 24A: Informative Writing Checklist</p>	<p>Deep Dive: Style and Conventions Combining Sentences</p> <p>Launch TE p. 293 Learn TE pp. 293-295 Land TE p. 295</p>

STEP UP TO WRITING Correlation to Module 1 Lessons 20-24 The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
<p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.1f Use conjunctions to form compound subjects and predicates.</p>	<p>Connecting the Conclusion to Topic Sentence 4th ed. SUW TE p.350</p>	<p>B4-1c, B4-27a, B4-27b</p>
<p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.1f Use conjunctions to form compound subjects and predicates.</p>	<p>Writing Successful Conclusions 4th ed. SUW TE p.352</p>	<p>B4-28a, B4-28b</p>



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SOCIAL STUDIES

Correlation to MODULE 1 Lessons 20-24

STANDARDS & LEARNING GOALS	FOCUS	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<p>C.1.2.3 Explain the functions of government using local examples.</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content.</p> <p>Identify main topics and details. Lesson 21 Determine connections between key terms and topics. Lesson 23 Analyze illustrations. Lesson 25</p>	<p>Unit: Living and Working Together in a Community Lesson: Types of Government</p> <p>Essential Question: How does the government help people?</p> <p>Supporting Question(s): Who are our leaders? In USA? In Arkansas? In Little Rock?</p> <p>What are the three branches of our governments?</p> <p>How are the local, state and national governments alike and different?</p> <p>VOCABULARY Government, democracy, consequences, representatives, citizens, judges</p> <p>TCM - Primary Source Reader: You and the U.S. Government ebook Lesson: Before and After Vocabulary Activities (pp. 120, 122)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook: "Learning About Little Rock" (p. 10) "Showing Gratitude" (p. 14)</p>	<p>Purposes of Local Government Lesson Tell students that all communities have rules and laws and they will be learning about the role of government in establishing these rules and laws. They will also be reading about the services that government provides.</p> <p>BEFORE READING: Review last week's story "The Kingdom with No Rules, No Laws and No King" and have students discuss who makes rules and who enforces rules. DURING READING: As students read books on the types/levels of government and the roles/services of government work with them to take notes. AFTER READING: Teacher & students work together to create a graphic that shows the different levels of government (national, state, local) and public officials for each level) Government Chart Three Government Branches Song School House Rock – I'm Just a Bill...</p> <p>TCM - Primary Source Reader: You and the U.S. Government: Lesson: (119-128) During Reading Writing Activity (p. 121) "Branches of Government" (p. 125) Primary Source Activity (p. 123) "Voting Then and Now" (p. 127)</p>	<p>Journal Entry: How are the local, state, and national governments alike and different? Students could create a graphic feature to share this information.</p> <p>Student Mobile—Elected official's local government</p> <p>WRITING PROMPT: Have students write a topic sentence for a paragraph on how our government helps people.</p> <p>Write one fact about each branch of government. Use text features to help find facts.</p> <p>TCM - Primary Source Reader: You and the U.S. Government Quiz (p. 128)</p>



MODULE 1
2nd Grade Curriculum Map Literacy & Integrated Content

MODULE 1
LESSON 25-29
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: *How does Sky Tree show the cycle of seasons?*

STAGE 1- DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING LITERATURE: RL.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2* Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song RL.2.5* Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5* With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8* Recall information from experiences or gather information from provided sources to answer a question. W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.2.1* Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>L.2.1.e* Use adjectives and adverbs, and choose between them depending on what is to be modified. Use determiners, noun markers to add specificity (e.g. a, an, the, may, few, each, every, this, that, these, those). L.2.1f* Use conjunctions to form compound subjects and predicates. L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>



