



Curriculum Overview 2017-2018 Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

YEAR AT A GLANCE							
<u>1-1</u> <i>Habitats Geography Narrative</i>	<u>1-2</u> <i>Forces Inf/Exp</i>	<u>2-1</u> <i>Motion Economics Inf/Exp</i>	<u>2-2</u> <i>Native Americans Opinion</i>	<u>3-1</u> <i>Life Cycles Inf/Exp</i>	<u>3-2</u> <i>Rocks/Soils Immigration Colonial America Inf/Exp</i>	<u>3-3/4-1</u> <i>Solids, Liquid, Gases Civics Narrative</i>	<u>4-2</u> <i>Weather Government Opinion</i>
Suggested: 25-35 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 20-28 days	Suggested: 15-21 days	Suggested: 15-21 days	Suggested: 25-35 days	Suggested: 25-35 days
Quarter 1 – 45 Days		Quarter 2 – 45 Days		Quarter 3 – 45 Days		Quarter 4 – 45 Days	

Click [HERE](#) to view the
Grade 2 LAFS Aligned Learning Goals

Click [HERE](#) to view the
Literacy – Grade 2 Curriculum Overview

Click [HERE](#) to view the
Literacy – **Grade 2 ELA Standards for Excellence**



Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 25 – 35 days
Teachers should adjust instructional Suggested Pacing based on student data.

Concept 1-1
Quarter 1

Adopted Instructional Materials: Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers

Concept Description:

Concept 1-1: Habitats and Geography

Table with 2 columns: Language Arts Florida Standards and Next Generation Sunshine State Standards. It lists various educational standards such as LAFS.2.RF.3.3, LAFS.2.RI.1.1, SC.2.N.1.1, and SS.2.C.1.2.

<p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p> <p>LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p> <p>LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).</p>
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Big Ideas	
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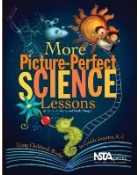
Science	Social Studies
Plants and animals live in habitats	Rules Geography

Essential Outcome Questions	
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Science	Social Studies
Where do plants and animals live? What do plants and animals need to survive? How do plants and animals depend on each other?	What is the purpose of having rules? What are the elements of a map? Can you locate your hometown, state, and continent on a map? Where are the Equator and the North and South Poles located on a map? What are the continents and oceans?

Aligned Learning Goals	Resources	Strategies for Differentiation
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		Click HERE for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: distinguish medial phonemes; distinguish medial phonemes; segment and blend phonemes</p> <p><u>Phonics</u>: short vowels and consonants; long vowels VCe; consonant blends; inflected endings; consonant digraphs</p>	<p>Florida Standards Phonics Handbook</p>	
Reading Informational Key Ideas and Details	<p>Answer questions such as who, what, and where to demonstrate understanding of key details in a text.</p> <p>Identify the main topic of a multiparagraph text.</p>	<p><i>Reading Street,</i> Unit 1, Week 1-5</p> <p><i>National Geographic,</i> Habitats</p>	

		Describe the connection between a series of steps in technical procedures in a text.	<p>Chapter 1 - Where Do Plants and Animals Live? Chapter 2 - What do plants and animals need to survive? Chapter 3 - How do plants and animals depend on each other? Florida Become An Expert books: At Home on the Prairie At Home in the Ocean At Home in the Desert Florida Explore On Your Own books: What Are They Good For? Watch Out! Eat or Be Eaten</p> <p><i>Content Connections Big Book,</i> Maps of My School Map Skills Bird's Eye View</p> <p><i>Smart Centers,</i> Landforms</p>	
	Craft and Structure	Determine the meaning of words in a text relevant to a grade 2 topic or subject area. Know and use captions, bold print, and subheadings.		
	Integration of Knowledge and Ideas	Compare and contrast important points presented by two texts on the same topic.		
Science		<ul style="list-style-type: none"> Identify the basic needs of plants including air, water, nutrients, and light and explain why plants are considered living things; Compare and contrast the basic needs of animals and plants; and Read about and compare various environments throughout the world (such as deserts, rainforests, grasslands, etc.) and name several animals that live in each environment; Observe and discuss animals in different local habitats, such as life in a sample from a pond viewed through a microscope, etc.; and explain how that habitat had the necessary components to meet the needs of the animal; and Explain how an animal from a specific habitat has characteristics that match the specific physical conditions of that environment. 	<p><i>National Geographic,</i> Habitats</p> <p>Chapter 1 - Where Do Plants and Animals Live? Chapter 2 - What do plants and animals need to survive? Chapter 3 - How do plants and animals depend on each other? Florida Become An Expert books: At Home on the Prairie At Home in the Ocean At Home in the Desert Florida Explore On Your Own books: What Are They Good For? Watch Out! Eat or Be Eaten</p>  <p>SC.2.L.17.1</p> <ul style="list-style-type: none"> Adaption 	 <p>SC.2.N.1.2/SC.2.N.1.4</p> <ul style="list-style-type: none"> How Big is A Foot <p>SC.2.N.1.3</p> <ul style="list-style-type: none"> Bubbles (prior use-Grade 1 Academic Plan) <p>SC.2.N.1.6</p> <ul style="list-style-type: none"> Imaginative Inventions

		<ul style="list-style-type: none"> Habitat Change <p>SC.2.L.17.2</p> <ul style="list-style-type: none"> Habitat Change <p>Click HERE for Science Supplemental Materials</p>	
Social Studies	<p>State Statute: Constitution Day is Thursday, September 17th. State Statute: Freedom Week is September 21st - 25th.</p> <p>SS.2.C.1.2 Use primary sources to understand the importance of rules.</p> <p>SS.2.G.1.1</p> <ul style="list-style-type: none"> Use physical maps to identify various landforms. Use different types of maps to identify map elements - title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale. <p>SS.2.G.1.2, SS.2.G.1.4 Use maps and globes to locate the student's hometown, Florida, and North America, and locate the state capital and the national capital</p> <p>SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.</p>	<p><i>Constitution Day & Freedom Week,</i> National Constitution Center National Education Association Scholastic</p> <p>Florida Joint Center for Citizenship</p> <p><i>Content Connections Big Book,</i> Maps of My School Map Skills Bird's Eye View</p> <p><i>Smart Centers,</i> Landforms</p> <p><i>Compass,</i> Location, Location, Location (20063)</p> <p>Social Studies Supplemental Materials</p>	
	<p>Key Ideas and Details</p> <p>Answer questions such as who, what, and where to demonstrate understanding of key details in a text.</p>	<p>Craft and Structure</p> <p>Speak in a different voice for each character when reading dialogue aloud.</p>	<p><i>Reading Street,</i> Unit 1, Week 1-5</p>

