

ELA with Embedded Social Studies

Grade Level 2

Curriculum Guide

Scranton School District

Scranton, PA

2024



Course Name: Second Grade ELA	Grade: 2
Prerequisites: Successful completion of first Grade	
Course Description: Students will be presented with concepts and standards aligned with the Pennsylvania Department of Education Learning Standards for Second Grade.	

*****This document is a guide. Many topics identified in the standards are introduced in Quarter 1 and practiced and reviewed throughout the entire school year. The manner and process of teaching is discretionary. A list of resources has been included to support teaching the material, but it is not exhaustive.**

Summary By Quarter

Quarter 1 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
		* Ongoing, progression based on assessments and data-driven instruction
Phonics and Word Recognition	1.1 2.D Know and apply grade-level phonics and word analysis skills in decoding words.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Fluency	1.1 2.E Read with accuracy and fluency to support comprehension.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated

		<p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Main idea and details	1.2 2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Text Analysis	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>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Key ideas and details	1.2 2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p>

		<p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Text structure	1.2 2.E Use various text features and search tools to efficiently locate key facts or information in a text.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Vocabulary	1.2 2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Media	1.2 2.G Explain how graphic representations contribute to and clarify a text.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p>

		<p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
September 17: Teach Constitution Day	<p>Resources: Textbook, Constitution, Worksheets, newspaper, handout.</p>	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Text dependent analysis	<p>1.2 2.H Describe how reasons support specific points the author makes in a text.</p>	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Vocabulary acquisition and use	<p>1.2 2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>

Vocabulary acquisition and use	1.2 2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Reading Comprehension in a variety of genres	1.2 2.L Read and comprehend literary nonfiction and informational text on grade level, reading Independently and proficiently.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Text Analysis	1.3 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>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Literary Elements	1.3 2.C Describe how characters in a story respond to major events and challenges.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction.</p>

		<p>Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Text Structure	1.3 2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Vocabulary	1.3 2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Literary Elements	1.3 2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p>

		<p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Vocabulary acquisition and use	1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Reading Comprehension and Fluency	1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing - Narrative	1.4 2.M Write narratives to develop real or imagined experiences or events.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p>

		<p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Narrative - focus	1.4 2.N Establish a situation and introduce a narrator and/or characters.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Narrative - Content	1.4 2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Narrative - Organization	1.4 2.P Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily</p>

		Non negotiable - Taught all year
Writing Narrative - Style/Language	1.4 2.Q Choose words and phrases for effect.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Narrative - Conventions of Language	1.4 2.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking and Listening - Oral Communication and Collaboration	1.5 2.A Participate in collaborative conversations with peers and adults in small and larger groups.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking and Listening - listen, ask and answer questions	1.5 2.B Recount or describe key ideas or details from a text read aloud or information presented	<p>Embed in daily work * ongoing progression based on assessments and</p>

	orally or through other media.	<p>data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Listen, evaluate, and ask for clarification	1.5 2.C Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking - presentation of a story/experience to an audience	1.5 2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking - present stories and ideas with clarity	1.5 2.E Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p>

		<p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking - Conventions of standard English	1.5 2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	<p>Embed in daily work</p> <p>* ongoing progression based on assessments and data-driven instruction.</p> <p>Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
September 17: Teach Constitution Day	<p>Resources:</p> <p>Textbook, Constitution, Worksheets, newspaper, handout.</p>	

Unit 1- Social Studies Integration into ELA

Unit 1 Theme: Social Studies: Exploration (Geography) You Are Here		Essential Question: How do different places affect us?			
		Genre: Realistic Fiction			
Unit/Week/Story Title/Genre	Social Studies Correlation	Social Studies Essential Question	Standards	Resources	*Suggested Pacing
<p>Unit 1- Week 1</p> <p>How Many Stars in the Sky?</p> <p>Realistic Fiction</p>	<p>Chapter 2- lesson 3 - How does geography affect the way people use land?</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.2 1.A- identify physical characteristics in the community and region</p>	<p>Research companion p 78-83</p> <p>Reading teacher's manual T36 (cross curricular perspectives for SS)</p>	<p>6 days</p> <ul style="list-style-type: none"> content instruction on days 1-5 Testing on day 6 50 minutes (daily)- vocabulary, reading skill,