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STUDENT FRIENDLY LANGUAGE READING I can...	STUDENT FRIENDLY LANGUAGE WRITING I can...	STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...	STUDENT FRIENDLY LANGUAGE LANGUAGE I can...
<p>RL.2.1 I can ask and answer who, what, when, where, why and how questions about the text.</p> <p>RL.2.2 I can recount a story from different cultures. I can tell others what the story means by using words from the story. I can tell others the lesson the story is teaching us.</p> <p>RL.2.4 I can hear how words help stories, poems, or songs have a beat or rhythm. I can picture in my mind how words help stories, poems, or songs make sense. I can describe how words from the text help stories, poems, or songs make sense.</p> <p>RL.2.5 I can name the setting(s) and main character(s) after reading the beginning of a story. I can sequence the events of the story. I can state the problem of the story. I can state the solution to the problem after reading the ending of a story.</p> <p>RL.2.7 I can use pictures and words to identify characters, setting, and plot.</p>	<p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text. I can write a conclusion sentence for an informative and explanatory text.</p> <p>W.2.5 I can write about one topic with supporting details. I can revise my writing with help from others. I can edit my writing with help from others</p> <p>W.2.8 I can use what I know, what I have read, and/or what I have learned to write an answer to a question.</p> <p>W.2.10 I can write various pieces of writing in a variety of time frames for different purposes and audiences.</p>	<p>SL.2.1 I can talk with any of my classmates and adults about interesting topics and books. I can stay on topic. I can speak in small and large groups.</p>	<p>L.2.1e I can use adjectives to describe nouns. I can use adverbs to describe verbs.</p> <p>L.2.1f I can change or add words in a sentence.</p> <p>L.2.4a I can tell what a word means by how it is used in the sentence.</p> <p>L.2.4b I can tell what a word means by looking at the root word, and prefix</p> <p>L.2.4c I can tell what a compound word means by looking at the two smaller words that make up the compound word</p> <p>L.2.5 I can explain what a word means by giving an example from everyday life.</p> <p>L.2.6 I can use new words and phrases to describe. I can use details when I share information</p>

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2- ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.



2nd Grade Curriculum Map Literacy & Integrated Content

Assessments:

Lesson 29

FOCUS QUESTION TASK 4 Write an informative paragraph explaining how the Sky Tree shows the cycle of change in the seasons.

FQT 4

END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

EOM Task

Answer Keys and Rubrics:

Lesson 29: Focusing Question Task 4 Answer Key

STAGE 3---LEARNING ACTIVITIES
MODULE 1
LESSONS 25-29
ESSENTIAL QUESTION: How does change impact people and nature?
WRITING: Informative Writing
FOCUS QUESTION: How does Sky Tree show the cycle of seasons?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Decodable text in K-1.	Tier 2 intervention for students who need a "double- dose" of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
L25 Lesson at a Glance TE p. 298	Describe the impact of color in <i>Sky Tree</i> paintings. (RL.2.7, SL.2.1)	<i>Sky Tree</i> , Thomas Locker "Weather," Eve Merriam (poem) Paris Street, Rainy Day (painting)	Notice and Wonder: What do I notice and wonder about the paintings in <i>Sky Tree</i> ? Handout 25A: Notice and		



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
		Hunters in the Snow (painting) Bathers at Asnières (painting) Autumn Landscape (painting)	Wonder Chart Handout 25B: Artist's Colors Launch TE p. 299 Learn TE pp. 300-303 Land TE p.303 Wrap TE p. 303		
<p>L26</p> <p>Lesson at a Glance TE p. 306</p>	<p>Generate and respond to student-generated questions about <i>Sky Tree</i>, including questions about the meaning of unknown words. (RL.2.1, L.2.4.a, L.2.4.b, L.2.4.c)</p> <p>Revise a sample paragraph about trees by inserting missing sentences. (W.2.5)</p> <p>Select the best definition of multiple-meaning words flutter and huddle and consider how a variety of verbs depict actions in <i>Sky Tree</i>. (L.2.4.a, L.2.5)</p>	<p><i>Sky Tree</i>, Thomas Locker</p>	<p>Notice and Wonder: What do I notice and wonder about <i>Sky Tree</i>?</p> <p>Launch TE p. 307 Learn TE pp. 308-311 Land TE p. 311 Wrap TE p. 312</p>	<p>Examine: Why is revision important? Handout 26A: Revision Paragraph</p>	<p>Deep Dive: Vocabulary Content Vocabulary</p> <p>Launch TE p. 313 Learn TE pp. 313-314 Land TE p. 314</p> <p>Vocabulary: flutter, huddle</p>
<p>L27</p> <p>Lesson at a Glance TE p. 316</p>	<p>Identify and sequence key details in <i>Sky Tree</i>. (RL.2.2, W.10)</p> <p>Identify and revise missing elements of a sample informative paragraph</p>	<p><i>Sky Tree</i>, Thomas Locker</p>	<p>Organize: What's happening in <i>Sky Tree</i>?</p> <p>Handout 27A: Sky Tree Timeline</p> <p>Launch TE pp. 317-318</p>	<p>Experiment: How does revision work? Handout 27B: Revision Paragraph and Checklist</p>	<p>Deep Dive: Content Vocabulary</p> <p>Launch TE p. 322 Learn TE pp. 322-323 Land TE p. 323</p>