	Integration of Knowledge and Ideas	Use information gained from the illustrations in a print to describe its characters, setting, or plot.		
Speaking & Listening	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Recount key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Recount an experience with appropriate facts and relevant details, speaking audibly coherent sentences.</p> <p>Add drawings to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Use RI and RL text selections to include S&L tasks in lesson design		
Writing	<p>narrative</p> <p>Write to recount an event or short sequence of events.</p> <p>Write to include details to describe actions.</p> <p>Write using temporal words to signal event order.</p> <p>Provide a sense of closure.</p>	Florida Standards Writing Guide		

	Write narratives that recount an event or short sequence of events, include details to describe actions, use temporal words to signal event order, and provide a sense of closure.		
Language	<p><u>Conventions</u>: sentences; subjects; predicates; declarative and interrogative sentences; imperative and exclamatory sentences</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) investigate, urban, perch, muttered, rural, downy, founders, unanimous, ascend, descend, orbit, universe, enormous, journey, launch, meteorite, galaxy, tranquil, wildlife, fledglings, secure, detective, fascinating, slimy, arid, landform, precipitation, dunes, ledge, haven, extinct, forbidding, delicate, inquire, sturdy, exhibit, resist, stun, genius, satisfaction</p> <p><u>Vocabulary</u>: alphabetize; position words; synonyms; alphabetize; synonyms</p> <p><u>Handwriting</u>: (D’Nealian) A and a, D and d, O and o, letter size; G and g, C and c, letter form; E and e, S and s, letter slant; F and f, B and b, L and l, letter s Suggested Pacing; T and t, H and h, K and k, word s Suggested Pacing;</p>	Florida Standards Phonics Handbook	
Annual Heritage and History Month Observance	<p>September/October: Hispanic Heritage Month</p> <p>The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.</p>		

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Concept 1-2
Quarter 1

Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 10 –
14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description: Concept 1-2: <i>Forces</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LAFS.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p>	<p>SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.</p> <p>SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.</p> <p>SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.</p> <p>SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.</p>

Big Idea			
Pushes and pulls make things move			
Essential Outcome Question			
What is a force?			
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: substitute initial phonemes; segment and count phonemes</p> <p><u>Phonics</u>: vowels: <i>r</i>-controlled <i>ar, or, ore, oar</i>; contractions</p>	<p>Florida Standards Phonics Handbook</p>	
Reading Informational	Key Ideas and Details	<p>Answer questions such as why, when, and how to demonstrate understanding of key details in a text.</p>	<p><i>Reading Street</i>, Unit 2, Week 1-2</p> <p><i>National Geographic</i>, Forces and Motion Chapter 1 - What is a Force? Florida Become an Expert books: Forces and Motion During Ball Games Forces and Motion During Winter Sports Forces and Motion with Wheels Florida Explore on Your Own books: Juggle, Shoot, and Score Go For It! Do You Like to Bike?</p>
	Craft and structure	Identify the main purpose of a text.	
Science	<ul style="list-style-type: none"> explain that force is a push or pull on an object that causes it to stop, change speed, or change direction; and observe that pushing or pulling on an object changes the directional movement of that object. observe and explain that the more massive the object being pulled or pushed, the more force it takes to change its motion; and explain that pushing or pulling on an object with more force can cause the object to move faster or farther. 	<p><i>National Geographic</i>, Forces and Motion Chapter 1 - What is a Force? Florida Become an Expert books: Forces and Motion During Ball Games Forces and Motion During Winter Sports Forces and Motion with Wheels Florida Explore on Your Own books: Juggle, Shoot, and Score Go For It! Do You Like to Bike?</p>	

	<ul style="list-style-type: none"> demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object; and use magnets and demonstrate that magnets can be used to move some things without touching them; observe and explain that the amount of movement a magnet can cause on a magnetic object is affected by the strength of the magnet and its distance from the object; recognize that the change in motion (pushing or pulling on the object) is dependent on the direction the magnet is facing. demonstrate that an object will fall to the ground when dropped; explain that when something is falling it is actually being pulled by Earth with a force called gravity; relate that the gravity of Earth is strong and pulls objects without touching them; and observe falling objects (feathers, papers, balls, keys) and identify things that either slow down the pull of Earth or prevent the objects from reaching the ground altogether (e.g., a helium-filled balloon). 	<div data-bbox="1129 321 1352 457" data-label="Image"> </div> <p data-bbox="890 565 1024 591">SC.2.P.13.1</p> <ul style="list-style-type: none"> Big and Small Magnets Magnets in Water <p data-bbox="890 675 1024 701">SC.2.P.13.2</p> <ul style="list-style-type: none"> Marble Roll <p data-bbox="995 782 1549 808">Click HERE for Science Supplemental Materials</p>	<div data-bbox="1797 207 1932 383" data-label="Image"> </div> <p data-bbox="1680 389 1814 415">SC.2.P.13.2</p> <ul style="list-style-type: none"> That Magnetic Dog <p data-bbox="1680 461 1814 487">SC.2.P.13.3</p> <ul style="list-style-type: none"> Roller Coasters (prior use- Grade 1 Academic Plan)
<p data-bbox="92 1068 121 1302">Reading Literature</p>	<p data-bbox="163 1010 193 1198">Key Ideas and Details</p> <p data-bbox="222 1003 793 1101">Answer questions such as why, when and how questions to demonstrate understanding of key details in a text.</p> <p data-bbox="222 1146 848 1205">Describe how characters in a story respond to major events.</p> <p data-bbox="163 1250 193 1341">Craft and Structure</p> <p data-bbox="222 1218 848 1315">Describe how words and phrases (e.g., alliteration, rhymes, repeated lines) supply rhythm and meaning in a poem.</p>	<p data-bbox="1171 1156 1373 1218"><i>Reading Street, Unit 2, Week 1-2</i></p>	