			<p>W Grade Level ... To be mastered</p>	<p>Research companion “The Country Mouse and the City Mouse” p 58-61</p> <p>District Curriculum Materials (Including all Savvas, Wilson Foundations, Heggerty, and Dolch materials both online and hard copy)</p> <p>Use of Wilson’s Foundations (30 min. 5 days a week) and Heggerty 10-12 min. Max daily Non negotiable</p>	<p>comprehension, genre, text read aloud</p> <ul style="list-style-type: none"> • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 1- Week 2 Maybe Something Beautiful Realistic Fiction</p>	<p>Chapter 5- lesson 1- What makes a hero?</p>	<p>Chapter 5- How can people make a difference in our world?</p>	<p>9.1.V 2.E- use imagination and creativity to express self through visual arts</p>	<p>Research companion p. 214-221</p> <p>Reading teacher’s manual- Cross curricular perspectives- T104, T110</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 1 Week 3 Places We Go Informational text</p>	<p>Chapter 3- lesson 2- How do we use goods and services?</p>	<p>Chapter 3- How do we get what we need?</p>	<p>6.3 1.A- identify examples of goods and services</p>	<p>Research companion p. 122-127</p> <p>Reading Teacher’s manual- Cross curricular perspectives-</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6

			6.4 1.A- identify specialization of work in the community	T165, T175	<ul style="list-style-type: none"> • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 1 Week 4</p> <p>Poetry</p>	<p>Chapter 2- lesson 3 - How does geography affect the way people use land?</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.2 1.A- identify physical characteristics in the community and region</p>	<p>Research companion p. 78-83</p> <p>Inquiry Journal p. 108-111 “A Poem of Thanks”</p> <p>Reading teacher’s manual- Cross curricular perspectives- T233</p> <p>Impact Explorers Magazine- “A Map Speaks”- p. 18</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 1 Week 5</p> <p>You Can’t Climb a Cactus</p> <p>Realistic Fiction</p>	<p>Chapter 2- lesson 2- Where am I in the world?</p> <p>Chapter 2- lesson 4- How can we describe our environment?</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.2 1.A- identify physical characteristics in the community and region</p> <p>7.3 1.A- identify the local climate and how it determines the way people live</p>	<p>Research companion p. 72-77</p> <p>Research companion p. 88-89</p> <p>Reading Teacher’s Manual- Cross curricular perspectives- T269</p> <p>Reading Teacher’s Manual- Cross curricular perspectives- T292</p> <p>Impact Explorer’s Magazine- “A Home for Every Place” p. 24</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation

Quarter 2 Overview

Topic	Standards / Assessment Anchors	Pacing Guide
Analysis across texts	1.2 2.I Compare and contrast the most important points presented by two texts on the same topic.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson’s Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Theme	1.3 2.A Recount stories and determine their central message, lesson, or moral.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson’s Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Text analysis across texts - compare/contrast	1.3 2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further

		<p>information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Vocabulary - strategies for acquisition and use	1.3 2.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Informative/Explanatory	1.4 2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Informative/Explanatory - Topic	1.4 2.B Identify and introduce the topic.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a</p>

		week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing Informative/Explanatory - Content	1.4 2.C Develop the topic with facts and/or definitions.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing Informative/Explanatory - organization	1.4 2.D Group information and provide a concluding statement or section.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing Informative/Explanatory - style	1.4 2.E Choose words and phrases for effect.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing Editing	1.4 2.T With guidance and support from adults and	Embed in daily work

	peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>* ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing Informative/Explanatory - Conventions of Language	1.4 2.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Speaking - use of multimedia when presenting information to an audience	1.5 2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>

Unit 2- Social Studies Integration into ELA

Unit Theme: Science: Patterns (Life Science) Nature's Wonders	Essential Questions: What Patterns do we see in nature? Genre: Informational Text	
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Unit/Week/Story Title/Genre	Social Studies Correlation	Social Studies Essential Question	Standards	Resources	*Suggested Pacing
<p align="center">Unit 2- Week 1</p> <p>A Green Kids Guide to Watering Plants</p> <p align="center">Informational Text</p>	<p>Chapter 3-lesson 2- Goods and services</p>	<p>Chapter 3- How do we get what we need?</p>	<p>6.3 1.A- identify examples of goods and services</p> <p>6.4 1.A- identify specialization of work in the community</p>	<p>Impact Explorers Magazine- “Protecting our Water”- p.40</p> <p>Impact Explorers Magazine- “A Plastic Problem” - p.52</p> <p>Impact Explorers Magazine- “Detroit’s Eastern Market” - p.36</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation
<p align="center">Unit 2- Week 2</p> <p>A Home on the Prairie</p> <p align="center">Informational Text</p>	<p>Chapter 2- lesson 2- Where am I in the world?</p> <p>Chapter 2-lesson 4- How can we describe our environment?</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.2 1.A- identify physical characteristics in the community and region</p>	<p>Research companion p. 72-77 (SS Teacher manual p.T138-T141)</p> <p>Research companion p.90-91 (SS Teacher manual p. T170)</p> <p>Reading Teacher’s Manual- T87</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill

					<ul style="list-style-type: none"> • 20 minutes (daily)- social studies content correlation
<p>Unit 2- Week 3</p> <p>The Seasons of Arnold's Apple Tree</p> <p>Realistic Fiction</p>	<p>Chapter 3-lesson 5</p> <p>How do communities get what they want and need?</p>	<p>Chapter 3- How do we get what we need?</p>	<p>6.3 1.D- identify products produced in the United States</p>	<p>Inquiry Journal p. 130-133 (SS Teacher Manual p. T276-T278)</p> <p>Reading Teacher's Manual p. T147</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 2- Week 4</p> <p>What's in the Egg, Little Pip?</p> <p>Fiction</p>	<p>Chapter 2- no specific lesson</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.1 1.B- describe places in geographic reference in physical features</p> <p>7.3 1.A- identify the local climate and how it determines the way people live</p>	<p>Impact Explorers Magazine- "Which Way?"- p. 22-23</p> <p>SS Teaching Manual p. T22-T23</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud

					<ul style="list-style-type: none"> • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 2- Week 5</p> <p>Amazing Migrations- Butterflies, Bats, and Birds</p> <p>Informational Text</p>	<p>Chapter 2- lesson 1</p> <p>How do we use maps to find places?</p>	<p>Chapter 2- How does geography help us understand our world?</p>	<p>7.1 1.A-identify geographic tools</p>	<p>SS Teacher Manual p.T122-T129</p> <p>Inquiry journal p.52-55</p> <p>Research companion p.64-69 and 70-71</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation

Quarter 3 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
Writing - Opinion/Argumentative	1.4.2.G Write opinion pieces on familiar topics or texts.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated

		<p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing - Opinion/Argumentative - focus	1.4 2.H Identify the topic and state an opinion.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing - Opinion/Argumentative - content	1.4 2.I Support the opinion with reasons that include details connected to the opinion.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further information.</p> <p>Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>
Writing - Opinion/Argumentative - organization and sequence	1.4 2.J Create an organizational structure that includes reasons and a concluding statement.	<p>Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated</p> <p>Teach to mastery</p> <p>See pacing guidelines in Savvas for further</p>

		information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing - Opinion/Argumentative - style/language	1.4 2.K Use a variety of words and phrases to appeal to the audience.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing - Opinion/Argumentative - Conventions of Language	1.4 2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Embed in daily work * ongoing progression based on assessments and data-driven instruction. Pacing being updated Teach to mastery See pacing guidelines in Savvas for further information. Use of Wilson's Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year

Unit 3- Social Studies Integration into ELA

Unit Theme: Humanities: Expressions (Arts and Literature) Our Traditions		Essential Question: What makes a tradition? Genre: Traditional Tales			
Unit/Week/Story Title/Genre	Social Studies Correlation	Social Studies Essential Question	Standards	Resources	*Suggested Pacing
Unit 3 Week 1 Fables	There is no specific SS correlated lesson	Discuss storytelling through history and how it has evolved	8.3 1.C- Identify examples of change.	Research Companion "Stone Soup" pg 108-111 "The Golden Touch" pg 4-9	6 days <ul style="list-style-type: none"> content instruction on days 1-5

<p>Traditional Tales: Fables</p>		<p>over time.</p>			<ul style="list-style-type: none"> ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation
<p>Unit 3 Week 2 The Legend of the Lady Slipper Traditional Tales: Legend</p>	<p>Chapter 1 Lesson 5- How do people in the past affect our lives today? Chapter 1 Lesson 4- Why do people move?</p>	<p>Chapter 1- How are communities different and alike from past and present?</p>	<p>8.3 1.A- Identify Americans who played a significant role in American History. 8.3 1.C- Identify examples of change 8.2 1.D- Identify historical conflict in the community 8.3 1.D- Identify conflict and describe ways to cooperate with others by making smart choices</p>	<p>Research Companion pg 46-51 Research Companion pg 36- 43 Inquiry Journal- pg 40-43 Impact explorer magazine- pg 10 “Edwidge Danticat: A Writer’s Journey”</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation

<p>Unit 3 Week 3</p> <p>Interstellar Cinderella and Cendrillon: An Island Cinderella</p> <p>Traditional Tales: Folktales</p>	<p>Cendrillon:An Island Cinderella There is no specific SS correlated lesson.</p> <p>Interstellar Cinderella: Chapter 5 Lesson 3- What Differences have Scientists Made?</p>	<p>Discuss storytelling through history and how it has evolved over time. Different cultures have different Cinderella stories.</p> <p>Chapter 5: How can people make a difference in the world?</p>	<p>8.3 1.A- Identify Americans who played a significant role in American History.</p> <p>8.3 1.C- Identify examples of change.</p> <p>8.3 2.D Demonstrate an understanding of how different groups describe the same event or situation.</p>	<p>Research Companion pg 230-237</p> <p>Inquiry Journal - pg 218-223</p> <p>Impact Explorer Magazine- “People who make a Difference” pgs. 54-55</p> <p>Impact Explorer Magazine- “Americans in Space” pg. 58-59</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)-vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)-grammar skill • 20 minutes (daily)-social studies content correlation
<p>Unit 3 Week 4</p> <p>The Abenaki</p> <p>Informational Text</p>	<p>Chapter 1 Lesson 1- How Do We Learn about History?</p>	<p>Chapter 1: How are communities different and alike from past and present?</p>	<p>8.2 1.C- Identify holiday and cultural celebrations in a community and why they are celebrated.</p> <p>8.3 1.C- Identify examples of change</p> <p>8.4 1.A- Explain why cultures celebrate</p>	<p>Research Companion- pgs 12-17 and pgs 18-19</p> <p>Reading Teacher’s Manual pgs. T221 and T236</p> <p>Impact Explorer Magazine- “Perspectives-Learning About the Past” pg. 4</p> <p>Impact Explorer Magazine- “Navajo Code Talkers” pg. 56</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)-vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)-grammar skill • 20 minutes (daily)-social studies content correlation
<p>Unit 3 Week 5</p> <p>My Food, Your Food</p> <p>Realistic Fiction/Procedural Text</p>	<p>Chapter 1 Lesson 2- How are families part of a community?</p>	<p>Chapter 1- How are communities different and alike from past and present?</p>	<p>8.2 1.C- Identify Holiday and cultural celebrations in a community and why they are celebrated.</p>	<p>Research Companion- pgs. 20-25, 26-27</p> <p>Inquiry Journal- pg. 16-17, and 18-19</p> <p>Reading Teacher’s Manual- pgs. T303 and T306</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)-vocabulary, reading skill,

				Impact Explorer Magazine- “Finding the Lucky Coin?” pg. 12	comprehension, genre, text read aloud <ul style="list-style-type: none"> • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
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Quarter 4 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
Point of View	1.3 2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Use of Wilson’s Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year
Writing Technology and Publication	1.4 2.U With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	
Writing Research	1.4 2.V Participate in individual or shared research and writing projects.	
Writing - use of valid, credible and reliable sources	1.4 2.W Recall information from experiences or gather information from provided sources to answer a question.	
Writing - Range and frequency	1.4 2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Unit 4- Social Studies Integration into ELA

Unit Theme: Making a Difference		Essential Question: Why is it important to connect with other people? Genre: Narrative Nonfiction (Biography and Realistic Fiction)			
Unit/Week/Story Title/Genre	Social Studies Correlation	Social Studies Essential Question	Standards	Resources	*Suggested Pacing

<p>Unit 4 Week 1</p> <p>Who Says Women Can't Be Doctors?</p> <p>Biography</p>	<p>Chapter 1 Lesson 1- Why is it important to learn about our past?</p>	<p>Chapter 1- How are communities different and alike from past and present?</p>	<p>8.3 1.A Identify Americans who played a significant role in American history.</p> <p>8.3 1.C Identify examples of change.</p>	<p>Impact explorers magazine- p. 4-5</p> <p>Research companion- p. 10-11</p> <p>Reading Teacher's Manual - T20-21, T36, T42 (cross curricular perspectives)</p> <p>Research Companion - p. 218-219 (mentions of Clara Barton and Florence Nightingale)</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation
<p>Unit 4 Week 2</p> <p>Building on Nature- Life of Antoni Gaudi</p> <p>Biography</p>	<p>Chapter 5 lesson 5- Why is Art Important?</p>	<p>Chapter 5- How Can People Make a Difference in our World?</p>	<p>9.1.V 2.E Use imagination and creativity to express self through visual arts.</p> <p>9.3 2.G Recognize that works of art have meaning.</p> <p>9.4 2.B Examine and communicate an informed individual opinion about the meaning of works of art.</p> <p>6.5 1.B Identify different jobs and the purpose of each.</p>	<p>Research companion p. 244-249</p> <p>Inquiry journal- p. 234-239 (use SS manual T468-483)</p> <p>Reading Teacher's Manual T104, T108 (cross curricular perspectives)</p> <p>Impact Explorers Journal p. 64-65 "Magical Sculptures"</p> <p>Research companion pg. 208-209 - Connect Through Literature</p> <p>Research companion pg. 212-213 "People</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation

				You Should Know”	
<p>Unit 4 Week 3</p> <p>The Garden of Happiness</p> <p>Realistic Fiction</p>	<p>Chapter 4 lesson 4 -How do citizens and government work together?</p>	<p>Chapter 4- Why do we need a government?</p>	<p>5.1 2.E Describe citizens’ responsibilities to the state of Pennsylvania and to the nation.</p> <p>7.4 2.A Identify how environmental changes can impact people.</p>	<p>Inquiry journal- p. 174-179</p> <p>Research companion- p. 190-195</p> <p>Reading Teacher’s Manual- T178 (cross curricular perspectives)</p> <p>Research Companion- p. 150-151 (Communities Make Decisions)</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud ● 20 minutes (daily)- grammar skill ● 20 minutes (daily)- social studies content correlation
<p>Unit 4 Week 4</p> <p>One Plastic Bag</p> <p>Biography</p>	<p>Chapter 1 lesson 5- How do people in the past affect our lives today?</p>	<p>Chapter 1- How are communities different and alike from past and present?</p>	<p>8.3 1.A Identify Americans who played a significant role in American history.</p> <p>5.2 1.C Identify school projects/activities that support leadership and public service.</p> <p>8.3 1.D Identify conflict and describe ways to cooperate with others by making smart choices.</p>	<p>Research companion- p. 46-51</p> <p>Reading Teacher’s Manual T226-227</p> <p>Impact Explorers Magazine- p. 52-53 “A Plastic Problem” (teacher manual T52)</p> <p>Inquiry Journal - p. 140- 145 (reader’s theater -“From Tree to Table”)</p>	<p>6 days</p> <ul style="list-style-type: none"> ● content instruction on days 1-5 ● Testing on day 6 ● 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud

					<ul style="list-style-type: none"> • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 4 Week 5</p> <p>Kids Can Be Big Helpers</p> <p>Persuasive text</p>	<p>Chapter 4 lesson 4- How do citizens and government work together?</p>	<p>Chapter 4- Why do we need a government?</p>	<p>5.1 2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation.</p> <p>7.4 2.A Identify how environmental changes can impact people.</p>	<p>Inquiry journal- p. 174-179</p> <p>Research companion- p. 190-195</p> <p>Reading Teacher's Manual T296-297</p> <p>Impact Explorers Magazine- "There's No I in Team"- Poetry corner p. 60-61</p> <p>Reading Teacher's Manual- T315, 323 - cross curricular perspectives</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation

Unit 5- Social Studies Integration into ELA

Unit Theme: Our Incredible Earth		Essential Question: How does Earth change? Genre: Informational Text			
Unit/Week/Story Title/Genre	Social Studies Correlation	Social Studies Essential Question	Standards	Resources	*Suggested Pacing

<p>Unit 5 Week 1 Introducing Landforms</p> <p>Informational Text</p>	<p>Chapter 2 Lesson 4- How can we describe our environment?</p>	<p>Chapter 2: How does geography help us understand our world?</p>	<p>7.1 1.B Describe places in geographic reference in physical features.</p> <p>7.2 1.A Identify physical characteristics in the community and region.</p>	<p>Research companion p. 88-93</p> <p>Inquiry journal p. 82-83</p> <p>Reading Teacher's Manual T20-T21 "Earth's Features"</p> <p>Inquiry Journal: Investigate! Pg 81: Looking for text evidence that tells about the different regions of the U.S.</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 5 Week 2 How water shapes the Earth/How earthquakes Shape the Earth?</p> <p>Informational Text</p>	<p>Chapter 2 Lesson 4- How can we describe our Environment?</p>	<p>Chapter 2: How does geography help us understand our world?</p>	<p>7.4 1.A Describe how lakes, rivers, and streams impact people.</p>	<p>Impact Explorers Magazine pg 26-27, "The Mighty Mississippi"</p> <p>Reading Teacher's Manual pg T86-87, "Grand Canyon"</p> <p>Reading Teacher's Manual, p T89, "Shifting Plates"</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation

<p>Unit 5 Week 3</p> <p>Where do they go in rain or snow?</p> <p>Drama</p>	<p>Chapter 1 lesson 4- Why Do People Move?</p>	<p>Chapter 1- Why is it Important to Learn About the Past?</p>	<p>7.3 1.A - Identify the local climate and how it determines the way people live</p> <p>8.3 1.C Identify examples of change.</p>	<p>Reading Teacher's Manual, T156-157- "Preparing for the Storm"</p> <p>Inquiry Journal, p. 88-89</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill • 20 minutes (daily)- social studies content correlation
<p>Unit 5 Week 4</p> <p>Volcano Wakes Up</p> <p>Poetry</p>	<p>*no specific SS correlation</p>		<p>7.3 1.A - Identify the local climate and how it determines the way people live</p>	<p>Reading Teacher's Manual T247</p> <p>Reading Teacher's Manual, T218-219- "Earth Erupts"</p>	<p>6 days</p> <ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill
<p>Unit 5 Week 5</p>				<p>Reading Teacher's</p>	<p>6 days</p>

<p>Rocks!</p> <p>Informational Text</p>	<p>*no specific SS correlation</p>		<p>7.2 1.A Identify physical characteristics in the community and region.</p> <p>7.2 1.B Identify the basic physical characteristics of places and regions</p>	<p>Manual T286-287- Infographic- “Famous Rocks”</p> <p>Reading Teacher’s Manual T288-289- listening comprehension- “Ayers Rock”</p>	<ul style="list-style-type: none"> • content instruction on days 1-5 • Testing on day 6 • 50 minutes (daily)- vocabulary, reading skill, comprehension, genre, text read aloud • 20 minutes (daily)- grammar skill
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Detailed Breakdown By Topic

