GRADE 2 Curriculum Map: Literacy & Integrated Content 2014-2015

The following standards are addressed during small group reading instruction. These skills and strategies may be practiced independently, but explicit modeling & guided practice in a small group or individual setting will be necessary for most students to be successful in mastering these standards.

<table>
<thead>
<tr>
<th>SPEAKING AND LISTENING</th>
<th>SMALL GROUP INSTRUCTIONAL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC2SL1</strong> Participate in collaborative conversations with diverse partners about grade 2 topics &amp; texts with peers &amp; adults in small &amp; larger groups.</td>
<td>• CLLG pp. 4-5 &amp; genre lessons for “Discussion Starters” pp. 101-108</td>
</tr>
</tbody>
</table>
| • **CC2SL1a** 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 & texts under discussion). | • Teacher Support Booklet: Extending the CCSS (EXT)  
  Unit 1 Instructional Routines:  
  o p. C6 “Collaborative Conversations”  
  o p. C7 “Recount Key Ideas”  
  o p. C9 “Formal & Informal English” |
| • **CC2SL1b** Build on others’ talk in conversations by linking their comments to the remarks of others. | • EXT Unit 1, pp. C16-C17 “Create Audio Recordings”  
  • EXT Unit 2, pp. C8-C9 “Hold a Discussion”  
  • EXT Unit 5, pp. C8-C9 “Formal & Informal English”  
  • Leveled readers’ teacher’s guides* |
| • **CC2SL1c** Ask for clarification & further explanation as needed about the topics & texts under discussion. | • Interventions: In the TE behind the red “Intervention” tab & the teal “English Language Learners” tab, or behind “Small Group” tabs  
  • Extension projects: refer to the “above level” Teachers’ Guide for leveled readers & on the TE Whole Group Lesson tabs, “Challenge Yourself”  
  • Leveled texts from science & social studies should be used to study grade-level specific content.  
  • For other small group texts: Genre lessons in the CLLG provide discussion questions for texts by genre. When available, use two guided reading texts on the same topic or story to compare & contrast. (See standards)  
  • Guided or independent practice  
  • Leveled readers’ teacher’s guides**  
  * The teacher’s guides for the HMH Leveled readers will provide additional, explicit instruction on the same comprehension & fluency lessons for the week. Weekly vocabulary words are also utilized in context within the leveled readers.  
  **Independent practice may include word work |
| **CC2SL2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | |
| **CC2SL3** Ask & answer questions about what a speaker says to clarify comprehension, gather additional info, or deepen understanding of a topic or issue. | |
| **CC2SL5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, & feelings. | |
| **CC2SL6** Produce complete sentences when appropriate to task & situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 & 3 on pages 26 & 27 for specific expectations.) | |
| **CC2L3** Use knowledge of language & its conventions when writing, speaking, reading, or listening. | |
| • **CC2L3a** Compare formal & informal uses of English. | |
| **CC2L4** Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 2 reading & content, choosing flexibly from an array of strategies. | |
| • **CC2L4a** Use sentence-level context as a clue to the meaning of a word or phrase. | |
| **CC2RF4** Read with sufficient accuracy & fluency to support comprehension. | |
| • **CC2RF4a** Read grade-level text with purpose & understanding. | |
| **CC2RF4b** Read grade-level text orally with accuracy, appropriate rate, & expression. | |
| • **CC2RF4c** Use context to confirm or self-correct word recognition & understanding, rereading as necessary. | |
| **READING WORKSHOP: SMALL GROUP & INDEPENDENT READING STANDARDS** | |
| **FOCUS FOR PARCC ASSESSMENT FORMAT (Reading Response)** | |
| **CC2RI9** Compare & contrast the most important points presented by 2 texts on the same topic. | |
| **CC2RL9** Compare & contrast 2 or more versions of the same story by different authors or from different cultures. | |
| **CC2RI10** By the end of the year, read & comprehend informational texts, including history/social studies, science, & technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| **CC2RL10** By the end of the year, read & comprehend literature, including stories & poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |

PARCC= Partnership For Assessment Of Career And Content Standards  
CCSS=Common Core State Standards  
HMH= Houghton Mifflin Harcourt  
EXT= Teacher Support Booklet: Extending the CCSS  
CLLG= HMH Comprehensive Language & Literacy Guide  
TE=Teacher’s Edition  
LRSD Elementary Literacy Department & Curriculum Committee  
2nd Grade Literacy & Integrated Content  
Revised 2014
# GRADE 2 Curriculum Map: Literacy & Integrated Content

## UNIT 2 LESSON 10

### READING WORKSHOP: WHOLE GROUP LESSONS

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<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
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</table>
| **CC.2.RI.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
**CC.2.RI.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  
**CC.2.RI.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  
**CC.2.RI.8** Describe how reasons support specific points the author makes in a text.  
**CC.2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) | COMPREHENSION  
Skill: Fact & Opinion  
Strategy: Monitor/Clarify  
Genres: Informational Text  
Essential Question: “How do you know if something is a fact or an opinion?” | Jellies  
CC.2.RI.1  
CC.2.RI.8  
Preteaching for Success Ark Tab  
SB 292-308  
CLLG 58  
T412-413, T416-423 & T432-433  
Graphic Organizer #12  
“Author’s Craft”  
T424  
CC.2.RI.4  
Sharks on the Run CC.2.RI.8  
T396 – 397  
CLLG 59  
Meet Norbert Wu CC.2.RI.7  
SB 310-312  
CLLG 59  
T440-441  
SUW 1-18 Easy Two-Column Notes  
“Think About Jobs” CC.2.SL.6  
SB313  
T441  
Strategy – Monitor/Clarify  
CAFÉ 154 Check for Understanding  
CAFÉ 156 Monitor and Fix Up  
Projectable S3  
Genres Study: Informational Text CLLG 108 | Open Response Arkansas Tab  
Write two sentences to explain this statement in your own words: “Jellyfish are so simple that they look like plastic trash floating in the sea.”  
Use rubric provided to score. |
| **CC.2.RF.3d** Decode words with common prefixes and suffixes. | VOCABULARY  
Target Vocabulary  
Base Words & Suffixes: –er & -est | WSG 120-121  
Vocabulary in Context Cards 73-80  
Instructional Strategy #16  
Vocabulary Reader – Coral Reefs T466-467  
T442-T443 Base Words & Suffixes, Projectable 10.9  
CAFÉ 187 Use Word Parts to Determine the Meaning of Words |  |
| **CC.2.L.2c** Use an apostrophe to form contractions & frequently occurring possessives. | SPELLING/PHONICS  
Contractions | WSG pp. 58-59 |  |