Speaking & Listening	<p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Recount key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Add drawings to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic.</p> <p>Write using facts to develop points.</p>	<p>Florida Standards Writing Guide</p>	
Language	<p><u>Conventions</u>: nouns; proper nouns</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) courageous, rescue, instinct, blustery, hazard, avalanche, skittish, fast-paced, identify, significant, ingenious, architect, participate, scour, aloft, tinker</p> <p><u>Vocabulary</u>: unfamiliar words; dictionary/glossary: guide words</p>	<p>Florida Standards Phonics Handbook</p>	

	<p><u>Handwriting:</u> (D’Nealian) I and i, U and u, R and r, letter size; N and n, M and m, letter size</p>		
<p>Annual Heritage and History Month Observance</p>	<p>October: National Disability Employment Awareness Month In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

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Concept 2-1
Quarter 2


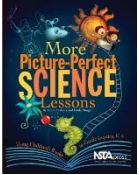
Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 15 –
21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>Concept Description: Concept 2-1: <i>Motion and Economics</i></p> <p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LAFS.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.2.RI.3.8 Describe how reasons support specific points the author makes in a text.</p> <p>LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p>	<p>(continued from 1-2)</p> <p>SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.</p> <p>SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.</p> <p>SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.</p> <p>SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.</p> <p>SS.2.E.1.1 Recognize that people make choices because of limited resources.</p> <p>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands. Remarks/Examples: Examples are housing and jobs.</p> <p>SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services. Remarks/Examples: Examples are clothing, food, toys, cars.</p> <p>SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.</p>

<p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p>								
Big Ideas								
Science		Social Studies						
Force puts objects in motion		Economics						
Essential Outcome Questions								
Science		Social Studies						
What is gravity? What are magnets?		What are the differences between goods and services? Why do we make choices? Why does the United States trade with other nations?						
Aligned Learning Goals		Resources						
		Click HERE for Additional Resources						
Strategies for Differentiation								
Reading Foundational	<p>Phonemic Awareness: substitute initial phonemes; substitute initial phonemes; substitute final phonemes</p> <p>Phonics: r-controlled <i>er, ir, ur</i>; plurals, vowel patterns <i>a, ai, ay</i></p>	<p>Florida Standards Phonics Handbook</p>						
Reading Informational	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; vertical-align: middle; font-size: small;">Key Ideas and Details</td> <td>Identify the main topic of a multiparagraph text.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle; font-size: small;">Craft and Structure</td> <td>Determine the meaning of words in a text relevant to a grade 2 topic or subject area.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle; font-size: small;">Integration of Knowledge of Ideas</td> <td>Describe the reasons the author uses to support specific points in a text.</td> </tr> </table>	Key Ideas and Details	Identify the main topic of a multiparagraph text.	Craft and Structure	Determine the meaning of words in a text relevant to a grade 2 topic or subject area.	Integration of Knowledge of Ideas	Describe the reasons the author uses to support specific points in a text.	<p><i>Reading Street,</i> Unit 2, Week 3-5</p> <p><i>National Geographic,</i> Forces and Motion (continued) Chapter 2 - What is Gravity? Chapter 3 - What are Magnets? Florida Become an Expert books: Forces and Motion During Ball Games Forces and Motion During Winter Sports Forces and Motion with Wheels Florida Explore On Your Own books: Juggle, Shoot, and Score</p>
Key Ideas and Details	Identify the main topic of a multiparagraph text.							
Craft and Structure	Determine the meaning of words in a text relevant to a grade 2 topic or subject area.							
Integration of Knowledge of Ideas	Describe the reasons the author uses to support specific points in a text.							

			<p>Go For It! Do You Like to Bike?</p> <p><i>Smart Centers,</i> Economics</p>	
Science			<p><i>National Geographic,</i> Forces and Motion (continued) Chapter 2 - What is Gravity? Chapter 3 - What are Magnets? Florida Become an Expert books: Forces and Motion During Ball Games Forces and Motion During Winter Sports Forces and Motion with Wheels Florida Explore On Your Own books: Juggle, Shoot, and Score Go For It! Do You Like to Bike?</p> <p><i>Compass Learning:</i> Level 2 Science, Force and Motion: Magnetism</p>  <p>SC.2.P.13.1</p> <ul style="list-style-type: none"> • Big and Small Magnets <p>SC.2.P.13.2</p> <ul style="list-style-type: none"> • Magnet Magic (Source: SUMMIT Youtube) <p>Click HERE for Science Supplemental Materials</p>	 <p>SC.2.P.13.2</p> <ul style="list-style-type: none"> • That Magnetic Dog <p>SC.2.P.13.3</p> <p>Roller Coasters</p>
Social Studies		<p>SS.2.E.1.2 Explain that people supply goods and services based on consumer demands.</p> <p>SS.2.E.1.4 Explain the benefits and costs involved in saving and spending.</p>	<p><i>Smart Centers,</i> Economics</p> <p><i>Federal Reserve Education,</i> The Piggy Bank Primer: Budget and Saving eBook</p>	

		<p>SS.2.E.1.1 Explain why people make choices based on needs and wants.</p> <p>SS.2.E.1.3 Identify how nations work together.</p>	<p><u>Social Studies Supplemental Materials</u></p>	
Reading Literature	Key Ideas and Details	Recount stories, including folktales from diverse cultures, and determine their central message	<p><i>Reading Street,</i> Unit 2, Week 3-5</p>	
	Craft and Structure	Acknowledge differences in the points of views of characters.		
	Integration of Knowledge and Ideas	Compare and contrast two or more versions of the same story by different authors.		
Speaking & Listening		<p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Add other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	