MODULE 1

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
	<p>about the river in <i>Sky Tree</i>. (W.2.2, W.2.5)</p> <p>Analyze how the author develops imagery using academic vocabulary opened and <i>drifted</i>. (L.2.5)</p>		<p>Learn TE pp. 318-320 Land TE p. 320 Wrap TE p. 321</p>		
<p>L28</p> <p>Lesson at a Glance TE p. 326</p>	<p>Describe the structure of <i>Sky Tree</i> by interpreting specific references to seasons. (RL.2.4, RL.2.5)</p> <p>Analyze how Locker uses varied sentence structure to give his text rhythm. (L.2.1.f)</p>	<p><i>Sky Tree</i>, Thomas Locker</p>	<p>Reveal: What does a deeper exploration of seasons reveal about <i>Sky Tree</i>?</p> <p>Handout 28A: Season Trees</p> <p>Launch TE p. 327 Learn TE pp. 328-329 Land TE p. 239 Wrap TE p. 330</p>	<p>Craft: How do authors use varied sentence lengths to make their stories interesting?</p>	<p>Deep Dive: Style and Conventions Experiment with sentence variety and pacing</p> <p>Handout 28B: Matching Key Terms</p> <p>Launch TE p. 331 Learn TE pp. 331 Land TE p. 333</p>
<p>L29</p> <p>Lesson at a Glance TE p. 336</p> <p>Assessment: Write an informative paragraph explaining how the <i>Sky Tree</i> shows the cycle of change in the seasons. FQT 4</p>	<p>Determine the central message of <i>Sky Tree</i>. (RL.2.2, W.10)</p> <p>Plan and draft an informative paragraph about how <i>Sky Tree</i> shows the cycle of seasons. (W.2.2, W.2.8, L.2.1.e, L.2.1.f, W.4)</p> <p>Demonstrate understanding of module vocabulary by analyzing correct or incorrect word use in context. (L.2.6)</p>	<p><i>Sky Tree</i>, Thomas Locker</p>	<p>Distil: What is the central message of <i>Sky Tree</i>?</p> <p>Launch TE p. 337 Learn TE pp. 338-340 Land TE p. 340 Wrap TE p. 341</p>	<p>Handout 29A: Informative Paragraph Parts Cards Handout 29B: Informative Writing Checklist</p>	<p>Deep Dive: Content Vocabulary- Prepare for Vocabulary Assessment</p> <p>Launch TE p. 342 Learn TE pp. 342-343 Land TE p. 343</p>



MODULE 1

2nd Grade Curriculum Map Literacy & Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
<p>STEP UP TO WRITING Correlation to Module 1 Lessons 25-29 The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.</p>					
STANDARDS			FOCUS		TOOLS
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. L.2.1 Demonstrate command of the conventions of standard English STYLE AND CONVENTIONS and usage when writing or speaking as appropriate for Grade 2. L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing. L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.</p>			<p>Revising Informative Writing 4th ed. SUW TE p.359</p>		<p>B2-14a B4-30a B4-30b</p>
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>			<p>Adding Details, Facts and Definitions 4th ed. SUW TE p.362</p>		<p>B4-31a B4-31b</p>
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through</p>			<p>Writing First, Second, and Third Person 4th ed. SUW TE p.365</p>		<p>B4-32a, B4-32b</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTIONS READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY STYLE AND CONVENTIONS
<p>other media. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. L.2.1 Demonstrate command of the conventions of standard English STYLE AND CONVENTIONS and usage when writing or speaking as appropriate for Grade</p>					
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. L.2.1a Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) and collective nouns (e.g. group). L.2.1f Use conjunctions to form compound subjects and predicates.</p>				<p>Editing Informative Writing 4th ed. SUW TE p. 367</p>	<p>B2-14a B2-17a-f B4-33a</p>