**D5= The Daily 5  
EXT=Extending the CCSS (Insert at front of TE)  
SUW=Step Up to Writing  
CLLG= HMH Comprehensive Language & Literacy Guide  
VR= Vocabulary Reader  
WSG = Word Study Guide  
HMH= Houghton Mifflin Harcourt**

Elementary Literacy Department  
2nd Grade Literacy & Integrated Content  
Revised 2014
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<tr>
<th>Social Studies Unit: Movement/Migration</th>
<th>Focus/Vocabulary</th>
<th>Materials/Links to Lessons: Social Studies Content</th>
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</thead>
<tbody>
<tr>
<td>Essential Question(s)</td>
<td>Focus</td>
<td>Arkansas Native Americans PowerPoint</td>
</tr>
<tr>
<td>1. What causes living things to migrate?</td>
<td>Native Americans</td>
<td>Harcourt SS TE Look at Native American History pp 184-85</td>
</tr>
<tr>
<td>2. What impact do people have on the area they settle?</td>
<td>Arkansas Native Americans</td>
<td>Use artifacts/primary sources from PowerPoint to pose the following questions to students: What is it? Who used it? Where &amp; When? Why was it used? What does it tell about the time period and tribe?</td>
</tr>
<tr>
<td>Guiding Question(s)</td>
<td>Vocabulary</td>
<td>Reading Connections: CLLG LESSON p. 58 Fact or Opinion</td>
</tr>
<tr>
<td>1. How did the lives of Wampanoag &amp; pilgrims compare to each other?</td>
<td>Folktales, Legend</td>
<td>Use information from PowerPoint to teach the lesson on fact &amp; opinion.</td>
</tr>
<tr>
<td>2. How have other cultures contributed to our own?</td>
<td>Migrate, Quapaw</td>
<td>Writing Connections Select a primary source (artifact) to write about. What is it? Who used it? Where &amp; When? Why was it used? What does it tell about the time period &amp; tribe? Write a story about a Native American &amp; one of the artifacts.</td>
</tr>
<tr>
<td>3. What was the relationship between Pilgrims &amp; American Indians?</td>
<td>Osage, Culture</td>
<td>Assessment Fact/Opinion: Identify 3 Facts &amp; 3 Opinions from lesson this week.</td>
</tr>
<tr>
<td>How did they interact?</td>
<td>Caddo, Artifacts</td>
<td></td>
</tr>
<tr>
<td>Social Studies SLEs</td>
<td>Primary Sources</td>
<td></td>
</tr>
<tr>
<td>H.6.2.6 Determine how photos &amp; documents are used to gather information about the past</td>
<td>Native Americans</td>
<td></td>
</tr>
<tr>
<td>H.6.2.8 Describe ways in which communities have changed over time</td>
<td>Arkansas Native Americans</td>
<td></td>
</tr>
<tr>
<td>H.6.2.11 Recognize American Indian tribes of AR: Osage, Quapaw, Caddo</td>
<td>Osage-Quapaw-Caddo</td>
<td></td>
</tr>
<tr>
<td>See Social Studies Curriculum Map for Detailed Lessons &amp; Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS Week (November)**

<table>
<thead>
<tr>
<th>ESS.8.2.1 Conduct investigations to distinguish among the following components of soil: Clay, sand, silt, humus</th>
<th>FOCUS/ESSENTIAL ?s</th>
<th>MATERIALS &amp; LINKS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS.8.2.2 Recognize &amp; discuss different properties of soil: Color, texture, ability to retain water, ability to support growth</td>
<td>Why is soil different from place to place?</td>
<td>Harcourt Science Leveled Readers</td>
<td>Analyze the types of soil. Which type is best for plant growth? Explain your thoughts.</td>
</tr>
<tr>
<td>PS.7.2.2 Compare temperatures using the Celsius scale</td>
<td>Vocabulary: Properties, soil</td>
<td></td>
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</tr>
</tbody>
</table>
# READING WORKSHOP: WHOLE GROUP LESSONS

<table>
<thead>
<tr>
<th>COMMON CORE STATE</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td><strong>CC.2.RL.1</strong> Ask &amp; answer such questions as who, what, where, when, why, &amp; how to demonstrate understanding of key details in a text.</td>
<td><strong>COMPREHENSION</strong> Skill: Conclusions Strategy: Infer/Predict Genre: Humorous Fiction, Informational Text Essential Question: “What helps you make a decision about a character?”</td>
<td>Click Clack Moo: Cows That Type CC.2.RL.1 Preteaching for Success Ark. Tab SB 326-344 CLLG 60 T50-51,T34-41 &amp; T50-51 Graphic Organizer #8 Inference Map Your Turn Duck’s Plan CC.2.SL.6 SB 345 T43 CAFÉ 162 Infer and Support with Evidence SUW 1-27 Making Inferences and Analyzing Text with Three-Column Notes</td>
<td><strong>CC.2.RL.9</strong> Use G2U6_EXT pp. C4-C5 as a reference to compare/contrast SB90-112 &amp; SB326-344 DON’T PLAY CARDS WITH A DOG IN THE ROOM! CC.2.RL.1 T14-15 CLLG 61 Graphic Organizer #8 Inference Map CAFÉ 162 Infer and Support with Evidence SUW 1-27 Making Inferences and Analyzing Text with Three-Column Notes Talk About Smart Animals CC.2.RL.5 SB 346-348 CLLG 61 T58-59 CAFÉ 163 Using Text Features Strategy: Infer/Predict Projectable S2</td>
</tr>
<tr>
<td><strong>CC.2.RI.5</strong> Know &amp; use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
<td><strong>VOCABULARY</strong> Target Vocabulary Prefixes: pre, mis</td>
<td>WSG pp.122-123 Vocabulary Context Cards 81-88 Instructional Strategy #16 Vocabulary Reader: From Typewriters to Computers T80-81 T60-61 Prefixes: pre- and mis-, Projectables S8, 11.10 CAFÉ 187 Use Word Parts to Determine the Meaning of Words</td>
<td>Grab &amp; Go: Weekly Test T72-73 Vocabulary</td>
</tr>
<tr>
<td><strong>CC.2.SL.2</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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</tr>
<tr>
<td><strong>CC.2.SL.6</strong> Produce complete sentences when appropriate to task &amp; situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 &amp; 3 on pages 26 &amp; 27 for specific expectations.)</td>
<td></td>
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</table>

