

Springfield School District - Integrated Elementary Curriculum

Grade-2 Unit-1

Essential Question - *What does it mean to be a good citizen in your community?*

	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.2.T Writing Process - focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.X Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content: Classroom responsibility, School Community, and Citizenship in the broader community.</p>
1	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Standards Addressed CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons: Officer Buckle and Gloria</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Standards Addressed CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.T Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.X Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: Someday - Responsive Classroom - Hopes and Dreams Letter Writing - A letter to Officer Buckle/Gloria Class Book of Classroom and School Rules one sentence caption for each illustration</p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards Addressed CC.5.1.2.A, CC.5.1.2.B, CC.5.1.2.C, CC.5.1.2.D</p> <p>Resources/Lessons: Scholastic News 1st September issue Have You Filled a Bucket Today? By Carol McCloud How Full is Your Bucket? By Tom Rath Bubble Gum Brain by Julia Cook - Intro to Growth Mindset - Write goals</p>

Grade-2 Unit-1		Essential Question - <i>What does it mean to be a good citizen in your community?</i>	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
2	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Shared/Close Reading lesson for texts below: <u>Big Mama's</u> <u>Shortcut</u></p> <p>Fundations Lessons Unit 1 Week 1</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 1 - Big Mama's</u> <u>BAW Unit 1 Week 3 - Shortcut</u></p> <p>Grammar Skills: <u>Being a Writer (BAW)</u> <u>Lesson 1 - Complete Sentences</u> <u>Ready PA Core Language (RPACL)</u> <u>Lesson 9 - Complete sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.1.2.A, CC.5.1.2.B, CC.5.1.2.C, CC.5.1.2.D</u></p> <p>Resources/Lessons: <u>Scholastic News 2nd September issue</u> <u>My World Interactive (MWI) - Chapter 1 Families Today and In the Past Lesson 1 Families</u></p>

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	<p>Reading Focus: <u>CC.1.1:</u> Foundational Skills: <u>CC.1.3:</u> Reading Literature:</p>	<p>Writing Focus: <u>CC.1.4:</u> Students write for different purposes and audiences. <u>CC.1.4.2.T</u> Writing Process <u>CC.1.4.2.X</u> Write routinely over extended time</p>	<p>Content: Classroom responsibility & community</p>
3	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Shared/Close Reading lesson for texts below: <u>Big Mama's</u> <u>Shortcut</u></p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 1 - Big Mama's</u> <u>BAW Unit 1 Week 3 - Shortcut</u></p> <p>Grammar Skills:</p> <p><u>Being a Writer (BAW)</u> <u>Lesson 1 - Complete Sentences</u></p> <p><u>Ready PA Core Language (RPACL)</u> <u>Lesson 9 - Complete sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.1.2.A</u>, <u>CC.5.1.2.B</u>, <u>CC.5.1.2.C</u>, <u>CC.5.1.2.D</u></p> <p>Resources/Lessons: <u>Scholastic News 2nd September issue</u></p> <p><u>My World Interactive (MWI) -</u> <u>Chapter 1 Families Today and In the Past</u> <u>Lesson 1 Families</u></p>
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Grade-2 Unit-1		Essential Question - What does it mean to be a good citizen in your community?	
	Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u>	Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u>	Content: Classroom responsibility & community
4	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Ready PA Core Reading (RPACR) <u>Unit 2 Lesson 6 - Ask and Answer Questions About Stories</u></p> <p>Miss Tizzy</p> <p>Optional Read Aloud: <u>How to Be a Friend: A Guide to Making Friends and Keeping Them</u> by Laurie Krasny Brown and Marc Brown</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 week 4 Miss Tizzy</u></p> <p>Grammar Skills: <u>BAW - Lesson 2 - Declarative and Interrogative Sentences</u></p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons:</p> <p>Scholastic News September issues</p> <p><u>MWI - Chapter 1 Families Today and In the Past</u> <u>Lesson 2 Different Kinds of Families</u></p>

Grade-2 Unit-1		Essential Question - What does it mean to be a good citizen in your community?	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
5	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons:</p> <p>Ready PA Core Reading (RPACR) <u>Unit 2 Lesson 6 - Ask and Answer Questions About Stories</u> <u>QUICK CHECK ASSESSMENT - Unit 2 Lesson 6 - Ask and Answer Questions About Stories Independent Practice</u></p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>Being a Writer (BAW) - Unit 1 - Prepare for personal narrative writing</u></p> <p><u>BAW Unit 1 Week 7</u></p> <p>Grammar Skills: <u>BAW - Lesson 3 - Exclamatory and Imperative Sentences</u></p> <p><u>Optional Grammar Connection:</u> <u>BAW Lesson 28</u> <u>RPACL Lesson 14</u></p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons:</p> <p><u>MWI - Chapter 1 Families Today and In the Past Lesson 3 - Life Then and Now</u></p>

Grade-2 Unit-1		Essential Question - What does it mean to be a good citizen in your community?	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills:</u> <u>CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
6	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CC.1.3.2.A</u> Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons: <u>RPACR Unit 2 Lesson 7 Recounting Stories</u></p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: BAW Unit 2 - Week 3 Sheila Rae, the Brave Grandparents Day Interview question prep</p> <p>Grammar Skills: <u>BAW - Lesson 4 - Incomplete Sentences</u> <u>BAW - Lesson 5 - Compound Sentences</u></p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Standards Addressed <u>CC.5.2.2.A</u>, <u>CC.5.2.2.B</u>, <u>CC.5.2.2.D</u></p> <p>Resources/Lessons: <u>MWI - Chapter 1 Families Today and In the Past</u> <u>Lesson 4 - Family History</u></p>