<p style="text-align: center;">SOCIAL STUDIES Correlation to MODULE 1 Lessons 25-29</p>			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
<p>G8.2.1 Use map keys, legends, symbols, intermediate directions, scale and compass rose to derive information from maps.</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content. Generate and respond to student generated questions. Lesson 26 Investigate the meaning of unknown words. Lesson 26 Determine the central message of a text. Lesson 29</p>	<p>Unit: Living and Working Together in a Community Lesson: Mapping Essential Question:</p> <p>How do maps help us find and describe location?</p> <p>Supporting Question(s):</p> <p>Tell about a time you and/or your family used a map.</p> <p>Where are you on a map?</p>	<p>Geography Perspective Lesson BEFORE READING: Share different types of maps and tell students that maps help us learn about communities. Discuss what information you can learn about a community from the different maps you share. This week’s lesson will focus on how maps help us find locations in our community. Introduce vocabulary (parts of a map). We will also be examining physical and human features. Use Google Earth and a map of Arkansas and the United States to locate places in your community, Arkansas, and the United</p>	<p>SUW Tools B4-34a-34h SOCIAL STUDIES PROMPT: Use the “Geographic Perspective Lesson” to guide writing. Describe both location and place of your classroom.</p> <p>TCM - Primary Source Reader: Mapping Our Nation Lesson: During Reading Writing Activity (p. 171) My Favorite Region” (p. 174)</p>



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	<p>What physical/geographic and human/man-made features can be found on maps?</p> <p>VOCABULARY location, absolute location, place, map key, map, human features symbols, physical features,</p>	<p>States.</p> <p>DURING READING: As you read selections on maps and books about maps, discuss how they help us locate places. What conclusion can you draw about where places are located on maps? i.e. Little Rock is located near the Arkansas River</p> <p>AFTER READING: Geographic Feature Activity Geographic Feature Mini Book Discuss the difference in geographic/physical features & human/man-made features using one of the activities. Work with students on this activity. Using maps & Google Earth share some the features on maps. i.e. Hawaii is (Island) or Grand Canyon. Tell students they will begin creating their own community next week & they will need to consider what physical & human features will be in their community. Symbols and Keys, www.myon.com</p> <p>TCM - Primary Source Reader: Mapping Our Nation <u>Lesson:</u> Primary Source Activity (p. 173) “Using a Thematic Map” (p. 177)</p> <p>TCM - Exploring Social Studies: Arkansas Edition Student Handbook: “Community Map” (p. 37)</p>	<p>TCM - Primary Source Reader: Mapping Our Nation Quiz (p. 178)</p> <p>Learn About Maps—ReadWorks Make a Map--ReadWorks The Lost Treasure of Larry Longfoot: Learning to Use a Map, www.myon.com</p>
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MODULE 1
2nd Grade Curriculum Map Literacy & Integrated Content

MODULE 1
LESSONS 30-32
ESSENTIAL QUESTION: How does reading help us learn?
WRITING: Informative Writing
FOCUS QUESTION: *How does change impact people and nature?*

STAGE 1 DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING/LISTENING STANDARDS	LANGUAGE STANDARDS
<p>READING LITERATURE: RL.2.1* Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.2* Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. READING INFORMATION: RI.2.1* Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2* Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text</p>	<p>W.2.2* Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.4 Begins above this grade level. W.2.5* With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8* Recall information from experiences or gather information from provided sources to answer a question. W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>L.2.1.f* Use conjunctions to form compound subjects and predicates. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p align="center">STUDENT FRIENDLY LANGUAGE READING I can...</p> <p>RL.2.1 I can ask and answer who, what, when, where, why and how questions about the text. RL.2.2 I can recount a story from different cultures.</p>	<p align="center">STUDENT FRIENDLY LANGUAGE WRITING I can...</p> <p>W.2.2 I can write a topic sentence for an informative and explanatory text. I can use facts to support my topic for an informative and explanatory text. I can use definitions to support my topic for an informative and explanatory text.</p>	<p align="center">STUDENT FRIENDLY LANGUAGE SPEAKING/LISTENING I can...</p> <p>SL.2.2 I can describe the main idea and details of a story/report/video I hear or see. I can remember and repeat the details of a story/report/video I hear or see.</p>	<p align="center">STUDENT FRIENDLY LANGUAGE LANGUAGE I can...</p> <p>L2.1.f I can change or add words in a sentence. L.2.6 I can use new words and phrases to describe.</p>