<p>| <strong>CC.2.L.4b</strong> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | | | |</p>
<table>
<thead>
<tr>
<th>STANDARDS Week (November)</th>
<th>FOCUS</th>
<th>MATERIALS &amp; LINKS</th>
<th>NOTEBOOK PROMPTS</th>
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</thead>
<tbody>
<tr>
<td>ESS.8.2.1</td>
<td>Why is soil different from place to place?</td>
<td>Harcourt Science Leveled Reader: On level: <em>This Changing Earth</em></td>
<td>Analyze the types of soil. Which type is best for plant growth? Explain your thoughts.</td>
</tr>
<tr>
<td>ESS.8.2.2</td>
<td>Vocabulary: Properties, soil</td>
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<tr>
<td>PS.7.2.2</td>
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<table>
<thead>
<tr>
<th>CC.2.RF.3d</th>
<th>Decode words with common prefixes and suffixes</th>
<th>PHONICS/SPELLING</th>
<th>WSG pp. 60-61</th>
<th>Grab &amp; Go: Weekly Test T72-73 Phonics</th>
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</thead>
<tbody>
<tr>
<td>CC.2.L.1f</td>
<td>Produce, expand, &amp; rearrange complete simple &amp; compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</td>
<td>GRAMMAR</td>
<td>Unit 3 EXT Simple and Compound Sentences C8-C9; Blackline Master CC3</td>
<td>Blackline Master CC3.1</td>
</tr>
<tr>
<td>CC.2.W.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, &amp; feelings, use temporal words to signal event order, &amp; provide a sense of closure.</td>
<td>WRITING</td>
<td>SUW 6-6 Six Steps for Planning and Writing a Story, Tools 6-7 a-f</td>
<td>SUW 10-18 Story Writing Scoring Guide, Tool 10-18a</td>
</tr>
<tr>
<td>CC2W6</td>
<td>With guidance &amp; support from adults &amp; peers, focus on a topic &amp; strengthen writing as needed by revising &amp; editing.</td>
<td></td>
<td>SUW 6-8 Sequencing events SUW 6-9 Creating Characters, Tool 6-9a</td>
<td></td>
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<tr>
<td></td>
<td>With guidance &amp; support from adults, use a variety of digital tools to produce &amp; publish writing, including in collaboration with peers.</td>
<td></td>
<td>SUW 6-12 Ways to Begin a Story, Tools 6-12 a-f</td>
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<td>SUW 6-15 Function and Variety of Story Transitions, Tools 6-15b</td>
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<td></td>
<td>SUW 6-16 Recognizing Story Transitions, Tools 6-16c</td>
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<td></td>
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<td></td>
<td>SUW 6-17 Options for Writing the End of a Story, Tools 6-17a, b</td>
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**GRADE 2 Curriculum Map: Literacy & Integrated Content**

**UNIT 3 LESSON 11**
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<th>Focus/Vocabulary</th>
<th>Materials/Links to Lessons</th>
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<tr>
<td>Unit: Migration and Movement</td>
<td><strong>Focus</strong></td>
<td><strong>Social Studies Content</strong></td>
</tr>
<tr>
<td><strong>Essential Question(s):</strong></td>
<td>Compare &amp; contrast other cultures with ours</td>
<td><strong>People of the World: We Are Alike We Are Different Lesson</strong></td>
</tr>
<tr>
<td>2. What impact do people have on the area they settle?</td>
<td></td>
<td>- Culture Contest SmartBoard</td>
</tr>
<tr>
<td><strong>Guiding Question(s)</strong></td>
<td><strong>Vocabulary</strong></td>
<td>- World Map</td>
</tr>
<tr>
<td>1. What is Culture?</td>
<td>Community</td>
<td><strong>Reading Connections</strong></td>
</tr>
<tr>
<td>2. How do other cultures compare to our own?</td>
<td>Culture</td>
<td><strong>CLLG LESSON p. 60 “Conclusions”</strong></td>
</tr>
<tr>
<td>3. How have other cultures contributed to our own?</td>
<td>Diversity</td>
<td>Choose a book with a story from a different culture such as <em>Angel Child, Dragon Child</em> to teach or reinforce this lesson.</td>
</tr>
<tr>
<td>4. How can we use clues from text to draw conclusions?</td>
<td>Celebration</td>
<td><strong>Writing Connections</strong></td>
</tr>
<tr>
<td><strong>Social Studies SLE’s</strong></td>
<td>Language</td>
<td>Write a letter to someone giving reasons why you might want to visit China.</td>
</tr>
<tr>
<td>G.2.2.1 Compare customs of another culture to one’s own.</td>
<td>Asia</td>
<td>-or- Write an imaginative story about living in China</td>
</tr>
<tr>
<td>G.2.2.2 Compare the lifestyle, dress, &amp; occupations of Arkansans to those people in other parts of the world.</td>
<td>Holiday or National Holiday</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>G.1.2.6 Located the seven continents using a map or globe.</td>
<td>Tradition</td>
<td>Fact Book on Asia</td>
</tr>
<tr>
<td>G.1.2.7 Name &amp; locate the four major oceans.</td>
<td>Contributions</td>
<td><strong>Cultures Around the World Chart</strong></td>
</tr>
<tr>
<td>G.1.2.10 Understand purpose of map components: Title Compass Rose Legend/Key Map Scale</td>
<td>Custom</td>
<td>(Use to discuss continent of Asia as you discuss the Asia PowerPoint)</td>
</tr>
<tr>
<td>G.1.2.11 Describe the relative locations of places using cardinal directions.</td>
<td>Daily Life</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td><strong>See Social Studies Curriculum Map for Detailed Lessons and Resources</strong></td>
<td>Immigrants</td>
<td><strong>Cultures Around the World Chart</strong></td>
</tr>
<tr>
<td></td>
<td>Continent</td>
<td><strong>Reading Connections</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose a book with a story from a different culture such as <em>Angel Child, Dragon Child</em> to teach or reinforce this lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing Connections</strong></td>
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<tr>
<td></td>
<td></td>
<td>Write a letter to someone giving reasons why you might want to visit China.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-or- Write an imaginative story about living in China</td>
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</table>