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Analysis across texts</p> <p>Fluency</p>	<p>1.2 2.I Compare and contrast the most important points presented by two texts on the same topic.</p> <p>1.1 2.E Read with accuracy and fluency to support comprehension.</p>	<p>Students will recognize that texts have similar components that can be compared and contrasted and will compare and contrast texts or components of texts.</p> <p>Students will read on-level texts; with purpose and understanding, orally with accuracy, appropriate rate, and expression, and use context to confirm or self-correct word recognition and</p>	<p>Grade Level High Frequency Words ELA-coded.docx</p>	<p>Savvas Learning Company login</p> <p>SAS login</p> <p>Foundations login</p> <p>Use of Wilson’s Foundations (30 min. 5 days a week) and Heggery 10-12 min. Max daily Non negotiable - Taught all year</p>	<p>Formative and summative assessments both formal and informal will be given.</p> <p>Students will have individual work and group work.</p> <p>May include but is not limited to teacher-created/ selected:</p> <p>Timelines, Spreadsheets, Charts, Graphic Organizers</p>	

<p>Key ideas and details</p>	<p>1.2 2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<p>understanding.</p> <p>Students will find similarities and differences and answer cause and effect questions about a series of events, concepts, or steps in a procedure</p>			<p>Unit Assessments, Topic Assessments, Quizzes</p>	
<p>Literary Elements</p>	<p>1.3 2.C Describe how characters in a story respond to major events and challenges.</p> <p>1.3 2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p>Students will demonstrate understanding of the role of characters, identify major events in a story, and discuss how characters in a story respond to major events and challenges. Students will demonstrate understanding that the setting is where a story takes place, characters are people or animals who have roles in stories, connect illustrations to the text, and describe relationships between illustrations and the text.</p>			<p>DBQs, Essays, Short Answer, Explanations of Examples</p> <p>Accountable Talk, Debate, Oral Report</p> <p>Projects, Portfolio, Presentations</p> <p>Homework, Individual Practice</p> <p>Concept Mapping</p> <p>Performance Tasks</p> <p>Photos, Videos, Data Analysis</p>	
<p>Main idea and details</p>	<p>1.2 2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs.</p>	<p>Students will identify the main idea of a multiparagraph text and of specific paragraphs within the text, know the details of a text can be used to support a topic or a main idea, and provide relevant details from a</p>				

Media	1.2 2.G Explain how graphic representations contribute to and clarify a text.	text which support the main idea. Students will describe illustrations or graphics in a text in detail to answer questions, and use graphics to further understand what is presented in a text.				
Phonics and Word Recognition	1.1 2.D Know and apply grade-level phonics and word analysis skills in decoding words.	Students will distinguish long and short vowels when reading regularly spelled one-syllable words, decode two-syllable words with long vowels and words with common prefixes and suffixes, read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondence, and read grade-appropriate irregularly spelled words.				
Point of View	1.3 2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Students will understand that stories have multiple characters, each				

Reading Comprehension and fluency	1.3 2.K Read and comprehend literature on grade level, reading independently and proficiently.	character may tell the story differently, and use different voices for each character when reading dialogue aloud.				
Reading comprehension in a variety of genres	1.2 2.L Read and comprehend literary nonfiction and informational text on grade level, reading Independently and proficiently.	Students will ask and answer questions about text, share relevant prior knowledge about text being read aloud, respond to and build on comments from other students, and use ideas gained in group reading activities in other daily routines, learning centers, and activities.				
Text analysis	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. 1.3 2.H Compare and	Students will ask and answer questions about text, share relevant prior knowledge about text being read aloud, respond to and build on comments from other students, and use ideas gained in group reading activities in other daily routines, learning centers, and activities. Students will use specific details from the text to answer questions, answer “who” or “what” the text				

Text analysis across texts- compare/contrast	contrast two or more versions of the same story by different authors or from different cultures.	is about, answer “how” and/or “why” questions using specifics from the text, and generate questions about specific details in the text.				
Text dependent analysis	1.3 2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students will recognize that stories have similar components that can be compared and contrasted, (character, setting, events), and participate in strategies that provide opportunities to compare and contrast stories and/or components of stories (e.g., Venn diagram, T-charts)				
Text-dependent analysis	1.2 2.H Describe how reasons support specific points the author makes in a text.	Students will use specific details from the story to answer questions, answer “who” or “what” the story is about, answer “how” and/or “why” questions about specifics from the story, and generate questions about specific details in the story.				
Text Structure	1.2 2.E Use various text features and search tools to efficiently locate key facts or information in a text.	Students will identify the evidence an author uses, and connect the evidence to specific points in the text.				