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<p>I can tell others what the story means by using words from the story. I can tell others the lesson the story is teaching us. RI.2.1 I can ask and answer who, what, when, where, why, and how questions about what I read. RI.2.2 I can identify the main topic of a text. I can identify the main topic of a paragraph.</p>	<p>I can write a conclusion sentence for an informative and explanatory text. W.2.4 I can write a narrative with help and support. I can write an informative/explanatory essay with help and support. I can write about my opinion with help and support. W.2.5 I can write about one topic with supporting details. I can revise my writing with help from others. I can edit my writing with help from others W.2.8 I can use what I know, what I have read, and/or what I have learned to write an answer to a question. W.2.10 I can write various pieces of writing in a variety of time frames for different purposes and audiences.</p>		
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ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. [ELP Standards – 2nd Grade Correspondence](#)

STAGE 2 ASSESSMENT EVIDENCE - REQUIRED

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned

Assessments:

Lesson 30/32:

VOCABULARY ASSESSMENT Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.

[Vocabulary Assessment, Part 1 \(Words # 1-14\)](#)

[Vocabulary Assessment, Part 2 \(Words #15-28\)](#)

Lesson 31:



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END OF MODULE TASK Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
- Analyze and synthesize evidence from multiple texts to support the topic statement.
- Record evidence from multiple texts on an evidence organizer.
- Revise draft based on peer feedback.

[EOM Task](#)

Answer Keys and Rubrics:

[Lesson 30 and 32: Vocabulary Assessment Answer Key](#)

[Lesson 32: End-of-Module Task Paragraph Answer Key](#)

[Lesson 32: End of Module Task Writing Rubric](#)

STAGE 3---LEARNING ACTIVITIES
MODULE 1
LESSONS 30-32
ESSENTIAL QUESTION: How does reading help us learn?
WRITING: Informative Writing
FOCUS QUESTION: How does change impact people and nature?

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module unit topics.
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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
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MODULE 1

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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L30</p> <p>Lesson at a Glance TE p. 346</p> <p>Assessment: Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.</p> <p>Vocabulary Assessment, Part 1 (Words # 1-14)</p>	<p>Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. (RI.2.2, W.2.8, SL.2.2)</p> <p>Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)</p>	<p>All module texts</p>	<p>Know: How do the module texts build my knowledge of the Essential Question?</p> <p>Handout 30A: Evidence Organizer</p> <p>Launch TE p. 348 Learn TE pp. 348-351 Land TE p. 352 Wrap TE p.352</p>	<p>Experiment: How can evidence from multiple texts work together?</p>	<p>Deep Dive: Vocabulary Content Vocabulary-Vocabulary Assessment Part I</p> <p>Launch TE p. 353 Learn TE pp. 353 Land TE p. 354</p>
<p>L31</p> <p>Lesson at a Glance TE p. 356</p> <p>Assessment: Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.</p> <p>EOM Task</p>	<p>Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. (RI.2.2, RL.2.2, W.2.2, W.2.8, L.2.1.f, W.4)</p> <p>Revise draft for using a checklist. (L.2.1.f)</p>	<p>All module texts</p>	<p>Know: How do the module texts build my knowledge of the Essential Question?</p> <p>Handout 31A: Informative Writing Checklist Handout 31B: Evidence Organizer</p> <p>Launch TE p. 357 Learn TE pp. 358-359 Land TE p. 359 Wrap TE p. 360</p>	<p>Execute: How do I use evidence from multiple texts in my EOM Task?</p>	<p>Deep Dive: Style and Conventions Self-Assessment-Synthesize evidence from two texts in an informative paragraph</p> <p>Revise Draft for End-of-Module Assessment Using a Checklist</p> <p>Launch TE p. 361 Learn TE pp. 361-362 Land TE p. 362</p>



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LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
<p>L32</p> <p>Lesson at a Glance TE p. 364</p> <p>Assessment: Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.</p> <p>Vocabulary Assessment, Part 2 (Words #15-28)</p>	<p>Revise and publish an informative paragraph about how changes in fall impact plants or animals. (W.2.2, W.2.5, W.2.8, L.2.1.f)</p> <p>Describe knowledge and skills gained from studying module texts. (RL.2.1, RI.2.1, W.10)</p>	All module texts	<p>Know: How do the module texts build my knowledge of the Essential Question?</p> <p>Handout 31A: Informative Writing Checklist Handout 31B: Evidence Organizer</p> <p>Launch TE p. 365 Learn TE pp. 366 Land TE p. 367 Wrap TE p.367</p>		<p>Deep Dive: Vocabulary Vocabulary Assessment</p> <p>Launch TE p. 368 Learn TE pp. 368 Land TE p. 368</p>