**Vocabulary**
- Community
- Culture
- Diversity
- Celebration
- Language
- Asia
- Holiday or National Holiday
- Tradition
- Contributions
- Custom
- Daily Life
- Immigrants
- Continent
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<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td><strong>CC2RL1</strong> Ask &amp; answer such questions as <em>who, what, where, when, why,</em> &amp; <em>how</em> to demonstrate understanding of key details in a text.</td>
<td><strong>COMPREHENSION</strong></td>
<td>Violet’s Music CC.2.RL.5 Preteaching for Success Ark. Tab SB 358-272 CLLG 62 T124-125, T128-133 &amp; T142-143 Graphic Organizer #10 Story Map</td>
<td>Open Response Arkansas Tab “Write three sentences that describe the music Violet made when she was little. Use rubric provided to score.”</td>
</tr>
<tr>
<td><strong>CC2RL3</strong> Describe how characters in a story respond to major events &amp; challenges.</td>
<td><strong>CC2RL9</strong> Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.</td>
<td>CC.2.RL.9 Use G2U6 EXT pp C3-C5 as a reference to complete activity on T158 “Read to Connect” using SB358-372 &amp; SB374-376</td>
<td></td>
</tr>
<tr>
<td><strong>CC2RI6</strong> Identify the main purpose of a text, including what the author wants to answer, explain, or describe</td>
<td><strong>CC2RI1</strong> Where, when, why</td>
<td>Rita Breaks the Rules CC.2.RL.5 T108-109 CLLG p. 63 Graphic Organizer #14 Venn Diagrams (2)</td>
<td></td>
</tr>
<tr>
<td><strong>CC2SL1</strong> Participate in collaborative conversations with diverse partners about <em>grade 2 topics &amp; texts</em> with peers &amp; adults in small &amp; larger groups.</td>
<td><strong>CC2SL4</strong> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td>Wolfgang Mozart, Child Superstar CC.2.RI.6 SB 374-376 CLLG 63 T150-151 Text to World CC.2.SL.4 SB 377 T151</td>
<td></td>
</tr>
<tr>
<td><strong>CC2L.5</strong> Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td><strong>VOCABULARY</strong></td>
<td>WSG pp. 124-125 Vocabulary Context Cards 89-96 Instructional Strategy #16 Vocabulary Reader: <em>Bongo Maracas &amp; Xylophones</em></td>
<td>PB 177</td>
</tr>
<tr>
<td><strong>CC2.RI.4</strong> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td><strong>Target Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC2.RF.3b</strong> Know spelling-sound correspondences for additional common vowel teams.</td>
<td><strong>Strategy:</strong> Idioms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CC2RF3c</strong> Decode regularly spelled two-syllable</td>
<td><strong>PHONICS/SPELLING</strong></td>
<td>WSG pp. 62-63</td>
<td>PB 178</td>
</tr>
<tr>
<td></td>
<td><strong>Words with “ai”, “ay”</strong></td>
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</tr>
</tbody>
</table>

**WRITING WORKSHOP: WHOLE GROUP LESSONS**

**WSG** = Word Study Guide **VR** = Vocabulary Reader **EXT**=Extending the CCSS Teacher Support Booklet (Insert at front of TE) **HMH** = Houghton Mifflin Harcourt **CLLG** = HMH Comprehensive Language & Literacy Guide

**LRSD Elementar***y Literacy Department 2nd Grade Literacy & Integrated Content Revised 2014
<table>
<thead>
<tr>
<th><strong>CC.2.L.1f</strong> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</th>
<th><strong>GRAMMAR</strong> Simple &amp; Compound Sentence</th>
<th><strong>SUW 3-7 Sentence Structures (Simple and Compound only), Tools 3-7a-b (alter to remove Complex sentences)</strong></th>
<th><strong>Use SUW 10-10 Quick Check for Sentences (for Reference, Instruction, &amp; Assessment)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC2W5 With guidance &amp; support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</strong></td>
<td><strong>WRITING</strong> Revising &amp; Editing</td>
<td><strong>10-3 Checklists for Revision, Tool 10-3a</strong>&lt;br&gt;<strong>10-4 Revising “To Be” Verbs, Tool 10-4a</strong>&lt;br&gt;<strong>10-7 Editing with CUPS</strong></td>
<td><strong>SUW: Section 10</strong></td>
</tr>
</tbody>
</table>
### GRADE 2 Curriculum Map: Literacy & Integrated Content

#### UNIT 3 LESSON 12

<table>
<thead>
<tr>
<th>STANDARDS (December)</th>
<th>FOCUS/ESSENTIAL QUESTIONS</th>
<th>MATERIALS &amp; LINKS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS.7.2.3 Demonstrate methods of using electricity to produce light, heat, &amp; sound</td>
<td>What is heat? Vocabulary: Demonstrate Electricity</td>
<td>Harcourt Science Level Readers</td>
<td>Explain the transfer of heat and how heat is measured.</td>
</tr>
</tbody>
</table>

