

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 1

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>A Difficult Decision</u></p> <p>Literature Anthology: <u>Grace for President</u></p> <p>Paired Reading in Anthology: <u>“Helping to Make Smiles”</u></p> <p>Read Aloud: <u>A Boy Named Martin</u></p>	<p>Leveled Readers:</p> <p>A: Fixing the Playground O: The Food Crew E: The Food Crew B: How Many Greats?</p>	<p>Paired Readings:</p> <p>A: “Hero” O: “A School Feeds Others” E: “A School Feeds Others” B: “Freedom Walk”</p>
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Unit 5 Big Idea: Let’s Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week 1

Weekly Concept: Being a Good Citizen
Essential Question: What do good citizens do?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL. 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or Moral. <i>Students will practice identifying details and include them in a summary to explain what good citizens do.</i></p> <p>RL.2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud <i>Explain to students how different characters in a story can have different points of view about events in a story. Have children look for details that show how a character thinks, speaks, or acts.</i></p>	<p><i>A Difficult Decision</i> Summarizing T 28-T28</p> <p>T 30-31 Point of View</p> <p>Student PB 203-205</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	
Reading Informational Text				

Reading Foundations	<p>RF 2.3 Know spelling-sound correspondences for additional common vowel teams</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words</p> <p>Students will practice that two vowels ou/ow stand for one vowel sound</p>	<p>T 104-105 Diphthongs oy/ oi On Lvl Practice Book p. 212</p>		
Writing	<p><u>Write to Sources</u></p> <p>W. 2.1 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 (because, and also) to connect opinion and reasons, and provide a concluding statement or section Students will learn how to use a topic sentence, descriptive details, and a conclusion sentence to support their ideas.</p> <p><u>Writing Process</u></p> <p>W. 2.2 Write informative/explanatory texts in which they introduce a topic, use facts, and develop points, and provide a concluding statement. Students will learn that an explanatory essay explains a topic, provides facts and definitions, uses linking words to connect ideas and ends with a concluding statement.</p>	<p>Write to Reading/Writing Workshop Text T 36-37 Topic Sentence Descriptive Details</p> <p>Informational Text: Explanatory Essay T472-477</p>		
Speaking & Listening	<p>SL. 2.2 Recount or describe key details from text read aloud or information presented orally or through other media. Explain to students that citizens have rights, and responsibilities or things they are expected to do in a community.</p>	<p>"A Boy Named Martin" T 11</p>		

<p>Language</p>	<p>L. 2.1 Form and use frequently occurring irregular plural nouns (eg., feet, children, teeth, mice, fish) a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p> <p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p>Word Usage</p> <p>c. Use collective nouns and frequently occurring irregular plural nouns.</p> <p>d. Use reflexive pronouns.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs. <i>Students will practice identifying between singular/plural nouns and irregular spellings</i></p> <p>L. 2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Student can determine a word's meaning from separating the root from the ending</i></p>	<p>T 24-25 Diphthongs ou, ow On Lvl Practice book p. 202</p> <p>Irregular Plurals T25 Student PB p. 202</p> <p>T 34-35 Suffixes On Lvl Practice Book p. 208</p>		
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Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 2

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>Soccer Friends</u></p> <p>Literature Anthology: <u>Once Upon a Baby Brother</u></p> <p>Paired Reading in Anthology: <u>“Bully Free Zone”</u></p> <p>Read Aloud: <u>My First Day</u></p>	<p>Leveled Readers:</p> <p>A: Rainy Day</p> <p>O: Thirteen Is a Crowd</p> <p>E: Thirteen Is a Crowd</p> <p>B: Partners</p>	<p>Paired Readings:</p> <p>A: “Boys and Girls Club”</p> <p>O: “Big Brothers Big Sisters”</p> <p>E: “Big Brothers Big Sisters”</p> <p>B: “4-H”</p>
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Unit 5 Big Idea: Let’s Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week 2

Weekly Concept: Cooperation Works
Essential Question: How do people get along?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL 2.3 Describe how characters in a story respond to major events and challenges <i>Students will learn the key characteristics of fiction: characters, events, beginning, middle, end, problem/solution.</i></p> <p>RL. 2.5 Describe the overall structure of the story, including describing how the beginning introduces the story and the ending concludes the action. <i>Fiction has made up characters and events, and has a problem and solution</i></p>	<p>T131 Theme Words In Context T 106- 107 Student PB p. 211 Fiction T122-123 On Lvl Practice Book p 217 “Sharing The Class Pet”</p> <p>T131 Theme/Story Structure</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	
Reading Informational Text				