Grade-2 Unit-1		Essential Question - What does it mean to be a good citizen in your community?	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills: CC.1.3: Reading Literature:</u></p>	<p>Writing Focus: <u>CC.1.4: Students write for different purposes and audiences.</u> <u>CC.1.4.2.T Writing Process</u> <u>CC.1.4.2.X Write routinely over extended time</u></p>	<p>Content: Classroom responsibility & community</p>
7	<p>Instructional Focus: Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</p> <p>Standards Addressed <u>CC.1.1.2.D</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>CC.1.3.2.A</u> Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons:</p> <p><u>RPACR Unit 2 Lesson 8: Determining the Central Message</u></p> <p>Optional Read Aloud Connections: The Boy Who Cried Wolf The Golden Sandal Raisel's Riddle</p>	<p>Instructional Focus: Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English <u>CC.1.4.2.T</u> Writing Process - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <u>CC.1.4.2.X</u> Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Resources/Lessons: <u>BAW Unit 2 Week 4 Alexander and the Terrible, Horrible, No Good Very Bad Day</u></p> <p><u>Grandparents Day Interviews</u></p> <p>Grammar Skills:</p> <p><u>RPACL Lesson 10 Simple and Compound Sentences</u> <u>BAW - Lesson 6 - Review and Assess</u></p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Standards Addressed <u>CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</u></p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u> <u>Chapter 1 Assessment</u> Use book version as a practice test Use online/paper version as summative assessment</p> <p><u>MWI - Chapter 1 Families Today and In the Past</u> <u>Lesson 4 - Family History</u></p> <p>MWI - Chapter 1 Quest Grandparents' Day... Interview Then and Now Venn Diagram Timeline Share</p>