	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Writing	informative/explanatory Provide a concluding statement or section. Write informative/explanatory texts that introduce a topic, use facts to develop points, and provide a concluding statement or section.	Florida Standards Writing Guide	
Language	<u>Conventions</u> : singular and plural nouns; plural nouns that change spelling; possessive nouns <u>Oral Vocabulary</u> : (prioritize and select as needed to assist in building the Concept Map) consumers, producers, strand, lack, decision, fiber, extraordinary, typical, partnership, survival, struggle, familiar, solution, miserable, depend, insist, conflict, resolve, mope, ramp, pursue, deserve, coax, startle <u>Vocabulary</u> : time and order words for sequence; homophones; unfamiliar words <u>Handwriting</u> : (D'Nealian) J and j, P and p, letter formation; W and w, Y and y, letter slant; Q and q, V and v, letter s Suggested Pacing	Florida Standards Phonics Handbook	
Annual Heritage and History Month Observance	October: National Disability Employment Awareness Month In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 2-2
Quarter 2

Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 20 –
28 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 2-2: Native Americans	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LAFS.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>LAFS.2.RI.3.8 Describe how reasons support specific points the author makes in a text.</p> <p>LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.</p> <p>SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States. Remarks/Examples: Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.</p> <p>SS.2.A.2.3 Describe the impact of immigrants on the Native Americans. Remarks/Examples: Examples are location, clothing, housing, food, major beliefs and practices, art, and music.</p> <p>SS.2.A.3.1 Identify terms and designations of time sequence. Remarks/Examples: Examples may include, but are not limited to, years, decades, centuries.</p> <p>SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>

LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.

LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.2.L.1.1.a Demonstrate legible printing skills.

Big Idea

Native Americans

Essential Outcome Question

How are the cultures of Native American tribes different from one another?
 What are the contributions of Native Americans?

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonemic Awareness: substitute final phonemes; substitute medial phonemes; segment and count phonemes, substitute final phonemes	Florida Standards Phonics Handbook	
	Phonics: vowel patterns <i>e, ee, ea, y; o, oa, ow;</i> compound words; vowel patterns <i>i, ie, igh, y</i>		
Reading Informational	Key Ideas and Details Ask questions such as who, what, and where to demonstrate understanding of key details in a text.	<i>Reading Street,</i> Unit 3, Week 1-4	
	Craft and Structure Know and use glossaries and indexes. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		

	Integration of Knowledge and Ideas	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to a text.</p> <p>Describe the reasons the author uses to support specific points in a text.</p>		
Social Studies		<p>SS.2.A.2.1 Identify the first inhabitants in North America.</p> <p>SS.2.A.2.2 Compare the cultures of Native American tribes.</p> <p>SS.2.A.2.3</p> <ul style="list-style-type: none"> • Describe the cooperation between the Native Americans and the colonists. • Explain how immigrants affected the lives of Native Americans. <p>SS.2.C.2.5 Explain the contributions of various Native Americans.</p> <p>SS.2.A.C.2.5, SS.2.A.A.2.3 Thanksgiving is a time of family and food.</p>	<p><i>Compass, Native Americans</i></p> <p><i>Content Connections Big Books, Using Timelines</i></p> <p><u><i>Social Studies Supplemental Materials</i></u></p>	
	Reading Literature	Key Ideas and Details	<p>Ask questions such as who, what, and where.</p> <p>Recount stories, including fables from diverse cultures, and determine their lesson or moral.</p>	<p><i>Reading Street, Unit 3, Week 1-4</i></p>
Craft and Structure		<p>Describe the overall structure of a story, including the beginning and ending.</p>		
Integration of Knowledge and Ideas		<p>Use information gained from the illustrations in a print to demonstrate understanding of its characters, setting, or plot.</p>		

Speaking & Listening		<p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Add other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	
Writing		<p>opinion</p> <p>Write to introduce the topic or book being written about.</p> <p>Write to state an opinion.</p> <p>Write to supply reasons that support the opinion.</p> <p>Provide a concluding statement or section.</p>	<p>Florida Standards Writing Guide</p>	

	Write opinion pieces that introduce the topic or book being written about, state an opinion, supply reasons that support the opinion, and provide a concluding statement or section.		
Language	<p><u>Conventions</u>: verbs, verbs with singular and plural nouns; verbs for past, present, and future, more about verbs</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) construct, sidekick, unique, contraption, foolproof, daydream, project, scrap, correspond, transport, footprint, imitate, postage, cove, deaf, sign language</p> <p><u>Vocabulary</u>: antonyms; prefixes; antonyms; words from other language</p> <p><u>Handwriting</u>: (D'Nealian) Z and z, X and x, word s</p> <p>Suggested Pacing; numbers 1-10, number formation; manuscript to cursive letter formation; manuscript to cursive letters: a, d, c, n, m and x, letter formation</p>	Florida Standards Phonics Handbook	
Annual Heritage and History Month Observance	<p>November: National American Indian Heritage Month</p> <p>National American Indian (or Native American) Month was enacted with a presidential proclamation in 1990. During the month, all Americans are encouraged to participate in programs ceremonies and activities that celebrate American Indian and Alaskan Native peoples' important contribution to the United States.</p>		

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Concept 3-1
Quarter 3

Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 15 –
21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.


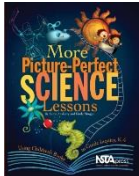
Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:

Concept 3-1: *Life Cycles*

Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p>	<p>SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.</p> <p>SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p>

Big Idea			
Plants, humans, and animals grow and change			
Essential Outcome Questions			
How do plants grow and change? How do humans and animals grow and change?			
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: blend and segment phonemes; final syllable <i>-le</i>; vowel patterns <i>oo, u</i></p> <p><u>Phonics</u>: comparative ending <i>-er, -est</i></p>	<p>Florida Standards Phonics Handbook</p>	
Reading Informational	Key Ideas and Details	<p>Ask questions such as why, when, and how to demonstrate understanding of key details in a text.</p> <p>Describe the connection between scientific ideas or concepts in a text.</p>	<p><i>Reading Street</i>, Unit 3, Week 5; Unit 4 Weeks 1-2</p> <p><i>National Geographic</i>, Life Cycles Chapter 1 - How Do Plants Grow and Change? Chapter 2 - How Do Human and Animals Grow and Change? Florida Become An Expert books: Life By the Bay Life in a Garden Life in a Forest Florida Explore On Your Own books: Why Don't Crocodile's Make Good Pets? A Butterfly's Favorite Plant Whose Babies Are These?</p>
	Integration of Knowledge and Ideas	<p>Explain how specific images (e.g., a diagram showing how a machine works) clarify a text.</p>	
Science	<ul style="list-style-type: none"> read about and explain that observations are based on the five senses, which are seeing, hearing, feeling, smelling, and tasting; explain that an inference is what a person thinks; 	<p><i>National Geographic</i>, Life Cycles Chapter 1 - How Do Plants Grow and Change? Chapter 2 - How Do Human and Animals Grow and Change? Florida Become An Expert books: Life By the Bay Life in a Garden</p>	