Text Structure	1.3 2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Students will use a table of contents to locate information, use index or digital-text search features to locate information, and use headings and captions to locate key facts or information.				
Theme	1.3 2.A Recount stories and determine their central message, lesson, or moral	Students will understand that stories have structure, answer questions about how a story is put together, and retell stories sequentially using “beginning”, “middle” and “end”.				
Vocabulary	1.2 2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. 1.3 2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Students will retell stories in sequential order, recall key details of a story, use a variety of strategies to retell a story (e.g., picture cards, dramatic play, illustration), and identify the central message, lesson, or moral. Students will connect prior knowledge to unfamiliar words, participate in discussions about unfamiliar words, select the correct meaning of words and phrases, including				

Vocabulary		multiple-meanings, and use strategies to look up unfamiliar words.				
Vocabulary acquisition and use	1.2 2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Students will identify rhyme, identify repetition, identify rhythm and patterns, and discuss literary devices and their impact on the meaning of the text.				
Vocabulary acquisition and use	1.2 2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	<p>Students will talk about pictures and text using new vocabulary words and phrases, use new vocabulary in the context of dramatic play, daily routines, and classroom conversations, use new vocabulary when asking questions or describing situations or objects, use new vocabulary from a variety of content areas, and use context clues to understand word and sentence meanings.</p> <p>Students will recognize words or phrases that are unfamiliar to them, connect prior knowledge to unfamiliar words, make predictions about word meanings, use strategies to look up</p>				

<p>Vocabulary acquisition and use</p>	<p>1.3 2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>unfamiliar words, talk about connections between unfamiliar words or phrases that mean similar things, (grass, lawn), and participate in discussions about unfamiliar words</p> <p>Students will talk about pictures and text using new vocabulary words or phrases, use new vocabulary in the context of dramatic play, daily routines, and classroom conversations; and when asking questions or describing situations or objects; when answering questions or describing situations or objects, from a variety of content areas; and use context clues to understand word and sentence meaning.</p>				
<p>Vocabulary strategies for acquisition and use</p>	<p>1.3 2.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>Students will recognize words or phrases that are unfamiliar to them, connect prior knowledge to unfamiliar words, make predictions about word meanings, use strategies to look up unfamiliar words, talk about connections</p>				

Writing Informative/Explanatory	1.4 2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	between familiar and unfamiliar words or phrases that mean similar things (grass, lawn), and participate in discussions about unfamiliar words.				
Writing Informative/Explanatory - Topic	1.4 2.B Identify and introduce the topic.	Students will create a picture about a particular nonfiction topic and write about it, and use common spelling patterns, phonemic awareness, and spelling conventions when writing.				
Writing Informative/Explanatory - Content	1.4 2.C Develop the topic with facts and/or definitions.	Students will respond to writing prompts on a specific topic, choose a specific topic to write about, and write an introductory sentence.				
	1.4 2.D Group information and provide a concluding statement or section.	Students will brainstorm main ideas on a chosen topic, and choose a main idea to focus writing on the topic, general relevant details that support the chosen topic, and include facts and definitions in writing.				
		Students will use				

<p>Writing Informative/Explanatory - Organization</p>	<p>1.4 2.E Choose words and phrases for effect.</p> <p>1.4 2.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>1.4.2.G Write opinion pieces on familiar topics or texts</p>	<p>graphic organizers to logically organize and group information, logically organize and group information when writing, and include an ending sentence.</p> <p>Students will use vivid and precise language.</p> <p>Students will capitalize proper nouns, use commas and apostrophes appropriately, spell words using common spelling patterns, and consult reference material as needed.</p>				
<p>Writing Informative/Explanatory - Style</p>		<p>Students will participate in discussions about fact and opinion, generate an opinion and write about it, and use common spelling patterns, phonemic awareness, and spelling conventions when writing.</p>				
<p>Writing Informative/Explanatory - Conventions of Language</p>	<p>1.4 2.H Identify the topic and state an opinion.</p> <p>1.4 2.I Support the opinion with reasons that include details connected to the opinion.</p>	<p>Students will choose a topic and state an opinion.</p>				
<p>Writing Opinion/Argumentative</p>	<p>1.4 2.J Create an organizational structure that</p>	<p>Students will participate in discussions supporting</p>				

Writing Opinion/Argumentative - Focus	includes reasons and a concluding statement. 1.4 2.K Use a variety of words and phrases to appeal to the audience.	opinions and generate relevant reasons that support the opinion. Students will use graphic organizers to logically organize and group information, logically organize and group reasons when writing, and include an ending sentence.				
Writing Opinion/Argumentative -- Content	1.4 2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will identify the audience for an opinion piece, and use vivid and precise language.				
Writing Opinion/Argumentative -Organization and Sequence	1.4 2.M Write narratives to develop real or imagined experiences or events.	Students will capitalize proper nouns, use commas and apostrophes appropriately, spell words, drawing on common spelling patterns, and consult reference material as needed.				
Writing Opinion/Argumentative - Style-Language	1.4 2.N Establish a situation and introduce a narrator and/or characters.	Students will write about a real or imagined experience or event, use common spelling patterns, phonemic awareness, and spelling conventions when writing.				
Writing						