Springfield School District - Integrated Elementary Curriculum

Grade- 2	Unit- 2	Essential Question - <i>How is Culture expressed through stories?</i>	
	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p>	<p>Content: <i>Geography, Maps, Regions, Economics</i></p>
1	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>Resources/Lessons:</p> <p><u>QUICK CHECK ASSESSMENT - RPACR Unit 2 Lesson 8: Determining the Central Message Independent Practice Section</u></p> <p><u>RPACR Unit 2 Lesson 9: Describing How Characters Act</u></p> <p>Optional Read Aloud Connections: The Boy Who Cried Wolf The Golden Sandal Raisel's Riddle</p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>Resources/Lessons:</p> <p>BAW Unit 5 - Letter Writing</p> <p>Optional Letter writing activities: Write a letter to a fairy tale character Write a letter to the main character of the Boy Who Cried Wolf, write from the point of view of the townspeople</p> <p>Grammar Skills:</p> <p><u>BAW - Lesson 7 Singular Nouns</u> <u>RPACL Lesson 1 Nouns</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed CC.5.2.2.A, CC.5.2.2.B, CC.5.2.2.D</p> <p>Resources/Lessons:</p> <p><u>MWI - Chapter 2 People, Places, and Nature Lesson 1 Using Maps to Locate Places</u></p> <p>Critical Thinking Skill - Use Map Scale to Ask and Answer Questions</p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
2	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension. <u>CC.1.3.2.C</u> Describe how characters in a story respond to major events and challenges</p> <p>Resources/Lessons: <u>RPACR Unit 2 Lesson 9: Describing How Characters Act</u></p> <p>Optional Read Aloud Connections: The Boy Who Cried Wolf The Golden Sandal Raisel's Riddle</p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters.</p> <p>Resources/Lessons: BAW Unit 5 - Letter Writing</p> <p>Optional Letter writing activities: Write a letter to a fairy tale character Write a letter to the main character of the Boy Who Cried Wolf, write from the point of view of the townspeople</p> <p>Grammar Skills: <u>BAW Lesson 8 Regular and Irregular Plural Nouns</u> <u>RPACL Lesson 2 Plural Nouns</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed <u>CC.5.2.2.A</u>, <u>CC.5.2.2.B</u>, <u>CC.5.2.2.D</u>, <u>CC.5.3.2.F</u>, <u>CC.8.3.2.D</u>, <u>CC.8.4.2.D</u></p> <p>Resources/Lessons: <u>MWI - Chapter 2 People, Places, and Nature</u> <u>Lesson 2 - Earth's Land and Water</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
3	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.A</u> Recount stories and determine their central message, lesson, or moral. <u>CC.1.3.2.B</u> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <u>CC.1.3.2.C</u> Describe how characters in a story respond to major events and challenges</p> <p>Resources/Lessons:</p> <p>RPACR Unit 2 Interim Assessment</p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales)</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>Resources/Lessons: RCCW Lesson 6 Writing an Opinion: Letter Steps 1-3</p> <p>Grammar Skills: BAW Lesson 9 Collective Nouns RPACL Lesson 3 Collective Nouns</p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed <u>CC.5.1.2.A</u>, <u>CC.5.1.2.B</u>, <u>CC.5.1.2.C</u>, <u>CC.5.1.2.D</u> <u>CC.5.2.2.A</u>, <u>CC.5.2.2.B</u>, <u>CC.5.2.2.D</u> <u>CC.5.2.2.A</u>, <u>CC.5.2.2.B</u>, <u>CC.2.2.D</u>, <u>CC.5.3.2.F</u>, <u>CC.8.3.2.D</u>, <u>CC.8.4.2.D</u></p> <p>Resources/Lessons: MWI - Chapter 2 <u>People, Places, and Nature</u> Lesson 3 - <u>Where People Live</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
4	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.E</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons: <u>RPACR Unit 4 Lesson 14: Sound and Meaning in Stories</u></p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales).</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect.</p> <p>Resources/Lessons: <u>RCCW Lesson 6 Writing an Opinion: Letter Steps 4-5</u></p> <p>Grammar Skills: <u>BAW Lesson 10 Common and Proper nouns</u> <u>RPACL Lesson 11 Capitalization in Holidays, Product Names, and Geographic Names</u></p> <p>Optional Grammar Connection: <u>BAW Lesson 26 - Commas in Greetings and Closings of Letters</u> <u>RPACL Lesson 12 - Punctuating Greetings and Closings of Letters</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed <u>CC.7.1.2.A, CC.7.1.2.B</u></p> <p>Resources/Lessons: <u>MWI - Chapter 2 People, Places, and Nature Lesson 4 - Our Communities and Resources</u></p> <p>MWI Chapter 2 Assessment Use book version as a practice test Use online/paper version as summative assessment <u>Ch. 2 Answer Keys</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
5	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.E</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Resources/Lessons: <u>QUICK CHECK ASSESSMENT - RPACR Unit 4 Lesson 14: Sound and Meaning in Stories Independent Practice</u></p> <p><u>RPACR Unit 4 Lesson 15 Rhythm and meaning in Poems and Songs</u></p>	<p>Instructional Focus: <i>Writing is a way to communicate about ourselves (friendly letter) our thoughts (diary/journal), and our culture (fables, folktales, and fairytales).</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect.</p> <p>Resources/Lessons: RCCW Lesson 6 Writing an Opinion: Letter Steps 6-8</p> <p>Grammar Skills: <u>BAW Lesson 11 Review and Assess</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed</p> <p><u>MWI Chapter 4 People Who Supply Our Goods and Services</u> <u>Lesson 1 Needs, Wants, and Choices</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
6	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.D</u> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Resources/Lessons: <u>RPACR Unit 4 Lesson 16: Parts of a Story</u> <u>QUICK CHECK ASSESSMENT - RPACR Unit 4 Lesson 16: Parts of a Story Independent Practice</u></p>	<p>Instructional Focus: <i>Writing poetry can be a way to communicate about ourselves and our experiences.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.O</u> Include thoughts and feelings to describe experiences and events to show the response of characters to situations. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect.</p> <p>Resources/Lessons: BAW Unit 6 - Poetry</p> <p>Grammar Skills: <u>BAW Lesson 12 Verbs</u> <u>RPACL Lesson 6 Verbs</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed <u>CC.8.2.2.C</u></p> <p>Resources/Lessons: <u>MWI Chapter 4 People Who Supply Our Goods and Services</u> <u>Lesson 2 Food Producers</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
7	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.D</u> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><u>CC.1.3.2.E</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>CC.1.3.2.F</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons: <u>RPACR Unit 4 Lesson 17: Point of View</u></p>	<p>Instructional Focus: <i>Writing poetry can be a way to communicate about ourselves and our experiences</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: BAW Unit 6 - Poetry</p> <p>Grammar Skills: <u>BAW Lesson 13 Present tense and regular past tense Verbs</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed</p> <p>Resources/Lessons: <u>MWI Chapter 4 People Who Supply Our Goods and Services</u> <u>Lesson 3 Producing and Consuming Goods</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
8	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.D</u> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><u>CC.1.3.2.E</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>CC.1.3.2.F</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons:</p> <p>Catch-up and Review</p> <p>RPACR Unit 4 Wrap and review</p>	<p>Instructional Focus: <i>Writing poetry can be a way to communicate about ourselves and our experiences.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons:</p> <p>BAW Unit 6 - Poetry</p> <p>Grammar Skills: <u>BAW Lesson 14 Irregular Past-Tense Verbs</u> <u>RPACL Lesson 7 Past-Tense of Irregular Verbs</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 4 People Who Supply Our Goods and Services</u> <u>Lesson 4 Challenges Producers Face</u></p>

Grade- 2 Unit- 2		Essential Question - <i>How is Culture expressed through stories?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	Content: <i>Geography, Maps, Regions, Economics</i>
9	<p>Instructional Focus: <i>Stories, especially fables, folktales, and fairy tales, reflect cultures from different parts of the world.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension. <u>CC.1.3.2.D</u> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. <u>CC.1.3.2.E</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <u>CC.1.3.2.F</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons:</p> <p><u>RPACR Unit 4 Interim assessment</u> <u>RPACR Unit 4 Interim Assessment Rubric</u> <u>RPACR Unit 4 Interim Assessment Rubric -2 per pg</u></p>	<p>Instructional Focus: <i>Writing poetry can be a way to communicate about ourselves and our experiences.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.P</u> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons:</p> <p>BAW Unit 6 - Poetry</p> <p>Grammar Skills: <u>BAW Lesson 14 Irregular Past-Tense Verbs</u> <u>RPACL Lesson 7 Past-Tense of Irregular Verbs</u></p>	<p>Instructional Focus: <i>Where people live (maps and globes) and the geography and climate (environment) of that region, influence their culture, wants, and needs (economics).</i></p> <p>Standards Addressed</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 4 Assessment</u> Use book version as a practice test Use online/paper version as summative assessment <u>Ch. 4 Answer Key</u></p>