STEP UP TO WRITING		
Correlation to Module 1 Lessons 30-32		
The following lessons will be used to assist students in completing the EOM Task. Select lessons that will support students in completing the EOM Task.		
STANDARDS	FOCUS	TOOLS
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.1f Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	Elaboration-The E's 4 th ed. SUW TE p.333	<p>B4-1c B4-20a B4-20b</p>



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<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.1f Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Stronger Elaboration 4th ed. SUW TE p.336</p>	<p>B4-21a</p>
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<p style="text-align: center;">SOCIAL STUDIES Correlation to MODULE 1 Lessons 30-32</p>			
<p style="text-align: center;">STANDARDS & LEARNING GOALS</p>	<p style="text-align: center;">FOCUS</p>	<p style="text-align: center;">TEXT(S)/QUESTIONING/MATERIALS</p>	<p style="text-align: center;">ASSESSMENTS</p>
<p>G8.2.2 Use geographic representations to describe the physical and human characteristics of a community</p> <p>G8.2.1 Use map keys, legends, symbols, intermediate directions, scale, & compass rose to derive information from maps.</p> <p>G8.2.3 Construct and label maps of familiar and unfamiliar places.</p> <p>G8.1.2 Use geographic representations (symbols on map, pictures) to describe the physical (landforms, vegetation, weather, etc.) and human (buildings, cultural elements, economics, etc.) characteristics of a community</p> <p>C2.2.3 Describe roles and responsibilities of individuals in a democracy.</p> <p>C3.2.3 Describe ways communities work to accomplish common tasks and</p>	<p>Unit: Living and Working Together in a Community</p> <p>Lesson: Roxaboxen</p> <p>Essential Question:</p> <p>What makes up a community?</p> <p>Supporting Question(s):</p> <p>What are the roles and responsibilities of individuals in communities?</p> <p>What geographical/physical and human/man-made features were found in Roxaboxen?</p> <p>What would you include on a map of Roxaboxen?</p>	<p>Students will use what they have learned over the last weeks as they read about a community created by children & discuss what constitutes a community.</p> <p>BEFORE READING: Introduce the book <u>Roxaboxen</u> by Alice McLerran. Tell students that Roxaboxen is actually the name of a community that a group of children created nearly 100 years ago in Yuma, AZ using the resources of the desert and a few boxes to transform a desert area into a community. Briefly define the word community & review some of the important elements of community they learned about in previous lessons. i.e. rules/laws; human & man-made features; history & leaders Have students think</p>	<p>Class map of Roxaboxen</p> <p>TCM - Primary Source Reader: Mapping Our World Quiz (p. 168)</p>



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<p>establish responsibility. E4.2.1 Discuss importance of scarcity in relation to choices and opportunity costs.</p> <p>LITERACY GOALS Reinforce the literacy goals as you read and discuss social studies content. Synthesize information from two text. Lesson 30</p>	<p>Columbus Day Central Arkansas Library Bookflix Fiction/Nonfiction Paired books Where Do You Think You're Going Christopher Columbus? By Jean Fritz Christopher Columbus by Lisa Wade McCormick Bookflix Lesson Paired Books Lesson The activities for this week's lessons can continue into the next week if additional time is needed.</p>	<p>about other things you find in communities. Chart all responses while categorizing into location, government, transportation, culture, ways in which people serve each other, and resources. Ask probing questions to help students.</p> <p>DURING READING: Read Roxaboxen & tell students to listen for natural resources used to create the community of Roxaboxen & what was included in their community. Reread the book & stop to have students add to the chart: What makes a community?</p> <p>AFTER READING: Mapping Roxaboxen: Arizona Geographic Alliance <small>[OBJ]</small></p> <p>(Modify for 2nd Grade) Use the lesson to create a map of Roxaboxen. This can be done as a class map or the teacher can model each step as the students complete their own maps. Use Procedures on p. 2.</p> <p>In this lesson, students will recall story events while practicing mapping skills. Students will also identify physical & human/man-made features of Yuma, AZ. TCM- TCM-Primary Source Reader: Mapping Our World TCM-Exploring Social Studies: Arkansas Edition Student Handbook: "Missing Symbols" (p. 38) "Classroom Map" (p. 39) Lesson (p. 159-168)</p>	
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