Reading Foundations	<p>RF. 2.3 Know spelling-sound correspondences for additional common vowel teams.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Students will practice blending the oi/oy sounds in words</p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Summarizing: look for important events, and re-tell in order, use your own words (beginning, middle, end)</p>	<p>T114-115 Diphthongs oy/oi On Lvl Practice Book p. 212 Phonics/Spelling Practice Book p. 108</p> <p>T118-119 Summarizing On Lvl Practice Book 213-215</p>		
Writing	<p><u>Write to Sources</u></p> <p>W. 2.1 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 (because, and also) to connect opinion and reasons, and provide a concluding statement or section</p> <p>Trait: Organization: Vary sentence length, reasons to support the topic sentence</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p> <p>Students will write in response to prompt about the two soccer friends</p> <p><u>Writing Process</u></p> <p>W. 2.2 Write informative/explanatory texts in which they introduce a topic, use facts, and develop points, and provide a concluding statement or section.</p>	<p>Write to Reading/Writing Workshop Text T126-127</p> <p>Informational Text:</p>		

	<p>Explanatory Text: explains topic clearly, provides facts and definitions, uses linking words to connect, provides concluding statement</p>	<p>Explanatory Essay T 472-477</p>		
<p>Speaking & Listening</p>	<p>SL. 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Discuss how people get along and cooperate with each other in the text</p> <p>SL.2.3 Ask and Answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue As you read it is helpful to stop and summarize what you have read and think about the details in your own words</p>	<p>T 112-113 Strategy: Summarize</p> <p>T 101 "My First Day"</p>		
<p>Language</p>	<p>L 2.1 Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use reflexive pronouns (myself, ourselves).</p> <p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p>Word Usage</p> <p>c. Use collective nouns and frequently occurring irregular plural nouns.</p> <p>d. Use reflexive pronouns.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs. Pronouns take the place of one or more nouns</p> <p>L 2.4a Use sentence level context as a clue to the meaning of a word or phrase</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to</p>	<p>T11 Pronouns Grammar Practice Book p. 106</p> <p>T 124-225 Idioms On Lvl Practice Book p. 218</p>		

	<p>predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>Idioms are words or phrases that have different meanings than the real meanings “fly toward the ball”</p> <p>L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Discuss definitions of words in context.</p>	T106-107 Words in Context		
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Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 3

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>Cesar Chavez</u></p> <p>Literature Anthology: <u>Brave Bessier</u></p> <p>Paired Reading in Anthology: <u>“The Legend of Kate Shelley”</u></p> <p>Read Aloud: <u>A Hero On and Off Skis</u></p>	<p>Leveled Readers:</p> <p>A: Rudy Garcia-Tolson O: Rudy Garcia-Tolson E: Rudy Garcia-Tolson B: Rudy Garcia-Tolson</p>	<p>Paired Readings:</p> <p>A: “The Unsinkable Molly Brown” O: “The Unsinkable Molly Brown” E: “The Unsinkable Molly Brown” B: “The Unsinkable Molly Brown”</p>
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Unit 5 Big Idea: Let’s Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week 3

Weekly Concept: Our Heroes

Essential Question: What do heroes do?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature			DIBELS Writing Benchmark	
Reading Informational Text	<p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <i>Students will be able to retell the events of a story by the organization of beginning, middle, and end and identify sequence words</i></p> <p>RI 2.5 Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) locate key facts or information in a text efficiently <i>Students will recognize the characteristics and text features</i></p>	<p>T210-211 Connections Within Text: Sequencing On Lvl Practice Book pp. 223-225</p> <p>T 212-213 Biography On Lvl Practice Book p. 227</p>		

<p>Speaking & Listening</p>	<p>SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>Students will use their own words to summarize the most important events and details in a selection</i></p> <p>SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <i>Students will talk and read about people that are heros and what makes them heroes</i></p>	<p>T203 Summarize/Retell</p> <p>T190-191 Summarizing “A Hero On and Off Skis”</p>		
<p>Language</p>	<p>L 2.1 Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking <i>Students will practice using pronouns that show ownership</i></p>	<p>T 218 Possessive Pronouns Grammar Practice Book p. 111</p>		

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 4

Texts Used Across All Domains:

<p style="text-align: center;">Reading Writing Workshop: <u>The Art Project</u></p> <p style="text-align: center;">Literature Anthology: <u>The Woodcutter's Gift</u></p> <p style="text-align: center;">Paired Reading in Anthology: <u>"Earth's Resources"</u></p> <p style="text-align: center;">Read Aloud: <u>Clean Water</u></p>	<p style="text-align: center;">Leveled Readers:</p> <p>A: Let's Carpool</p> <p>O: Our Beautiful Tree</p> <p>E: Our Beautiful Tree</p> <p>B: Family Night Unplugged</p>	<p style="text-align: center;">Paired Readings:</p> <p>A: "The Clean Air Campaign"</p> <p>O: "Dirt!"</p> <p>E: "Dirt!"</p> <p>B: "Tips For Saving Power"</p>
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Unit 5 Big Idea: Let's Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week 4

Weekly Concept: Preserving Our Earth
Essential Question: How Can We Protect Earth?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL 2.3 Describe how characters in a story respond to major events and challenges. <i>Students will identify the problem and the solution in the story</i></p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Fiction: imaginary characters & events, steps are needed to solve a problem, dialogue</i></p> <p>RL 2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>Dialogue is words that characters speak separated with quotation marks</i></p>	<p>T 300-301 Plot: Problem & Solution On Lvl Practice Book p. 233-235</p> <p>T302 Fiction: Dialogue On Lvl Practice Book p 237 <i>Let's Ride</i></p> <p>T 310-311</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	
Reading				

Informational Text				
Reading Foundations	<p>RF. 2.3</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Students will practice connecting the sounds to letter combinations: aw, au, augh, al</p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Students will make a reasonable guess based on their predictions on illustrations and what they have read in the story.</p>	<p>T 282-283 Variant Vowel O On Lvl Practice Book p. 232</p> <p>T 295 Vowel Team Syllables Phonics/Spelling Practice Book p. 118</p> <p>T 298-299 Making, Revising, and Confirming Predictions On Lvl Practice Book p 233-235 <i>The Recycling Contest</i></p>		
Writing	<p><u>Write to Sources</u></p> <p>W 2.4 With guidance and support from adults and peers, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Students will use text evidence to write a response to prompt using details with linking words, using supporting details, and a strong concluding statement.</p> <p><u>Writing Process</u></p> <p>W 2.2 Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Students will practice developing a compare/contrast paragraph using a graphic organizer, and linking words.</p>	<p>T306-307 Write to Reading Writing Workshop: Linking Words, Details, Conclusion</p> <p>T 478-483 Informative Text: Compare/Contrast</p>		
Speaking & Listening	<p>SL 2.2 Recount or describe key ideas or details from the text read aloud or information presented orally or through other media</p>	<p>T 292-293</p>		

lighthouse, housefly, bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., *Dr., St., MA, p.m.*)

g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., +, -, \$, ϕ).

Students will understand the word relationships between homophones and how to use context clues to figure out the word's meaning

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 5

Texts Used Across All Domains:

<p style="text-align: center;">Reading Writing Workshop: <u>Visiting the Past</u></p> <p style="text-align: center;">Literature Anthology: <u>Setting the Rules</u></p> <p style="text-align: center;">Paired Reading in Anthology: <u>“American Symbols”</u></p> <p style="text-align: center;">Read Aloud: <u>Town Rules</u></p>	<p style="text-align: center;">Leveled Readers:</p> <p>A: Government Rules O: Government Rules E: Government Rules B: Government Rules</p>	<p style="text-align: center;">Paired Readings:</p> <p>A: “Pool Rules” O: “Pool Rules” E: “Pool Rules” B: “Pool Rules”</p>
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Unit 5 Big Idea: Let’s Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week 5

Weekly Concept: Rights and Rules

Essential Question: Why are rules important?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature			DIBELS Writing Benchmark	
Reading Informational Text	<p>RI 2.1 Ask and answer questions such as who, what, where, why, and when, and how to demonstrate understanding of key details in a text. <i>Students will review cause and effect to determine how the Constitution was changed over time.</i></p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <i>Students will learn that a cause is an event or action that makes something happen. An effect is what happens</i></p>	<p><i>Setting the Rules</i> Make, Confirm, and Revise Predictions T 405A & B</p> <p>T 390-391 Connections Within Text: Cause & Effect On Lvl Practice Book p. 243-245</p>		