Springfield School District - Integrated Elementary Curriculum

	Grade-2 Unit-3	Essential Question - <i>What makes someone a hero?</i>		
	<p>Reading Focus: CC.1.1: Foundational Skills: <i>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</i></p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Content: <i>Leaders/heroes</i></p>	
1	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Resources/Lessons: <u>RPACR Unit 1 Lesson 1 Ask and Answer Key Details</u></p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C Develop the topic with facts and/or definitions</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform: Paragraph Steps 1-2</p> <p>Grammar Skills: <u>BAW Lesson 15 Future-Tense Verbs</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed CC.5.3.2.B, CC.5.3.2.D, CC.5.3.2.F</p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference</u> <u>MWI Chapter 5 - Notebook</u> <u>Lesson 1 What Makes a Hero?</u></p>	

Grade-2 Unit-3		Essential Question - What makes someone a hero?	
	<p>Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u></p>	<p>Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u></p>	<p>Content: <i>Leaders/heroes</i></p>
2	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.2.2.C</u> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>Resources/Lessons: <u>RPACR Unit 1 Lesson 2 Finding the Main Topic</u></p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section. <u>CC.1.4.2.E</u> Choose words and phrases for effect. <u>CC.1.4.2.F</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform: Paragraph Steps 3-4 *Extension Activity - write multi paragraph piece with each resource getting a paragraph</p> <p>Grammar Skills: <u>BAW Lesson 16 Subject Verb Agreement</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.5.3.2.B, CC.5.3.2.D, CC.5.3.2.F, CC.5.2.2.D, CC.5.2.2.C, CC.8.2.2.A, CC.8.3.2.A</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference</u> <u>Lesson 1 What Makes a Hero?</u> <u>Lesson 2 Heroic Leaders</u></p> <p>Biography Flip Chart - <u>Martin Luther King</u> <u>Scholastic News</u> - current edition Previous edition - <u>A Spectacular Speech</u> -</p>

Grade-2 Unit-3		Essential Question - What makes someone a hero?	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
3	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.2.2.C</u> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>Resources/Lessons: <u>RPACR Unit 1 Lesson 3 Describing Connections Between Historical Events</u></p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section. <u>CC.1.4.2.E</u> Choose words and phrases for effect. <u>CC.1.4.2.F</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform: Paragraph Steps 5-6 *Extension Activity - write multi paragraph piece with each resource getting a paragraph</p> <p>Grammar Skills: <u>BAW Lesson 17 Review and assess</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.5.3.2.B, CC.5.3.2.D, CC.5.3.2.F, CC.5.2.2.D, CC.5.2.2.C, CC.8.2.2.A, CC.8.3.2.A</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference</u> <u>Lesson 2 Heroic Leaders</u> Biography Flip Chart - <u>Martin Luther King</u> <u>Scholastic News</u> - current edition Previous edition - <u>A Spectacular Speech</u> -</p>

Grade-2 Unit-3		Essential Question - What makes someone a hero?	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: Leaders/heroes
4	<p>Instructional Focus: Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.2.2.F</u> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p> <p>Resources/Lessons: <u>RPACR - Unit 1 Assessment Part 2 Owney, The Dog Who Rode the Trains</u></p>	<p>Instructional Focus: Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform: Paragraph Steps 7-8 Follow-up to RCCW Lesson 1 writing to inform - biography</p> <p>Grammar Skills: <u>RPACL Lesson 15 - Spelling Patterns</u> <u>RPACL Lesson 16 - Using a Dictionary to Check Spelling</u></p>	<p>Instructional Focus: Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</p> <p>Standards Addressed <u>CC.8.2.2.A, CC.8.3.2.A</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference</u> <u>Lesson 3 Heroes Who Inspire Change</u></p> <p>Biography Flip Chart - <u>Martin Luther King</u> <u>Scholastic News</u> - current edition Previous edition - <u>A Spectacular Speech</u> - Biography Flipchart - Rosa Parks</p>

Grade-2 Unit-3		Essential Question - <i>What makes someone a hero?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
5	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.2.2.E</u> Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>Resources/Lessons: <u>RPACR Unit 3 Lesson 10 Unfamiliar Words</u></p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions</p> <p>Resources/Lessons: Follow-up to RCCW Lesson 1 writing to inform - biography</p> <p>Research Biography - research packet Complete note-taking and filling in graphic organizer Continue drafting and revising Biographies</p> <p>Grammar Skills: <u>BAW Lesson 18 Subject and Object Pronouns</u> <u>RPACL Lesson 4 Pronouns</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.8.2.2.A, CC.8.3.2.A, CC.5.3.2.B</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference</u> <u>Lesson 4 Heroes in Science</u></p> <p>Optional <u>"Ben Franklin Inventor" (notebook)</u> <u>"Ben Franklin Inventor" (PDF)</u></p> <p><u>Biography Flip Chart - Thomas Edison</u></p> <p><u>Benjamin Franklin TDQ (Can apply to either text)</u> <u>"Ben Franklin's Idea" (notebook)</u> <u>"Ben Franklin's Idea (PDF)</u></p> <p>Additional Resources: Thomas Alva Edison TDQ "Young Thomas Edison" <u>"Edison Tried and Tried Again"</u> "Thomas Edison"</p> <p>Biography Work - Research Biography - research packet Complete note-taking and filling in graphic organizer</p>