	<ul style="list-style-type: none"> • give an example of an observation and an example of an inference and compare the two; and • explain why, although both an observation and an inference could be wrong, it is more likely that an inference would be wrong than an observation. • explain that parts of the body are important in helping a human function, stay alive, and grow. • on a drawing, students will identify the brain, heart, lungs, stomach, muscles, and skeleton and choose from a list of functions and find the appropriate match for each part. • observe that all living things including plants and animals go through a life cycle. • describe the stages in the life cycle of a bean plant including the seed stage; germination; the development of roots, stems, leaves, and flowers; reproduction. • describe the stages of the life cycle of a butterfly • compare and contrast the differences between the life cycles of plants and animals 	<p>Life in a Forest Florida Explore On Your Own books: Why Don't Crocodile's Make Good Pets? A Butterfly's Favorite Plant Whose Babies Are These?</p>  <p>SC.2.L.14.1</p> <ul style="list-style-type: none"> • Catching a Cold <p>SC.2.L.16.1</p> <ul style="list-style-type: none"> • The Needs of Seeds • Seeds in a Bag • Big and Small Seeds • Does it Have a Life Cycle <p><i>Compass Learning: Life Cycles</i></p> <p>Click HERE for Science Supplemental Materials</p>	 <p>SC.2.L.14.1</p> <ul style="list-style-type: none"> • Hear Your Heart <p>SC.2.L.16.1</p> <ul style="list-style-type: none"> • Loco Beans • Wiggling Worms
<p>Reading Literature</p>	<p>Key Ideas and Details</p> <p>Ask questions such as why, when, and how to demonstrate understanding of key details in a text.</p> <p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Integration of Knowledge and Ideas</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><i>Reading Street,</i> Unit 3, Week 5; Unit 4 Weeks 1-2</p>	

Speaking & Listening	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Use RI and RL text selections to include S&L tasks in lesson design	
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic.</p> <p>Write using facts and definitions to develop points.</p> <p>Provide a concluding statement or section.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: verbs: <i>am, is, are, was, were</i>; adjectives and our senses; adjectives for number, size, and shape</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) consume, shrewd,</p>	Florida Standards Phonics Handbook	

	<p>gloat, contentment, incident, prey, boast, snicker, cure, abundant, generous, efficient, forever, assist, dismay, beam, situation, excel, research, accomplish, scientist, process, opportunity, original, unusual, preserve, valuable, concentration, homeland, represent, tough, frown, patient, adapt, nutrients, drought, massive, annual, blazing, ancient, sprout</p> <p><u>Vocabulary</u>: synonyms; multiple-meaning words; antonyms</p> <p><u>Handwriting</u>: (D’Nealian) manuscript to cursive letters: o, w, b, v, z, s, r, letter formation; cursive letters: l, h, e, letter formation; cursive letters: t, i, u, letter slant</p>		
<p>Annual Heritage and History Month Observance</p>	<p>February: Black History Month</p> <p>To recognize the contributions of African Americans and foster a better understanding of the African American experience. Carter G. Woodson, who in 1926 spearheaded Negro History Week, started the observation. It was expanded to a month in 1976. February was chosen because of the birthdays of Frederick Douglas and Abraham Lincoln, two people who had a dramatic impact on the lives of African Americans.</p>		

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Concept 3-2
Quarter 3

Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 15 –
21 days

Teachers should adjust instructional
Suggested Pacing based on student
data.


Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:

Concept 3-2: *Rocks and Soil and Colonial America*

Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p> <p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p>SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.</p> <p>SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> <p>SS.2.A.1.1 Examine primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p> <p>SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p>SS.2.A.2.3 Describe the impact of immigrants on the Native Americans. Remarks/Examples: Examples are location, clothing, housing, food, major beliefs and practices, art, and music.</p> <p>SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time. Remarks/Examples: Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.</p> <p>SS.2.A.2.5 Identify reasons people came to the United States throughout history. Remarks/Examples: Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.</p> <p>SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p>

		<p>SS.2.A.2.7 Discuss why immigration continues today. Remarks/Examples: Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.</p> <p>SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today. Remarks/Examples: Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</p>
Big Ideas		
Science		Social Studies
Earth is made up of rocks and soil		Immigration – Colonial America
Essential Outcome Questions		
Science		Social Studies
What can you observe about rocks? How do rocks change shape? What can you observe about soil?		What symbols represent the United States? What is the importance of Ellis Island and the Statue of Liberty? Why do people move? How do immigrants influence and contribute to our culture?
Aligned Learning Goals		Resources
		Click HERE for Additional Resources
Reading Foundational	<p><u>Phonics</u>: diphthongs <i>ou, ow, oi, oy</i>; syllable patterns; vowel digraphs <i>oo, ue, ew, ui</i></p>	<p>Florida Standards Phonics Handbook</p>
Reading Informational	Craft and Structure	<p>Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</p>
	Integration of Knowledge and Ideas	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>
		<p><i>Reading Street</i>, Unit 4, Week 3-5</p> <p><i>National Geographic</i>, Rocks and Soil</p> <p>Chapter 1 - What Can You Observe About Rocks? Chapter 2 - How Do Rocks Change Shape? Chapter 3 - What Can You Observe About Soils?</p> <p>Florida Become An Expert books: Rocks and Soil in the Rocky Mountains Rocks and Soil in the High Desert Rocks and Soil Near the Great Lakes</p> <p>Florida Explore On Your Own books: The Old Man in the Mountain Arches, Arches, Everywhere! Rainbow Beaches</p>