### Social Studies

**Unit:** Movement/Migration  
**Essential Question(s)**  
1. What causes living things to migrate?  
2. What impact do people have on the area they settle?  
**Guiding Question(s)**  
1. How did the lives of Wampanoag and the Pilgrims compare to each other?  
2. Why did settlers come to North America from Europe?  
3. What was the relationship between the Pilgrims and American Indians? How did they interact?  
**Social Studies SLE's**  
H.6.2.6: Determine how photos and documents are used to gather information about the past  
H.6.2.8: Describe the ways in which communities have changed over time  
H.6.2.9: Identify reasons Pilgrims came to the New World: religious freedom, political freedom  
H.6.2.10: Discuss the characteristics of a colony  
H.6.2.15: Understand the significance of the Thanksgiving feast to the relationship between the American Indians and the Pilgrims  

See Social Studies Curriculum Map for Detailed Lessons & Resources

### Focus/Vocabulary

**Focus**  
- Facts & Opinions about Life in the New World  
- First Thanksgiving  
- Pilgrims & Wampanoag  

**Vocabulary**  
- history  
- past  
- present  
- culture  
- migrate  
- Jamestown  
- colony  
- Native Americans  
- Wampanoag  
- Pilgrims

### Materials/Links to Lessons

**Social Studies Content**  
- Fact or Opinion Life in the New World Lesson  
- Summarize Thank You Wampanoag Lesson

**Reading Connections**  
- CLLG LESSON p 62  
  - Story Structure Read a book on the First Thanksgiving, Pilgrims or Wampanoag and use to complete this lesson on Story Structure

**Writing Connections**  
- Write a paragraph about life as a Pilgrim or life as a Wampanoag. Include at least two exclamatory sentences.

**Assessment**  
- T-Chart Lives of Wampanoag and Pilgrims
- Fact/Opinion Identify 3 Facts and 3 Opinions from lesson this week.
- Read or listen to the Plimoth Plantation Letters below. Choose one and have students write a letter back or create a set of questions they would like to ask the writer on the letter.
  - [http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter2.htm](http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter2.htm)  
  - [http://www.scholastic.com/scholastic_thanksgiving/letters/tribe_letter2.htm](http://www.scholastic.com/scholastic_thanksgiving/letters/tribe_letter2.htm)

---

**Vocabulary**  
- history  
- past  
- present  
- culture  
- migrate  
- Jamestown  
- colony  
- Native Americans  
- Wampanoag  
- Pilgrims

---

**WGS = Word Study Guide**  
**VR = Vocabulary Reader**  
**SUW = Step Up to Writing**  
**D5 = The Daily 5**  
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LRSD Elementary Literacy Department  
2nd Grade Literacy & Integrated Content  
Revised 2014
# Common Core State Standards

## Reading Workshop: Whole Group Lessons

| CC.2.RI.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| CC.2.RI.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| CC.2.RL.4 | Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song. |
| CC.2.SL.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| CC2W7 | Participate in shared research & writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| CC2L2e | Consult reference materials, including beginning dictionaries, as needed to check & correct spellings. |
| CC.2.RF.3b | Know spelling-sound correspondences for additional common vowel teams. |
| CC2RF3c | Decode regularly spelled two-syllable words. |

<table>
<thead>
<tr>
<th>LEsson Focus</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Skills:</strong> Author's Purpose</td>
</tr>
<tr>
<td>Target Vocabulary</td>
<td><strong>Strategy:</strong> Analyze/Evaluate</td>
</tr>
<tr>
<td>Long e – “ee” “ea”</td>
<td><strong>Strategy:</strong> Print &amp; Digital Dictionaries</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Target Vocabulary</strong></td>
</tr>
<tr>
<td><strong>Phonics/Spelling</strong></td>
<td><strong>Long e – “ee” “ea”</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>Grab &amp; Go: Weekly Test T258-259</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Phonics</td>
</tr>
</tbody>
</table>

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**Materials:**
- WSG pp. 126-127
- Vocabulary Context Cards 97-104
- Instructional Strategy #16
- Vocabulary Reader: 1 Room Schoolhouses T266-267
- Digital Dictionaries C6-C7, Student Magazine RA 30-31

**Common Core State Standards:**
- CC2RF3c
- CC2L2e
- CC2.RI.1
- CC2.RI.6
- CC.2.RF.3b
- CC.2.L.4e
- CC.2.RI.4
- CC.2.SL.5
- CC2W7
# Social Studies

**Unit:** Migration and Movement  
**Essential Question(s):**  
1. What impact do people have on the area they settle?  
2. How do other cultures compare to our own?  
3. How have other cultures contributed to our own?  

**Guiding Question(s):**  
1. What is Culture?  
2. Why do people migrate?  
3. How have other cultures contributed to our own?  
4. What are some common contributions of cultures?  

**Social Studies SLE's:**  
G.1.2.4 Identify & locate countries bordering the United States  
G.2.2.3 Compare & contrast how people in rural & urban areas live & work  
G.2.2.1 Compare customs of another culture to one’s own  
G.2.2.2 Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world  

**Focus/Vocabulary:**  
**Focus:** Contributions of Cultures  
**Vocabulary:** community, contributions, culture, custom, immigrants, tradition, holiday, diversity, celebration, language, daily life  

**Materials/Links to Lessons:**  
- **Social Studies Content**  
  - **Diversity in America Lesson**  
  - **Cultures Around the World Chart**  
- **Reading Connections**  
  - **CLLG LESSON p. 64 Author's Purpose**  
  - Read the book *Everybody Cooks Rice* by Nora Dooley to the class.  
- **Writing Connections**  
  - My favorite food is____. You should try it.  
- **Assessment**  
  - Write a paragraph encouraging your family to borrow a tradition from another culture.  
  - Culture Chart—Read several books on different cultures from the classroom library and complete the chart about the culture from each book.  
  - **Cultures Around the World Chart**  
  - Favorite Recipe
# READING WORKSHOP: WHOLE GROUP LESSONS