Grade-2 Unit-3		Essential Question - <i>What makes someone a hero?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
6	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.2.2.E</u> Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>Resources/Lessons: RPACR Unit 3 Lesson 11 Text Features Part 1</p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: Continue drafting and revising Biographies Writing great openings</p> <p>Grammar Skills: RPACL Lesson 18 Using Context Clues RPACL Lesson 24 Real-Life Connections</p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.8.2.2.A</u>, <u>CC.8.3.2.A</u>, <u>CC.5.3.2.B</u></p> <p>Resources/Lessons: MWI Chapter 5 Making a Difference Lesson 5 Heroic Helpers</p> <p>Optional HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - Wilma Rudolph (277) Wilma Unlimited by Kathleen Krull HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - the Ellen Ochoa Story (266), Theodore Roosevelt (272) Biography Flip Chart - Washington and Lincoln</p>

Grade-2 Unit-3		Essential Question - <i>What makes someone a hero?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
7	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension. <u>CC.1.2.2.H</u> Describe how reasons support specific points the author makes in a text.</p> <p>Resources/Lessons: RPACR Unit 3 Lesson 12 Text Features Part 2</p>	<p>Instructional Focus: <i>Writing informational text is a tool to communicate what we know and have learned (leaders, heroes) to inform others.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section. <u>CC.1.4.2.E</u> Choose words and phrases for effect.</p> <p>Resources/Lessons: Revise and Publish Biography Write using text features (bold words, headings and subheadings) and graphics (timelines, photos and captions, diagrams? etc.)</p> <p>Grammar Skills: BAW Lesson 19 Possessive Pronouns</p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.8.2.2.A</u>, <u>CC.8.3.2.A</u>, <u>CC.5.3.2.B</u></p> <p>Resources/Lessons: MWI Chapter 5 Making a Difference Lesson 6 How We Can Make A Difference</p> <p>Culminating Activity for Biography Writing</p> <p>Optional HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - Wilma Rudolph (277) Wilma Unlimited by Kathleen Krull HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - the Ellen Ochoa Story (266), Theodore Roosevelt (272) Biography Flip Chart - Washington and Lincoln</p>

Grade-2 Unit-3		Essential Question - <i>What makes someone a hero?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
8	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension. <u>CC.1.2.2.E</u> Use various text features and search tools to locate key facts or information in a text efficiently. <u>CC.1.2.2.F</u> Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. <u>CC.1.2.2.H</u> Describe how reasons support specific points the author makes in a text.</p> <p>Resources/Lessons:</p> <p><u>QUICK CHECK ASSESSMENT - RPACR Unit 3 Lesson 12: Text Features Part 2 Independent Practice Section</u></p>	<p>Instructional Focus: <i>We can write narratives to develop and share real or imagined experiences or events.</i></p> <p>Standards Addressed <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.E</u> Choose words and phrases for effect. <u>CC.1.4.2.F</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 2 Narratives Steps 1-3</p> <p>Grammar Skills: <u>RPACL Lesson 22 Dictionary</u> <u>RPACL Lesson 23 Glossary</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.8.2.2.A, CC.8.3.2.A, CC.5.3.2.B</u></p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 5 Making a Difference - Wrap-up and Review</u></p> <p>Wrap up Biographies and impact of leaders and heroes.</p> <p>Optional <u>HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - Wilma Rudolph (277)</u> <u>Wilma Unlimited by Kathleen Krull</u> <u>HM - Book 2.2 - Theme 5 - Focus on Biography Reach for the Stars - the Ellen Ochoa Story (266), Theodore Roosevelt (272)</u> <u>Biography Flip Chart - Washington and Lincoln</u></p>

Grade-2 Unit-3		Essential Question - What makes someone a hero?	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: Leaders/heroes
9	<p>Instructional Focus: Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.F</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons: <u>RPACR Unit 3 Lesson 13 Author's Purpose</u> <u>Dr Seuss Biography</u></p>	<p>Instructional Focus: We can write narratives to develop and share real or imagined experiences or events.</p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 2 Narratives Steps 4-6</p> <p>Grammar Skills: <u>BAW Lesson 20 Reflexive Pronouns</u> <u>RPACL Lesson 5 Reflexive Pronouns</u></p>	<p>Instructional Focus: Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</p> <p>Standards Addressed <u>CC.8.2.2.A, CC.8.3.2.A, CC.5.3.2.B</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference - Assessment</u> Use book version as a practice test Use online/paper version as summative assessment</p> <p><u>Dr Seuss Biography</u></p>

Grade-2 Unit-3		Essential Question - <i>What makes someone a hero?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u>	Writing Focus: <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.A Write informative/ explanatory texts</u>	Content: <i>Leaders/heroes</i>
10	<p>Instructional Focus: <i>Reading informational text is how we learn about people (leaders, heroes) and events which teaches us about others and ourselves, and our culture and history.</i></p> <p>Standards Addressed <u>CC.1.1.2.E</u> Read with accuracy and fluency to support comprehension.</p> <p><u>CC.1.3.2.F</u> Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Resources/Lessons: <u>RPACR Unit 3 Assessment</u> <u>RPACR Unit 3 Assessment Rubric</u> <u>RPACR Unit 3 Assessment Rubric 2 per page</u></p>	<p>Instructional Focus: <i>We can write narratives to develop and share real or imagined experiences or events.</i></p> <p>Standards Addressed <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 2 Narratives Steps 7-8</p> <p>Grammar <u>BAW Lesson 21 Adjectives</u></p>	<p>Instructional Focus: <i>Learning about leaders and heroes teaches us about how important one person can be and how much one person (including each of us) can contribute to our community.</i></p> <p>Standards Addressed <u>CC.8.2.2.A, CC.8.3.2.A, CC.5.3.2.B</u></p> <p>Resources/Lessons: <u>MWI Chapter 5 Making a Difference Follow-up</u> Quest or Plan to make a difference. Which hero or heroes inspired us? How can we make the world better? Connect with opinion writing.</p>