Science		<ul style="list-style-type: none"> • categorize rocks by sand, gravel, boulders, rock size, shape, color, and texture. • explain/recognize the process of rock weathering that helps create soil; • explain that the decaying remains of plants and animals contribute another important component of the soil; and explain that the decay process is attributed to organisms called decomposers. • distinguish among three types of soil (clay, sand, and silt) based on their descriptions of color, texture, and size of particles; • test soil samples to compare their ability to hold water; and • investigate soil types that are most able to support plant growth. 	<p>Chapter 3 - What Can You Observe About Soils? Florida Become An Expert books: Rocks and Soil in the Rocky Mountains Rocks and Soil in the High Desert Rocks and Soil Near the Great Lakes Florida Explore On Your Own books: The Old Man in the Mountain Arches, Arches, Everywhere! Rainbow Beaches</p>  <p>SC.2.E.6.1</p> <ul style="list-style-type: none"> • Is it a rock? • Beach Sand <p>SC.2.E.6.2</p> <ul style="list-style-type: none"> • Describing Soil • Click <u>HERE</u> for Science Supplemental Materials 	
Social Studies		<p>SS.2.A.1.1, SS.2.A.1.2 Use a variety of primary sources and resources to research historical information and</p> <p>SS.2.A.2.3 Describe how immigrants affected Native Americans.</p> <p>SS.2.A.2.4 Explain how the daily life of people living in Colonial America changed over time.</p> <p>SS.2.A.2.5, SS.2.A.2.7 Identify reasons for immigration to the United States throughout history and continues today.</p> <p>SS.2.A.2.6</p> <ul style="list-style-type: none"> • Identify important symbols that represent the United States. 	<p><i>Content Connections Big Books,</i> Using Timelines</p> <p><i>Scholastic,</i> Immigration, Stories of Yesterday and Today (Virtual Field Trip of Ellis Island)</p> <p>Social Studies Supplemental Materials</p>	

		<ul style="list-style-type: none"> Explain the importance of Ellis Island and the Statue of Liberty. <p>SS.2.A.2.8 Explain the influences and contributions of immigrants today.</p>		
Reading Literature	Key Ideas and Details	Describe how characters in a story respond to challenges.		<i>Reading Street,</i> Unit 4, Week 3-5
	Craft and Structure	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a song.		
Speaking & Listening		<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		Use RI and RL text selections to include S&L tasks in lesson design
Writing		<p>informative/explanatory</p> <p>Write to introduce a topic.</p> <p>Write using facts and definitions to develop points.</p>		Florida Standards Writing Guide

	<p>Provide a concluding statement or section.</p> <p>Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		
Language	<p><u>Conventions</u>: comparative and superlative adjectives; adverbs that tell when and where; adverbs that tell how</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) discovery, underneath, fine, landscape, transform, blizzard, incredible, molten, adjust, unexpected, tease, accent, landmark, quiver, foreign, forlorn, condition, terrifying, whip, funnel, predict, breeze, sparkle, swirl</p> <p><u>Vocabulary</u>: suffixes; multiple-meaning words; prefixes</p> <p><u>Handwriting</u>: (D’Nealian) cursive letters: k, j, p, letter sSuggested Suggested Pacing; cursive letters: a, d, c, word sSuggested Suggested Pacing; cursive letters: n, m, x, letter size</p>	<p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>March: National Women’s History Month</p> <p>Women’s History Month started as Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.</p>		

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Concept 3-3/4-1
Quarter 3 and 4

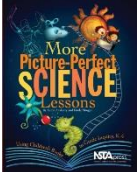
Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)


Suggested Pacing Range: 25 –
35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 3-3/4-1: <i>Solids, Liquids, and Gases and Civics</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LAFS.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>LAFS.2.RI.3.8 Describe how reasons support specific points the author makes in a text.</p> <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by Speaking in a different voice for each character when reading dialogue aloud.</p> <p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.</p>	<p>SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p>SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas.</p> <p>SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.</p> <p>SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p>SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</p> <p>SS.2.A.1.1 Examine primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p> <p>SS.2.C.1.1 Explain why people form governments. Remarks/Examples: Examples are create laws, provide services and structure, safety.</p> <p>SS.2.C.1.2 Explain the consequences of an absence of rules and laws. Remarks/Examples: Examples are lack of order and people get hurt.</p> <p>SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization.</p> <p>SS.2.C.2.2 Define and apply the characteristics of responsible citizenship. Remarks/Examples: Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty</p>

<p>LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p> <p>LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p>SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights. Remarks/Examples: Examples are right to vote, freedom of speech, and freedom of religion.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community. Remarks/Examples: Examples are volunteering and recycling.</p> <p>SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>	
Big Ideas			
Science		Social Studies	
Solids, liquids, and gases		Civics	
Essential Outcome Questions			
Science		Social Studies	
<p>What are solids, liquids, and gases? How can you observe and measure properties? How do liquids and solids change?</p>		<p>Why do people form governments? What would life be like without rules and laws? How does someone become a citizen of the United States? What do responsible citizens do? What are some rights that United States citizens have? Why are our rights guaranteed? Who are some people who have made contributions to our community and what did they do?</p>	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics: suffixes <i>-ly, -ful, -er, -or, -ish</i> ; prefixes <i>un-, re-, pre-, dis</i> ; consonant patterns <i>kn, wr, gn, mb</i> ; <i>ph, gh, ck, ng</i> ; vowel patterns <i>aw, au, au (gh), al</i>	Florida Standards Phonics Handbook	
Reading Informational Key Ideas and Details	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p><i>Reading Street,</i> Unit 5, Week 1-5</p> <p><i>National Geographic,</i></p>	