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **CC.2.RI.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. | COMPREHENSION | *Helen Keller* SB 416-432  
*CLLG* 66  
*T310-311, T314-321 & T330-331*  
CAFE 165 “Use Main Idea & Support Details to Determine Importance”  
Graphic Organizer #7  
Idea-Support Map | Author’s Craft: Figurative Language  
T322  
Talking Tools  
Making Connections  
T346 Read to Connect Use G2U6EXT C3-C5 as reference to compare  
SB416-432, SB434-436 & Anne Sullivan, leveled reader  
“Who’s Calling?” Student Magazine  
RA22-R25  
Unit 3 EXT C3-C5  
Whale of a Lesson  
T294-295  
CLLG 67  
Graphic Organizer #7  
Idea-Support Map  
SUW 1-19 One Idea per Paragraph Note Taking, Tool 1-18c (change “Topic” to “Main Idea”)  
Genre Study  
Biography CLLG 110  
Informational Text CLLG 108 |
| **CC2RI2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | |
| **CC.2.RI.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | |
| **CC.2.RI.8** Describe how reasons support specific points the author makes in a text. | | | |
| **CC.2.RI.9** Compare & contrast the most important points presented by two texts on the same topic. | | | |
| **CC.2.RF.3d** Decode words with common prefixes & suffixes. | VOCABULARY | WSG 128-129  
Vocabulary Cards 105-112  
Instructional Strategy #16  
Vocabulary Reader – Special Tools  
T360-361  
T340-341 Suffix -ly Projectable S8 & 14.9  
CAFE 187 Use Word Parts to Determine the Meaning of Words | | |
<table>
<thead>
<tr>
<th>CC.2.RF.3b</th>
<th>Know spelling-sound correspondences for additional common vowel teams.</th>
<th>SPELLING</th>
<th>WSG 66 – 67</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC2RF3c</td>
<td>Decode regularly spelled two-syllable words with long vowels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING WORKSHOP: WHOLE GROUP LESSONS</th>
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<tbody>
<tr>
<td><strong>CC.2.L.2a</strong></td>
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<tr>
<td><strong>CC.2.W.1</strong></td>
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<tr>
<td><strong>CC2W5</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARDS (January)</th>
<th>FOCUS/ESSENTIAL QUESTIONS</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS.6.2.1</td>
<td>Investigate the relationship between force and motion</td>
<td>Harcourt Science Level Readers: Motion (Below) On the move! (On) Easy does it! (Advanced)</td>
<td>What is the relationship between force and motion?</td>
</tr>
<tr>
<td>NS.1.2.4</td>
<td>Estimate and measure length &amp; temperature using International System of Units (SI)</td>
<td>Vocabulary: Investigate, force, motion</td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies

**Unit:** Heroes  

**Essential Question:** What is/ makes a hero?  

**Guiding Questions:**  
1. What characteristics must someone have to be a hero?  
2. What is the difference between a hero and a celebrity?  
3. Who are some heroes from American history and in what ways were they heroic?  
4. What can they teach you about behaving like a hero? Could you be a hero? How?  
5. How can historical documents (both primary & secondary) help me understand the lives of heroes?  
6. What does literature reveal about heroes?  
7. Who is (are) your hero (es)?

**Social Studies SLE’s**  
C.5.2.1 Understand the significance of national symbols.  
C.5.2.2 Examine the rights & responsibilities that citizens have in a community.  
H.6.2.1 Explain the purpose in celebrating national holidays.  
H.6.2.6 Determine how photos & documents are used to gather information about the past.  
H.6.2.4 Define conflict.  
H.6.2.3 Discuss historical people of Arkansas.  

See Social Studies Curriculum Map for Detailed Lessons & Resources

### Focus/Vocabulary

**Focus**  
What Makes a Hero  
Character Traits  
Martin Luther King  
Arkansas Heroes

**Vocabulary**  
heroes  
legend  
biography  
characteristics/qualities of a hero.

### Materials/Links to Lessons

**Social Studies Content**  
**Lesson Plan: What Makes a Hero?**  
Introduce the idea of citing evidence to support heroes identified by students.

**Reading Connections**  
CLLG LESSON pp. 66-67 Main Idea and Details  
*Helen Keller/Talking Tools*

**Writing Connections**  
Opinion Piece  
Who is someone you consider a hero. State this as an opinion & write about that person giving at least two reasons why. Support each reason with evidence.

**Assessment**  
Introduce Culminating Unit Project:  
Create a holiday for a hero. (Lesson: Celebrate a Hero) This can be someone you have read about or someone you know. Write a justification of 2-3 reasons why you think the person you chose is a hero. The holiday you design should reflect this justification.  
Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii)  
Create a Historical Journal. (Unit 4 Project Social Studies TE pp 153P-154P)

All projects should reflect the essential question “What Makes a Hero?”
**GRADE 2 Curriculum Map: Literacy & Integrated Content**

<table>
<thead>
<tr>
<th>COMMON CORE STATE STANDARDS</th>
<th>LESSON FOCUS</th>
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</thead>
<tbody>
<tr>
<td><strong>CC.2.RL.1</strong> Ask &amp; answer such questions as <em>who, what, where, when, why, &amp; how</em> to demonstrate understanding of key details in a text.</td>
<td><strong>COMPREHENSION</strong>&lt;br&gt;Skill: Cause &amp; Effect&lt;br&gt;Strategy: Monitor/Clarify&lt;br&gt;Genre: Humorous Fiction, Realistic Fiction, &amp; Play&lt;br&gt;Essential Question: “What might cause a story character to change?”</td>
<td>Officer Buckle and Gloria&lt;br&gt;Preteaching for Success! Arkansas Tab&lt;br&gt;SB 446-468 CLLG 68 T404-405, T408-417 &amp; T428-T429&lt;br&gt;Graphic Organizer #12 T-Map&lt;br&gt;SUW 1-20 Two Column Guided Responses&lt;br&gt;CAFÉ 168 Recognize &amp; Explain Cause-and-Effect Relationships&lt;br&gt;Your Turn Tell About Changes CC.S.SL.6&lt;br&gt;SB 269 T419&lt;br&gt;“Who’s Calling?” RA22 CC.2.RI.1&lt;br&gt;G2 U3 EXT pp. C3-C5&lt;br&gt;Adventures at Scout Camp CC.2.RL.3&lt;br&gt;T388-389 CLLG 69&lt;br&gt;Graphic Organizer #12 T-Map&lt;br&gt;SUW 1-20 Two Column Guided Responses&lt;br&gt;CAFÉ 168 Recognize &amp; Explain Cause-and-Effect Relationships&lt;br&gt;Safety at Home CC.2.RL.5, CC.2.SL.5&lt;br&gt;SB 470-472 CLLG 69 T436-437&lt;br&gt;Create a video or audio recording of small groups performing the Reader’s Theater T436&lt;br&gt;Strategy – Monitor/Clarify&lt;br&gt;CAFÉ 154 Check for Understanding&lt;br&gt;CAFÉ 156 Monitor and Fix Up&lt;br&gt;Projectable S3&lt;br&gt;Genres Study: Humorous Fiction CLLG 105&lt;br&gt;Realistic Fiction CLLG 106</td>
<td>Grab &amp; Go: Weekly Test T1450-451 Comprehension</td>
</tr>
</tbody>
</table>