Springfield School District - Integrated Elementary Curriculum

Grade-2 Unit-4

Essential Question - *How do we use observation and evidence to understand the world?*

	<p>Reading Focus: CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p>	<p>Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i></p>
1	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>Resources/Lessons: RPACR Unit 1 Lesson 4 Describing Connections Between Scientific Ideas</p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C Develop the topic with facts and/or definitions CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: RCCW Lesson 5 Writing to Inform: Lab Report Steps 1 -2 (Use Balancing Unifix Cubes lesson as the writing assignment)</p> <p>Grammar Skills: BAW Lesson 22 Adverbs RPACL Lesson 8 Adjectives and adverbs RPACL Lesson 26 Using Adjectives and Adverbs to Describe</p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed CC.3.2.2.B6</p> <p>Resources/Lessons: Balancing and Weighing Chapter 1 What is Balance pages 1-9</p> <p>Balancing and Weighing (notebook) *Full Text* Balancing and Weighing (PDF) *Full Text*</p> <p>Julie's Balancing Act - (Teacher's Manual for Balancing and Weighing) -Written Response</p> <p>Balancing and Weighing Lessons 1, 2, & 3</p>

Grade-2 Unit-4		Essential Question - <i>How do we use observation and evidence to understand the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
2	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.2.2.C</u> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>Resources/Lessons: <u>RPACR Unit 1 Lesson 5 Describing Connections Between Steps</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: RCCW Lesson 5 Writing to Inform: Lab Report Steps 4-6 (Use Balancing and Weighing experiments instead of what's described in the teacher manual)</p> <p>Grammar Skills: <u>BAW Lesson 23 Formal and Informal English</u> <u>RPACL Lesson 17 Comparing Formal and Informal Uses of English</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.3.2.2.B6</u></p> <p>Resources/Lessons: Balancing and Weighing Chapter 2 Balance and Weight pages 10-15</p> <p>Balancing and Weighing Lessons 4-6</p> <p>Alexander Calder, The Mobile Man - (Teacher's Manual for Balancing and Weighing) -Written Response</p>

Grade-2 Unit-4		Essential Question - <i>How do we use observation and evidence to understand the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> <i>Students write for different purposes and audiences.</i> <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
3	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.2.2.C</u> Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>Resources/Lessons:</p> <p><u>RPACR Unit 1 Assessment</u> <u>part 1 Making an Indoor Garden</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>C.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: As a follow-up to RCCW Lesson 5, pick another Balancing and Weighing experiment for students to write a lab report on their own</p> <p>Grammar Skills: <u>BAW Lesson 24 Review and assess</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.3.2.2.B6</u></p> <p>Resources/Lessons:</p> <p>Balancing and Weighing Chapter 3 Comparing Weights</p> <p>Balancing and Weighing Lessons 7 - 10</p> <p>Weighing Animals at the Zoo (Teacher's Manual for Balancing and Weighing) -Written Response</p>

Grade-2 Unit-4		Essential Question - <i>How do we use observation and evidence to understand the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
4	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.2.2.G</u> Explain how graphic representations contribute to and clarify a text.</p> <p>Resources/Lessons: <u>RPACR Unit 5 Lesson 18 Explaining How Images Support Text</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: As a follow-up to RCCW Lesson 5, pick another Balancing and Weighing experiment for students to write a lab report on their own</p> <p>Grammar Skills: <u>BAW Lesson 25 Commas in a series</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.3.2.2.B6</u></p> <p>Resources/Lessons: Balancing and Weighing Chapter 4 Big, Small, Heavy, or Light 22-31 Chapter 5 Let's Review 32-33</p> <p>Balancing and Weighing Lesson 11-16</p> <p>Balancing and Weighing Wrap up and assessment</p>

4/6 - 4/10 - Spring Break

Grade-2 Unit-4		Essential Question - <i>How do we use observation and evidence to understand the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
5	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.2.2.H</u> Describe how reasons support specific points the author makes in a text.</p> <p>Resources/Lessons: <u>RPACR Unit 5 Lesson 19 Describing How Authors Use Reason to Support Their Ideas</u></p> <p><u>QUICK CHECK ASSESSMENT - RPACR Unit 5 Lesson 19: Describing How Authors Use Reason to Support Their Ideas Independent Practice Section</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons:</p> <p><u>Earth Day Letters??</u></p> <p><u>Importance of Recycling</u></p> <p>Grammar Skills: <u>BAW Lesson 26 Commas in Greetings and Closings of Letters</u> <u>RPACL Lesson 12 Punctuating Greetings and Closings of Letters</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.3.2.2.B6</u></p> <p>Resources/Lessons: Earth Day Cause and Effect - MWI- Chapter 3 Lesson 1 - Pages 78 and 79</p> <p>Solve a Problem - MWI - Chapter 3 Lesson 3 - Pages 92 and 93</p> <p>Earth Day Activities <u>The Lorax</u> and <u>The Forest</u></p> <p>Changes - Lesson 1 - Introduction to Changes</p>