		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p style="text-align: center;">Solids, Liquids, and Gases Chapter 1 - What Are Solids, Liquids, and Gases? Chapter 2 - How can You Observe and Measure Properties? Chapter 3 - How Do Liquids and Solids Change?</p> <p style="text-align: center;">Florida Become An Expert books: Solids, Liquids, and Gases in the Cities Solids, Liquids, and Gases at Campsites Solids, Liquids, and Gases at the Beach Florida Explore On Your Own books: Postcards From My Trip Ranger for a Day Shell Shapes</p> <p style="text-align: center;"><i>Smart Center,</i> Civics</p> <p style="text-align: center;"><i>Florida Joint Center for Citizenship,</i> FJCC lessons</p> <p style="text-align: center;"><i>Content Connections Big Books,</i> Women of Courage Men of Invention</p>	
	Craft and Structure	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
	Integration of Knowledge and Ideas	Describe how reasons support specific points the author makes in a text.		
Science		<ul style="list-style-type: none"> • relate that objects are also known as matter, and matter is anything that has mass (weight) and takes up space; • identify some physical (observable) properties such as size, shape, and color; and • record observations and measurements of several objects (including the size, shape, color, temperature, weight, and texture) and predict whether an object will sink or float in water and whether it is attracted (pulled) or repulsed (pushed away) by magnets. • sort a variety of objects and materials into three categories (solid, liquid, and gas) based on similar physical characteristics (such as shape, flow, and ability to be compressed). 	<p style="text-align: center;"><i>National Geographic,</i> Solids, Liquids, and Gases Chapter 1 - What Are Solids, Liquids, and Gases? Chapter 2 - How can You Observe and Measure Properties? Chapter 3 - How Do Liquids and Solids Change?</p> <p style="text-align: center;">Florida Become An Expert books: Solids, Liquids, and Gases in the Cities Solids, Liquids, and Gases at Campsites Solids, Liquids, and Gases at the Beach Florida Explore On Your Own books: Postcards From My Trip Ranger for a Day Shell Shapes</p>	<div style="text-align: center;">  </div> <p style="text-align: center;">SC.2.P.8.1</p> <ul style="list-style-type: none"> • If You Find a Rock

	<ul style="list-style-type: none"> pour a liquid into containers of different shapes and observe that a liquid does not have its own shape. observe ice cubes melting and explain that changes in temperature can cause a substance to change states; measure temperatures of different substances every day at the same time, e.g., sand (solid), water (liquid), and air (gas); and compare the temperatures. compare the volume of liquids using containers of various shapes and sizes, and note that even though the shape of a liquid changes, the volume remains the same. observe and explain that matter can be changed physically (crushed, bent, broken, melted, frozen, etc.) while remaining the same substance. 	 <p>SC.2.P.8.1</p> <ul style="list-style-type: none"> Sugar Water Is it Matter? <p>SC.2.P.8.3</p> <ul style="list-style-type: none"> Snap Blocks <p>SC.2.P.9.1</p> <ul style="list-style-type: none"> Back and Forth <p>SC.2.P.8.6</p> <ul style="list-style-type: none"> Ice cubes in a bag Is it Melting? <p>SC.2.P.8.2/SC.2.P.8.3</p> <ul style="list-style-type: none"> Is it a solid? <p>Click HERE for Science Supplemental Materials</p>	
Social Studies	<p>SS.2.C.1.1 Explain why people form governments.</p> <p>SS.2.C.1.2 Explain the consequences of having no rules or laws.</p> <p>SS.2.C.2.1 Identify what it means to be a U.S. citizen.</p> <p>SS.2.C.2.2, SS.2.A.1.1</p> <ul style="list-style-type: none"> Identify characteristics of responsible citizens. Use primary and secondary sources that demonstrate responsible citizens. <p>SS.2.C.2.4 List some ways citizens can make a positive contribution to their community.</p> <p>SS.2.C.2.5, SS.2.A.1.1</p>	<p><i>Smart Center, Civics</i></p> <p><i>Florida Joint Center for Citizenship, FJCC lessons</i></p> <p><i>Content Connections Big Books, Women of Courage Men of Invention</i></p> <p>Social Studies Supplemental Materials</p>	

		<ul style="list-style-type: none"> Identify African Americans, Hispanics, Native Americans, veterans, and women have made contributions to the United States. Use primary and secondary sources to highlight individuals that have made contributions to the United States. 		
Reading Literature	Key Ideas and Details	Describe how characters in a story respond to major events and challenges.	<p style="text-align: center;"><i>Reading Street,</i> Unit 5, Week 1-5</p>	
	Craft and Structure	Acknowledge differences in the points of view characters, including by speaking in a different voice for each character when reading dialogue aloud.		
Speaking & Listening		<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p style="text-align: center;">Use RI and RL text selections to include S&L tasks in lesson design</p>	

Writing	<p>narrative</p> <p>Write to recount a well elaborated event or short sequence of events.</p> <p>Write to include details to describe actions, thoughts, and feelings.</p> <p>Write using temporal words to signal event order.</p> <p>Provide a sense of closure.</p> <p>Write narratives that recount a well elaborated event or short sequence of events, include some details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: pronouns; singular and plural pronouns; using <i>I</i> and <i>me</i>; different kinds of pronouns; contractions</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) community, teamwork, instrument, lug, responsible, operation, caretaker, supplies, concern, persuade, pellets, pollute, contribute, fragile, litter, release, behavior, obedient, consider, confident, cooperate, companion, reprimand, properly, appreciate, respect, firmly, defiant, communicate, demand, advantage, ferocious, apologize, judgment, scold, protest, citizen, hoard, interrupt, troublemaker</p> <p><u>Vocabulary</u>: suffix <i>-ly</i>; dictionary skills; classify/categorize; compound words; suffixes</p> <p><u>Handwriting</u>: (D’Nealian) cursive g, y, q, letter smoothness; cursive: o, w, v, b, letter s Suggested Pacing; cursive z, s, r, f, letter smoothness; cursive A, C, E, O, letter size; cursive H, K, N, M, letter slant</p>	Florida Standards Phonics Handbook	
Annual Heritage and History Month Observance	<p>March: National Women’s History Month</p> <p>Women’s History Month started as Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.</p>		



Concept 4-2
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Two (Course #5010043, #5020030, #5021040)

Suggested Pacing Range: 25 –
35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 4-2: <i>Weather and Government</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LAFS.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LAFS.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy to support comprehension.</p> <p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>LAFS.2.RL.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p>SC.2.E.7.3 Investigate, observe, describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p>SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.</p> <p>SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.</p> <p>SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</p> <p>SS.2.A.1.1 Examine primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p> <p>SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States. Remarks/Examples: Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</p>

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.

LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Big Ideas

Science

Social Studies

Weather impacts our world

Government

Essential Outcome Questions

Science

Social Studies

How does the sun affect Earth?
How does weather change?
How is weather measured?

What is the United States Constitution?
What is the purpose of the United States Constitution?
What are symbols that represent for the United States?

Aligned Learning Goals

Resources

Strategies for Differentiation

Click [HERE](#) for Additional Resources

[Florida Standards Phonics Handbook](#)

Reading Foundational


Phonics: inflected endings; abbreviations; final syllables *-tion, -ture, -ion*; suffixes *-ness, -less, -able, -ible*; prefixes *mis-, mid-, micro-, non-*

Reading Informational Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading Street,
Unit 6, Week 1-5

National Geographic,

	<p>Craft and Structure</p>	<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Weather</p> <p>Chapter 1: How Does the Sun Affect Earth? Chapter 2: How Does Weather Change? Chapter 3: How is Weather Measured? Florida Become An Expert books: A Windy Place, A Warm Place, A Snowy Place Florida Explore On Your Own books: Sometimes It's Windy, Snowy, Rainy or Sunny What Can Clouds Bring? All Kinds of Snow</p> <p><i>Content Connections Big Book,</i> Symbols of the United States People Who Made Contributions Men of Invention Women of Courage</p> <p><i>Smart Center,</i> The Constitution Civics and Government</p> <p><i>Florida Joint Center for Citizenship,</i> FJCC lessons</p>	
	<p>Integration of Knowledge and Ideas</p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p>		
<p>Science</p>		<ul style="list-style-type: none"> • keep daily records of temperature and precipitation and plot them on a graph; and • sequence pictures of the seasons both in order and from coldest to hottest. • identify patterns of change as the sun directly and indirectly heats model systems that represent land, air, and water. • identify severe conditions (such as lightning, floods, and fires) and focus on weather conditions that are specific to their area, such as tornadoes or hurricanes; make a list of items that would be good to have in an emergency; and put together a classroom emergency kit including items from their list, such as water, food, bandages, flashlights, etc. 	<p><i>National Geographic,</i> Weather</p> <p>Chapter 1: How Does the Sun Affect Earth? Chapter 2: How Does Weather Change? Chapter 3: How is Weather Measured? Florida Become An Expert books: A Windy Place, A Warm Place, A Snowy Place Florida Explore On Your Own books: Sometimes It's Windy, Snowy, Rainy or Sunny What Can Clouds Bring? All Kinds of Snow</p> 	

		<ul style="list-style-type: none"> • identify ways people use electricity in their lives; and identify ways people use the energy from the sun, wind, or water. 	<p>SC.2.E.7.3</p> <ul style="list-style-type: none"> • What are Clouds Made Of? <p>Click HERE for Science Supplemental Materials</p>	
	Social Studies	<p>SS.2.C.3.1 Identify the importance of the United States Constitution. (Recall discussion in September – Constitution Day)</p> <p>SS.2.A.1.1, SS.2.C.3.2 Use primary sources and timelines to explain the creation and symbolism of the United States Constitution.</p> <p>SS.2.C.3.2</p> <ul style="list-style-type: none"> • Recognize symbols and individuals that represent the United States. • Recognize the events and documents that represent the United States. 	<p><i>Content Connections Big Book,</i> Symbols of the United States People Who Made Contributions Men of Invention Women of Courage</p> <p><i>Smart Center,</i> The Constitution Civics and Government</p> <p><i>Florida Joint Center for Citizenship,</i> FJCC lessons</p> <p>Social Studies Supplemental Materials</p>	
Reading Literature	Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
	Craft and Structure	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><i>Reading Street,</i> Unit 6, Week 1-5</p>	

	Integration of Knowledge and Ideas	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
Speaking & Listening		<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Use RI and RL text selections to include S&L tasks in lesson design	
Writing		<p>opinion</p> <p>Write to introduce the topic or book they are writing about.</p> <p>Write to state an opinion.</p>	Florida Standards Writing Guide	

	<p>Write to supply reasons that support the opinion.</p> <p>Write using linking words (e.g., because, and, also) to connect opinions and reasons.</p> <p>Provide a concluding statement or section. Write opinion pieces that introduce the topic or book being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>		
Language	<p><u>Conventions</u>: using capital letters; quotation marks; prepositions and prepositional phrases; commas; commas in compound sentences</p> <p><u>Oral Vocabulary</u>: (prioritize and select as needed to assist in building the Concept Map) athlete, effort, disguise, professional, challenge, dainty, champion, shortstop, history, symbol, unfurl, allegiance, independence, patriotic, frayed, indivisible, celebration, tradition, inspect, brilliant, custom, create, angle, snapshot, climate, occupation, drover, legend, livestock, buckaroo, lariat, rawhide, ceremony, festival, fidget, multicolored, culture, compliment, evergreen, sash</p> <p><u>Vocabulary</u>: homophones; multiple-meaning words; words from other languages; unfamiliar words; multiple-meaning words</p> <p><u>Handwriting</u>: (D’Nealian) cursive U, V, W, Y, letter and word s suggested Pacing; cursive B, P, R, T, F, letter smoothness; cursive G, F, I, letter size; cursive Z, Q, X, letter slant; cursive L, D, J, letter and word s Suggested Pacing;</p>	<p>Florida Standards Phonics Handbook</p>	

<p>Annual Heritage and History Month Observance</p>	<p>May: Asian/Pacific American Heritage & Older Americans Month</p> <p>Asian/Pacific American Heritage observation originally began as Asian/Pacific Heritage week on July 10, 1978. In 1992, President Bush signed legislation designated May as Asian/Pacific American Heritage Month. The term Asian/Pacific American includes many ethnic groups with diverse cultures. The collective achievements of the many di</p> <p>Older Americans Month was established by presidential proclamation to honor the contributions of older Americans to society. Begun in 1962, Older Americans Month is a time to celebrate and reflect on the unique contributions of older Americans in our society.</p>	<p>Click HERE to go back to the Curriculum Overview (page 1)</p>	
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