**D5= The Daily 5**<br><br>**EX=Extending the CCSS** (Insert at front of TE)<br><br>**VR= Vocabulary Reader**<br><br>**CLLG= HMH Comprehensive Language & Literacy Guide**<br><br>**WSG = Word Study Guide**<br><br>**HMH= Houghton Mifflin Harcourt**
### GRADE 2 Curriculum Map: Literacy & Integrated Content

**UNIT 3**  
**LESSON 15**

| **CC2L2e** | Consult reference materials, including beginning dictionaries, as needed to check & correct spellings.  
**CC2L4d** | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, telescopes*). |
| **CC2RF.3f** | Recognize & read grade-appropriate irregularly-spelled words.  
**CC2L4d** | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, telescopes*). |

#### VOCABULARY

<table>
<thead>
<tr>
<th>Strategy: Dictionary Entry</th>
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| **WSG 130-131**  
**Vocab. In Context Cards #113-120**  
**Instructional Strategy #16**  
**Vocabulary Reader: Police in the Community**  
**T462-463**  
**T438-439 Dictionary Entry, Projectable S8 & 15.9** |

#### SPELLING

<table>
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<th><strong>Schwa Sound Compound Words</strong></th>
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<tr>
<td><strong>WSG pp. 68-69</strong></td>
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</table>

#### WRITING WORKSHOP: WHOLE GROUP LESSONS

| **CC2.L.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**CC2.W.1** | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion, reasons, and provide a concluding statement or section.  
**CC2.W.5** | With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing. |
<table>
<thead>
<tr>
<th><strong>GRAMMAR</strong></th>
<th>Abbreviations</th>
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<td><strong>pp. T380 – T381</strong></td>
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<tr>
<td><strong>WRITING</strong></td>
<td>Informational-Opinion</td>
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<tr>
<td>----------------</td>
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</table>
| **SUW 4-6 Color-Coding & the 5 Elements of Informational Writing, Tools 4-6a, b**  
**SUW 4-7 Planning w/an Informal Outline, Tools 4-5c, 4-7a**  
**SUW 4-8 Accordion Paragraphs**  
**SUW 4-9 Determining Key/Star Ideas with the Thinking Game, Tools 4-11a-c**  
**SUW 9-2 Supporting an Opinion with Facts, Tool 9-2a**  
**SUW 4-22 and 4-23 Transition Words, Tools 4-23a-b**  
**SUW 4-26 Transitions in Reports and Essays, Tool 4-26a** |

**Grab & Go:** Weekly Test T1450-451  
**Grammar**  
**Phonics**  
**Persuasive Writing**  
**Reference, Instruction, & Assessment**  
**Modify for Opinion Writing**
### Social Studies

**Unit: Heroes**

**Essential Question:** What is/ makes a hero?

**Guiding Question(s)**
1. What characteristics must someone have to be a hero?
2. What is the difference between a hero and a celebrity?
3. Who were some everyday heroes and in what ways were they heroic?
4. What can they teach you about behaving like a hero? Could you be a hero? How?
5. How can historical documents (both primary and secondary) help me understand about the lives of heroes?
6. What does literature reveal about heroes?
6. Who is (are) your hero(es)?

### Social Studies SLE's

- **C.5.2.1** Understand the significance of national symbols.
- **C.5.2.2** Examine the rights & responsibilities that citizens have in a community.
- **H.6.2.1** Explain the purpose in celebrating national holidays.
- **H.6.2.6** Determine how photos and documents are used to gather information about the past.
- **H.6.2.4** Define conflict.

See Social Studies Curriculum Map for Detailed Lessons and Resources

### Focus/Vocabulary

**Focus**
- Everyday Heroes
- Rosa Parks
- Rights & Responsibilities

**Vocabulary**
- everyday heroes
- laws
- responsibilities
- community
- Rosa Parks

### Materials/Links to Lessons

**Social Studies Content**
- **Everyday Heroes Lesson**

**Reading Connections**
- **CLLG MINILESSON** pp 68-69 Cause and Effect
  - *Officer Buckle and Gloria* by Peggy Rathman
  - *Police Officers on the Go* by Alyse Sweeney
  - *Lesson Plan Officer Buckle and Gloria and Police Officers on the Go*

**Writing Connections**
Rosa Parks was/was not a hero. Write an opinion paragraph using this statement. You can substitute another name.

**Assessment**
Continue working on the hero holiday from previous week. Create a Timeline on Rosa Parks: Refer to Day 3 of Everyday Heroes Lesson

**Social Studies in Action (Ancillary Material)** “Resources in the Classroom” pp 70-71 to plan timeline “Heroes Across Time….Line”. Choose 4-6 events that help describe a heroic action of Rosa Parks.