Grade-2 Unit-4		Essential Question - How do we use observation and evidence to understand the world?	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: Scientific process - Balancing/weighing, Changes and Life Cycles
6	<p>Instructional Focus: Reading informational text and literature helps us learn about the world around us.</p> <p>Standards Addressed: <u>CC.1.2.2.I</u> Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Resources/Lessons: <u>RPACR Unit 5 Lesson 20 Comparing and Contrasting 2 texts</u></p>	<p>Instructional Focus: Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</p> <p>Standards Addressed: <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: <u>Written Response based on experiments</u> <u>How can you separate a solid from a liquid?</u> <u>How to write an experiment Part 1, Part 2</u> <u>How to separate 2 solids</u></p> <p><i>Describe the three stages of matter, describing how temperature (heating/cooling) affects the three stages. (Ice to water to water vapor)</i></p> <p>Compare and Contrast Responses: <i>Choose two stages of matter. Describe how each stage is similar and different.</i></p> <p><i>Describe the differences between reversible and irreversible changes.</i></p> <p><u>3-2-1 Writing in response to Changes REDO</u></p> <p>Grammar Skills: <u>BAW Lesson 27 Apostrophes in Contractions</u> <u>RPACL Lesson 13 Contractions</u></p>	<p>Instructional Focus: Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</p> <p>Standards Addressed: <u>CC.3.2.2.A3</u>, <u>CC.3.2.2.A4</u>, <u>CC3.2.2.A5</u>, <u>CC.3.2.2.B2</u></p> <p>Resources/Lessons:</p> <p>Changes: Lesson Outlines and Student Packet Lesson 1 - Introduction to Changes Lesson 2 - Freezing and Melting Lesson 3 - Where Did the Water Go? Lesson 4 - Mixing and Separating Solids Lesson 5 - Mixing Solids and Liquids Lesson 6 -Separating Solids and Liquids Lesson 7 - Dissolving Race - 2 Forms of Sugar Lesson 8 - Dissolving Race - Warm and Cool Water</p> <p>Changes - Rotations on PSSA Days</p> <p><u>Changes (SRC) pdf</u> <u>Changes (SRC) Notebook</u></p> <p><u>Solids and Liquids</u> <u>Comparing Solids</u></p>

Grade-2 Unit-4		Essential Question - How do we use observation and evidence to understand the world?	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: Scientific process - Balancing/weighing, Changes and Life Cycles
7	<p>Instructional Focus: Reading informational text and literature helps us learn about the world around us.</p> <p>Standards Addressed:</p> <p>Resources/Lessons:</p> <p>RPACR Unit 5 Lesson 20 Comparing and Contrasting 2 texts</p>	<p>Instructional Focus: Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</p> <p>Standards Addressed: <u>CC.1.4.2.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.2.B</u> Identify and introduce the topic. <u>CC.1.4.2.C</u> Develop the topic with facts and/or definitions <u>CC.1.4.2.D</u> Group information and provide a concluding statement or section.</p> <p>Resources/Lessons: <u>Written Response based on experiments</u> <u>How can you separate a solid from a liquid?</u> <u>How to write an experiment Part 1, Part 2</u> <u>How to separate 2 solids</u> <u>Describe the three stages of matter, describing how temperature (heating/cooling) affects the three stages. (Ice to water to water vapor)</u></p> <p>Compare and Contrast Responses: <u>Choose two stages of matter. Describe how each stage is similar and different.</u></p> <p><u>Describe the differences between reversible and irreversible changes.</u></p> <p>Grammar Skills: <u>BAW Lesson 28 Apostrophes in Possessives</u> <u>RPACL Lesson 14 Possessive nouns</u></p>	<p>Instructional Focus: Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</p> <p>Standards Addressed: <u>CC.3.2.2.A3, CC.3.2.2.A4, CC3.2.2.A5, CC.3.2.2.B2</u></p> <p>Resources/Lessons:</p> <p>Changes - Lesson 9 - Changing Salt Water to Crystals Lesson 10 - Separating Mixtures of Color (chromatography) Lesson 11 - Separating a Mystery Mixture Lesson 12 - Bubbles and Fizz: Observing a Chemical Reaction Lesson 13 - Chemical Reactions (Gas in a Bag) Lesson 14 - Looking at Rust Lesson 15 - Writing Our Recipes for Change Lesson 16 - Presenting Our Recipes for Change</p> <p>*Optional Oobleck Lesson - Non-Newtonian Fluids</p> <p>Changes - Rotations on PSSA Days</p> <p>Changes (SRC) pdf Changes (SRC) Notebook</p> <p>Solids and Liquids Comparing Solids</p>

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	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> <i>Students write for different purposes and audiences.</i> <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
8	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.2.2.G</u> Explain how graphic representations contribute to and clarify a text. <u>CC.1.2.2.H</u> Describe how reasons support specific points the author makes in a text. <u>CC.1.2.2.I</u> Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Resources/Lessons: <u>RPACR Unit 5 Interim Assessment</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>CC.1.4.2.G</u> Write opinion pieces on familiar topics or texts. <u>CC.1.4.2.J</u> Create an organizational structure that includes reasons and includes a concluding statement. <u>CC.1.4.2.K</u> Use a variety of words and phrases to appeal to the audience.</p> <p>Resources/Lessons: BAW Unit 7 Weeks 1 and 2 <u>I Wanna Iguana</u> <u>I Wanna New Room</u> “An Argument for Pets: Good for the Animals,” “An Argument Against Pets: Pets Cost Too Much” “An Argument for Pets: We Can Learn from Pets” “An Argument Against Pets: Animals Should Be Free” “Closing Sentences from Four Opinion Pieces”</p> <p>Grammar Skills: <u>BAW Lesson 29 Quotation Marks</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.4.1.2.A, CC.4.1.2.D, CC.4.2.2.C, CC. 4.2.2.C</u></p> <p>Resources/Lessons: Start Life Cycles - Life Cycle of a Frog</p>