<p>Opinion/Argumentative - - Conventions of Language</p> <p>Writing - Narrative</p> <p>Writing - Narrative - Focus</p>	<p>1.4 2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>1.4 2.P Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure.</p>	<p>Students will generate ideas for writing, understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about, understand that “what” a story will be about refers to the sequenced events that happen to the references “who”, and respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</p> <p>Students will participate in discussions related to characters’ responses to experiences and events, including thoughts and feelings related to characters’ responses to experiences and events.</p> <p>Students will understand stories can be told about a single event or several loosely linked events, understand that a single event is made up of a series of smaller events that are</p>				
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Writing- Narrative - Content	<p>1.4 2.Q Choose words and phrases for effect.</p> <p>1.4 2.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>in a sequence (e.g., first, next, last, before), sequence two or more events using temporal words, and end with a closing sentence.</p> <p>Students will use vivid and precise language.</p>				
Writing Narrative - Organization	<p>1.4 2.T 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 capitalize proper nouns, use commas and apostrophes appropriately, spell words, drawing on common spelling patterns, and consult reference material as needed.</p> <p>Students will understand that drawings and dictation convey meaning to an audience, understand writing may have to be changed to make meaning more clear, share work with others, participate in discussions about their work, when prompted make changes to work based on feedback, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>				
Writing Narrative - Style/Language						
Writing narrative - Conventions of Language	<p>1.4 2.U With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<p>Students will use a</p>				
	<p>1.4 2.V Participate in</p>	<p>Students will use a</p>				

Writing - Editing	individual or shared research and writing projects.	variety of digital tools to produce and publish writing.				
Writing - Technology and Publication	1.4 2.W Recall information from experiences or gather information from provided sources to answer a question.	Students will ask adults or peers for explanations or information using why, how, where, and when (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?"), and use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. Students will respond to prompts which require reference to prior experiences, relate prior experiences in learning to a current topic, recall information from experiences, and use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information.				
Writing - Research	1.4 2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students will ask adults or peers for explanations or information using why, how, where, and when (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?"), and use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. Students will respond to prompts which require reference to prior experiences, relate prior experiences in learning to a current topic, recall information from experiences, and use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information.				
Writing - use of sources	1.5 2.A Participate in collaborative conversations with peers and adults in small and larger groups.	Students will engage in writing opportunities including journaling, revisit previous work,				

<p>Writing - Range and frequency</p>	<p>1.5 2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>respond to writing prompts, and choose to write independently during play.</p> <p>Students will communicate using detail related to the topic being discussed, pose questions related to the topic being discussed, allow wait time before responding, and engage in turn-taking.</p>				
<p>Speaking and Listening - Oral Communication and Collaboration</p>	<p>1.5 2.C Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Students will respond to a question with specific key ideas or details, and generate “who,” “what,” “when,” and “where” questions</p>				
<p>Speaking and Listening - listen, ask and answer questions</p>	<p>1.5 2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>1.5 2.E Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.</p>	<p>Students will ask for clarification (e.g., “What do you mean?” “I don’t understand”)</p> <p>Students will use an appropriate voice level for the situation, share experiences and tell stories clearly with relevant detail, and speak clearly enough to be understood.</p>				

<p>Listen, evaluate, and ask for clarification</p> <p>Speaking - presentation of a story/experience to an audience</p> <p>Speaking - present stories and ideas with clarity</p> <p>Speaking - use of multimedia when presenting information to an audience</p>	<p>1.5 2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.5 2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p>	<p>Students will recognize and express thoughts in an appropriate manner as they occur throughout the day, understand and produce simple and compound sentences, and express knowledge and ideas in an appropriate manner using complete sentences.</p> <p>Students will enhance oral presentations with a visual display to clarify ideas, thoughts, and feelings.</p> <p>Students will use a variety of sentence structures, match correct subject-verb agreement, use most parts of speech correctly, use collective and irregular plural nouns, use past, present, and future tense including irregular verbs, use personal, possessive, indefinite, and reflexive pronouns, and use adjectives and adverbs.</p>				
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Speaking - Conventions of standard English						
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Additional Resources Available in Impact Social Studies Online Component:

*Short Videos available and located in the teacher's ePresentation- located in the daily lessons online

*Graphic Organizer PDFs available within the daily lessons online

* See Kahoot games available on the dashboard under additional resources.

* Impact News has current news stories available on the dashboard under additional resources.