	<p>because of that event.</p> <p>RI 2.5 Know and use various text features (captions, bold print,, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <i>Students will practice learning about expository text: facts on topic, and certain text features like photographs, captions, and charts</i></p>	<p>T 392-393 Expository Text (photos, captions, charts) T 411A&B <i>American Symbols</i> On Lvl Practice Book p. 247 <i>Safety Rules</i></p>		
Reading Foundations	<p>RF 2.3</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words</p> <p><i>Students will connect letters combinations like ea, ou, y spelled like long I to certain sounds</i></p>	<p>T 372 Digraphs ea, ou, y On Lvl Practice Book p. 242 Phonics/Spelling Book p. 123</p>		
Writing	<p><u>Write to Sources</u></p> <p>W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <i>Students will respond to the prompt by describing some of the rules of our country using text support</i></p> <p><u>Writing Process</u></p> <p>W 2.2 Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>Students continue to learn and practice the features of a compare/contrast essay using linking words, and facts and definitions to provide support.</i></p>	<p>T 380 T396-397 Write to the Reading/Writing Workshop: Voice, Details, Concluding Statement</p> <p>T. 478-483 Compare/Contrast Draft/Structure/Revise</p>		

Speaking & Listening	<p>SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>Students will read about how towns and communities live by a set of rules, and why those rules are in place.</p>	T370 "Town Rules" Strategy: Make, Confirm, Revise, Predictions		
Language	<p>L2.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>Students will be reminded that present-tense verbs must agree with the pronouns</p> <p>L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English. Students will learn to write for different audiences (formal vs. informal voice)</p> <p>L 2.4</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>Dr., St., MA, p.m.</i>)</p> <p>g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>+, -, \$, ø</i>).</p> <p>Students will learn that some words have more than one</p>	<p>T 419 Pronoun-Verb Agreement Grammar Practice Book p. 125</p> <p>T446</p> <p>T 394-395 Multiple Meaning Words On Lvl Practice Book p. 248</p>		

	meaning, and that they should use context clues within a sentence to figure out the meaning and part of speech.			
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ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 5-Week 6

Unit 5 Big Idea: Let's Make a Difference (6-7 Weeks) ~ How Can People Make a Difference?

Week Six can be used to reteach and revisit topics throughout the unit, assess students, level up with leveled readers, and work on the research standards listed below. We've included research suggestions from each of the five weeks in this unit along with additional ones from week 6. Our suggestion is to choose one or two of the projects described below to address the following speaking and listening, writing, and research standards.

Standards

- W. 2.4 Produce_ writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W. 2.6 With guidance and support from adults, use a variety of digital tools, to produce and publish writing, including in collaboration with peers
- W. 2.7 Participate in shared research and writing projects (reading multiple books on single topic to produce a report, and record observations
- W.2.10 Write routinely for a range of tasks, purposes, and audiences
- RL.2.2 Retell stories, including fables and folktales, and determine their central message, lesson, or moral.
- RL 2.6 Explain what dialogue is and how it can reveal characters' thoughts and perspectives
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI. 2.9 Compare and contrast the most important points presented by two texts on the same topic
- RI. 2.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
- SL 2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL 2.6 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 for specific expectations.)

L 2.2 f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.f: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Research and Inquiry Projects

Week 1: Make a poster that explains how kids can make a difference in their school or community. Students will come up with a title that summarizes the main idea of the poster. The poster includes an engaging drawing or photograph. T60

Week 2: Write a script about a realistic situation that shows how people work together to solve a problem. Students should create an name characters and include dialogue for each one. Students should practice presenting their script so that they can share it with the class. T 150

Week 3: Write a speech about their hero. Students should include facts about the hero and the actions that made that person a hero. Speeches should be organized in a logical, sequential manner. T240

Week 4: Make a chart that explores different items that can be recycled. Students should include illustrations and labels for each group of items that can be recycled. Students will create notecards to present their information to the class. T330

Week 5: Make a Model and Fact Sheet about a symbol of the United States. The fact sheet should include the history, where it can be seen, and why it is a good symbol. Students will also create a model of that symbol. T420

Week 6: * See Teachers' Manual T458-459*

Our Needs Action Plan: Research teams research something about their school or community needs and write an action plan to make it happen.

Anti-bullying Ad: Research teams will write and present an anti-bullying ad or campaign.

Hero's Life Picture Book: Research teams create a picture book about the life of one of the heroes from the weekly project.

Persuasive Presentation about Recycling: Research teams will create a presentation to persuade others to begin a recycling program. The presentation could be in the form of a letter, slideshow, skit, and so on.

Historical Figure Monologue: Teams select an historical figure and write a monologue explaining who the person is and what he or she did for our country.

Reader's Theater: *"The Search for the Magic Lake"* T 454-455, Digital Resource, PDF Online, pp.38-52

Reading Digitally: Time for Kids: *"Good Deeds Add Up!"* T456

Unit Wrap Up: The Big Idea: How can people make a difference? Students will discuss and create a foldable that explores the different ways the texts throughout the unit explain how people make a difference. Groups will share their ideas and participate in group discussions about it.