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	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
9	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.3.2.G</u> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p><u>CC.1.3.2.H</u> Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>Resources/Lessons: <u>RPACR Unit 6 Lesson 21 Connecting Words and Pictures</u> <u>Bee Poem TDQ</u> <u>Bee Poem</u></p>	<p>Instructional Focus: <i>Writing is a tool to communicate what we do (procedural and functional writing) and how we feel (opinion and argumentative writing) to inform, help, and persuade others.</i></p> <p>Standards Addressed: <u>CC.1.4.2.G</u> Write opinion pieces on familiar topics or texts. <u>CC.1.4.2.J</u> Create an organizational structure that includes reasons and includes a concluding statement. <u>CC.1.4.2.K</u> Use a variety of words and phrases to appeal to the audience.</p> <p>Resources/Lessons: BAW Unit 7 Weeks 1 and 2 <u>I Wanna Iguana</u> <u>I Wanna New Room</u> “An Argument for Pets: Good for the Animals,” “An Argument Against Pets: Pets Cost Too Much” “An Argument for Pets: We Can Learn from Pets” “An Argument Against Pets: Animals Should Be Free” “Closing Sentences from Four Opinion Pieces”</p> <p>Grammar Skills: <u>BAW Lesson 30 Review and Assess</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.4.1.2.A, CC.4.1.2.D, CC.4.2.2.C, CC. 4.2.2.C</u></p> <p>Resources/Lessons: The Life Cycle of Butterflies STC From Caterpillar to Butterfly</p>

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	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
10	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed: <u>CC.1.3.2.G</u> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <u>CC.1.3.2.H</u> Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>Resources/Lessons: <u>RCCR Unit 6 Lesson 22 Comparing and Contrasting Stories</u> Ant (HM) Hey Little Ant?</p>	<p>Instructional Focus: <i>We can write narratives to develop and share real or imagined experiences or events.</i></p> <p>Standards Addressed: <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons: RCCW Lesson 4 - Writing a Narrative Diary Steps 1-3</p> <p>Grammar Skills: <u>RPACL Lesson 19 Prefixes</u> <u>RPACL Lesson 20 Root Words</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed: <u>CC.4.1.2.A</u>, <u>CC.4.1.2.D</u>, <u>CC.4.2.2.C</u>, <u>CC. 4.2.2.C</u></p> <p>Resources/Lessons: Praying Mantis Compare and Contrast the life cycles of 2 insects/animals</p>

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	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
11	<p>Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i></p> <p>Standards Addressed:</p> <p><u>CC.1.3.2.G</u> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <u>CC.1.3.2.H</u> Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>Resources/Lessons:</p> <p><u>RCCR Unit 6 Interim Assessment</u></p>	<p>Instructional Focus: <i>We can write narratives to develop and share real or imagined experiences or events.</i></p> <p>Standards Addressed:</p> <p><u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 4 - Writing a Narrative Diary Steps 4-6</p> <p>Grammar Skills:</p> <p><u>RPACL Lesson 21 Compound Words</u> <u>RPACL Lesson 25 Shades of Meaning</u></p>	<p>Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i></p> <p>Standards Addressed:</p> <p><u>CC.4.1.2.A, CC.4.1.2.D, CC.4.2.2.C, CC. 4.2.2.C</u></p> <p>Resources/Lessons:</p> <p>Compare and Contrast the life cycles of 2 insects/animals</p>

Grade-2 Unit-4		Essential Question - <i>How do we use observation and evidence to understand the world?</i>	
	Reading Focus: <u>CC.1.1: Foundational Skills</u> <u>CC.1.2: Reading Informational Text</u> <u>CC.1.3: Reading Literature</u>	Writing Focus: <u>CC.1.4: Writing:</u> Students write for different purposes and audiences. <u>CC.1.4.2.A Write informative/ explanatory texts</u> <u>CC.1.4.2.G Write opinion</u>	Content Area Focus: <i>Scientific process - Balancing/weighing, Changes and Life Cycles</i>
12 & 13	Instructional Focus: <i>Reading informational text and literature helps us learn about the world around us.</i> Standards Addressed: Resources/Lessons: MWI - Chapter 6: Our American Culture *Lessons 1, 2, 3, 4 (depending on time)	Instructional Focus: <i>We can write narratives to develop and share real or imagined experiences or events.</i> Standards Addressed: <u>CC.1.4.2.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.2.Q</u> Choose words and phrases for effect. <u>CC.1.4.2.R</u> Demonstrate a grade-appropriate command of the conventions of standard English Resources/Lessons: RCCW Lesson 4 - Writing a Narrative Diary Steps 7-8 Grammar Skills:	Instructional Focus: <i>Learning about inventors, inventions and the scientific process can inspire us to be creative and inventive. Cycles and patterns of change are all around us. Learning about them helps us understand the world around us.</i> Standards Addressed: Resources/Lessons: MWI - Chapter 6: Our American Culture *Lessons 1, 2, 3, 4 (depending on time) Chapter 6 Assessment Use book version as a practice test Use online/paper version as summative assessment