### STANDARDS (January)

<table>
<thead>
<tr>
<th><strong>FOCUS/ESSENTIAL QUESTIONS</strong></th>
<th><strong>MATERIALS</strong></th>
<th><strong>NOTEBOOK PROMPTS</strong></th>
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</thead>
<tbody>
<tr>
<td>What is the relationship between force &amp; motion?</td>
<td>Harcourt Science Level Readers: Motion (Below) On the move! (On) Easy does it! (Advanced)</td>
<td>What is the relationship between force and motion?</td>
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<tr>
<td>Vocabulary: Investigate, force, motion</td>
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### Abbreviations

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EXT=Extending the CCSS (Insert at front of TE)
VR= Vocabulary Reader
SUW= Step Up to Writing
CLLG= HMH Comprehensive Language & Literacy Guide
WSG = Word Study Guide
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LRSD Elementary Literacy Department  2nd Grade Literacy & Integrated Content

Revised 2014
## READING WORKSHOP: WHOLE GROUP LESSONS

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<tbody>
<tr>
<td><strong>CC.2.RL.5</strong> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <strong>CC.2.RI.5</strong> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
<td><strong>COMPREHENSION</strong> Skill: Story Structure Strategy: Infer/Predict Genre: Realistic Fiction, Informational Text Essential Question: “When might a character need help solving a problem?”</td>
<td>Mr. Tanen’s Tie Troubles CC.2.RL.5 Preteaching for Success Arkansas Tab SB14-36 CLLG 70 T30-31, T34-43 &amp; T52-53 Graphic Organizer #11 Story Map SUW 6-1 Introducing Story Terms SUW 6-2 Learning Story Elements <strong>A Better Way to Save</strong> CC.2.RL.5 T14-15 CLLG 71 Graphic Organizer #11 Story Map SUW 6-1 Introducing Story Terms, 6-2 Learning Story Elements <strong>Playground Fun</strong> CC.2.RI.5 SB36-39 CLLG 71 T60-61 Infer/Predict CAFÉ 161 Predict What Will Happen Projectable S2 Teaching Genre Realistic Fiction, CLLG 106, Informational Text, CLLG 108</td>
<td>Open Response from Arkansas Tab “Think about the title of the selection. Write a four-sentence paragraph to describe Mr. Tanen’s tie trouble.” Use the rubric provided to score.</td>
</tr>
<tr>
<td><strong>CC.2.L.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td><strong>VOCABULARY</strong> Target Vocabulary Homographs</td>
<td>WSG132-133 Vocab. In Context Cards 121-128 Instructional Strategy # 16 Raising Funds-Vocabulary Reader T62-63 Homographs, Projectable #16.10 SUW 2-12 Homonyms, Homophones, &amp; Homographs Tools 2-12 a-c, modified, as needed.</td>
<td>PB 12</td>
</tr>
</tbody>
</table>

**WSG** = Word Study Guide  
**SUW** = Step Up to Writing Guide  
**VR** = Vocabulary Reader  
**D5** = The Daily 5  
**EXT** = Extending the CCSS Teacher Support Booklet (Insert at front of TE)  
**HMH** = Houghton Mifflin Harcourt  
**CLLG** = HMH Comprehensive Language & Literacy
### GRADE 2 Curriculum Map: Literacy & Integrated Content

**UNIT 4**  
**LESSON 16**

<table>
<thead>
<tr>
<th>PHONICS/SPELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC.2.RF.3d</strong> Decode words with common prefixes and suffixes</td>
</tr>
</tbody>
</table>

**WRITING WORKSHOP: WHOLE GROUP LESSONS**

<table>
<thead>
<tr>
<th>CC.2.L.1c Use reflexive pronouns (e.g., <em>myself, ourselves</em>)</th>
<th><strong>GRAMMAR</strong> Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC.2.W.1</strong> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <em>because, and, also</em>) to connect opinion and reasons, &amp; provide a concluding statement or section.</td>
<td>Unit 4 EXT C8-9</td>
</tr>
<tr>
<td><strong>CC.2.W.5</strong> With guidance &amp; support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td>SUW 3-13 Recognizing Parts of Speech, Tool 3-13c modified to show pronouns symbol only.</td>
</tr>
<tr>
<td><strong>CC2W6</strong> With guidance &amp; support from adults, use a variety of digital tools to produce &amp; publish writing, including in collaboration with peers.</td>
<td><strong>SUW 10-17</strong> Persuasive (Opinion) Scoring Guide Tools 10-17a, 10-17b, 10-17c (for Reference, Instruction, &amp; Assessment) change “Persuasive” to “Opinion”</td>
</tr>
</tbody>
</table>

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LRSD Elementary Literacy Department  
2nd Grade Literacy & Integrated Content  
Revised 2014
**Social Studies**

**Unit:** Heroes

**Essential Question**
1. What is/ makes a hero?

**Guiding Question(s)**
1. What characteristics must someone have to be a hero?
2. Who are some heroes from American history and in what ways were they heroic?
3. How can historical documents (both primary and secondary) help me understand about the lives of heroes?
4. What does literature reveal about heroes?
5. Who is (are) your hero(es)?

**Social Studies SLE’s**
C.5.2.2 Examine the rights & responsibilities that citizens have in a community.
H.6.2.1 Explain the purpose in celebrating national holidays.
H.6.2.6 Determine how photos & documents are used to gather information about the past.
H.6.2.4 Define conflict.

**Focus**

- Historical People
- National Holidays
- Martin Luther King, Jr

**Materials/Links to Lessons**
See Social Studies Curriculum Map for Detailed Lessons & Resources

**Reading Connections**
CLLG LESSON pp 70-71 Story Structure
Use book on Martin Luther King, Jr. Journeys Unit 4 Teacher Guide—Lesson 16

**Writing Connections**
“Martin Luther King, Jr. & Me” A Journal of Pictures and Words

**Vocabulary**
- equal rights
- peace
- separate
- war
- segregation
- courage
- protests
- “I Have a Dream” Speech

**Assessment**
Continue working on the hero holiday from lesson 14. Story Map Martin Luther King, Jr. A Journal of Pictures and Words
<table>
<thead>
<tr>
<th>STANDARDS (January)</th>
<th>FOCUS/ESSENTIAL QUESTIONS</th>
<th>MATERIALS</th>
<th>NOTEBOOK PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS.6.2.1 Investigate the relationship between force &amp; motion</td>
<td>What is the relationship between force &amp; motion?</td>
<td>Harcourt Science Level Readers:</td>
<td>What is the relationship between force and motion?</td>
</tr>
<tr>
<td>NS.1.2.4 Estimate &amp; measure length and temperature using International System of Units (SI)</td>
<td>Vocabulary: Investigate, force, motion</td>
<td>Motion (Below) On the move! (On) Easy does it! (Advanced)</td>
<td></td>
</tr>
</tbody>
</table>

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