

Marietta City Schools

District Unit Planner

Second Grade

Module Title	The American West	Unit Duration (days)	35 Days
Enduring Understanding/ Essential Question	What was life like in the West for early Americans?		

GA DoE Standards

FOCUS STANDARDS:

Foundations:

- 2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.
- 2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding

Language:

- 2.L.GC.2.a. Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
- 2.L.GC.2.d. Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.
- 2.L.V.2.a. Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.
- 2.L.V.2.c. Construct words using frequently occurring root words and affixes
- 2.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 2.L.V.3.b. Determine the relationship between words and their synonyms and antonyms.
- 2.L.V.3.c. Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).
- 2.L.V.3.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Texts:

- 2.T.SS.1.a. Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.
- 2.T.SS.1.b. Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
- 2.T.SS.1.c. Use conjunctions and transition words or phrases to sequence events and actions.

- 2.T.SS.1.d. Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.
- 2.T.T.1.a. Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.
- 2.T.T.1.b. Identify the major plot events that occur between a problem and solution.
- 2.T.T.1.c. Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.
- 2.T.T.1.d. Compare and contrast two or more versions of the same story by different authors or from diverse cultures.
- 2.T.T.2.a. Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.
- 2.T.T.2.b. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.T.T.2.c. Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.
- 2.T.RA.1.a. Generate questions about self-selected topics of interest for research.
- 2.T.RA.2.a. Refer to specific parts of texts when supporting an idea, answer, or opinion.

Practices:

- K-12.P.EICC.1.b – Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.e – Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.e – Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f – Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.EICC.4.f – Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g – Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- K-12.P.EICC.4.h – Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a – Integrate literary, expository, and persuasive (grades K–5) or rhetorical (grades 6–12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a – Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.AC.3.d – Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
- K-12.P.CP.1.a – Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b – Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c – Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a – Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c – Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d – Engage in dialogue with audiences by asking and answering questions.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an informative paragraph about how the American Indians, settlers, and President Theodore Roosevelt made an impact on the prairie in the early American West.	Write an informational paragraph that answers the question and includes a topic statement, three pieces of evidence, and a concluding sentence. Use topic-specific words to convey meaning. Use temporal words to organize the evidence in the paragraph.
FQT2. Write an informative paragraph about how the Plains Indians used plants and animals.	Write an informational paragraph that answers the question and includes a topic statement, two pieces of evidence with clearly defined points, and a concluding sentence. Use topic-specific words to convey meaning. Use text features to locate information.
FQT3. Write an informative paragraph about the challenges Pioneers face and how they respond.	Write an informational paragraph that answers the question and includes a topic statement, two pieces of evidence, and a concluding sentence. Identify challenges and responses. Details that answer who, what, where, when, and why.
FQT4. Identify the lesson of The Legend of Bluebonnet and write an informative paragraph using details to support the idea.	Write an informational paragraph that answers the question and includes an introduction, topic statement, two pieces of evidence, and a concluding sentence. Recount the story and identify the lesson. Identify challenges and responses of the main character.
FQT5. Write an informative paragraph about the lesson of The Story of Johnny Appleseed.	Write an informational paragraph that answers the question and includes an introduction, topic statement, two pieces of evidence, and a concluding sentence. Recount the story and identify the lesson.
FQT6. Write an informative paragraph that explains how the Keats version of John Henry is different from the Lester version.	Write an informational paragraph that answers the question and includes an introduction, topic statement, two pieces of evidence, and a concluding sentence. Identify differences between two versions of John Henry.
NR1 1. Read pages 18–31 of Journey of a Pioneer and then answer questions about topic-specific words and details from the story.	Use newly learned topic-specific vocabulary to form complete sentences. Identify details about how characters respond to events.

NR2: 2. Read pages 18–32 of The Story of Johnny Appleseed by Aliko and complete the Story Stones Chart.	Recount the story by demonstrating an understanding of story elements such as setting, character, problem, and resolution. Identify how characters respond to major events and challenges.
EOM: Write an informative paragraph comparing the life of one legendary person (either Johnny Appleseed or John Henry) to real-life pioneers and explaining the differences.	Write an informative paragraph comparing the life of one legendary person (either Johnny Appleseed or John Henry) to real-life pioneers and explaining the differences.

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: How did the actions of American Indians and early Americans impact the prairie in the American West?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	The Buffalo Are Back “Buffalo Dusk”	Wonder What do you notice and wonder about The Buffalo Are Back?		Ask and answer questions about The Buffalo Are Back and “Buffalo Dusk.” Use a known root word (settle) as a clue to the meaning of unknown words (settling, settler, settled) with the same root.
2	The Buffalo Are Back “Buffalo Dusk”	Organize What’s happening in The Buffalo Are Back?	Examine Why are topic- specific words important?	Understand and retell main topics and key events described in The Buffalo Are Back. Understand and use topic- specific words and phrases in informative writing. Distinguish shades of meaning among the related verbs wobbled, roamed, galloped, charged, and rushed.
3 FQT1	The Buffalo Are Back “Buffalo Dusk”	Reveal What does a deeper exploration of connections between people, plants, and	Experiment How do topic- specific words work?	Describe relationships between people, plants, and animals in The Buffalo Are Back. Identify words that are not topic-specific in a sentence and replace with topic-specific words.

		animals reveal in The Buffalo Are Back?		Categorize academic words from The Buffalo Are Back into two categories to build understanding of the word tough.
4 FQT1 QS	The Buffalo Are Back "Buffalo Dusk"	Distill What is the essential meaning of The Buffalo Are Back?	Execute How do I use topic-specific words in an informative paragraph?	Use the words and illustrations in The Buffalo Are Back to determine the text's essential meaning. Express understanding of how the American Indians and early Americans impacted the prairie in the early American West. Categorize topic-specific vocabulary to make real-life connections between words.
5 QS	The Buffalo Are Back "Buffalo Dusk"	Know How do The Buffalo Are Back and "Buffalo Dusk" build my knowledge of the American West?	Execute How do I use topic-specific words in an informative paragraph? Excel How do I improve my informative paragraph with topic-specific words?	Understand and apply correct structure to an informative paragraph with topic statement, evidence, and concluding statement and include text specific words and phrases that enhance meaning. Identify real-life connections between the concept of impact and topic-specific vocabulary.

Focusing Question 2: What was life like for Plains Indians in the early American West?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
6	Plains Indians	Wonder What do I notice and wonder about the text Plains Indians?	Examine Why are irregular plural nouns important?	Use a Wonder Wheel to ask and answer questions about Plains Indians. With support, identify and explain the purpose of frequently occurring irregular plural nouns.
7	Plains Indians	Organize What's happening in Plains Indians?	Examine Why is choosing points important? Experiment	Recount the main topic and key details from pages 10–12 of Plains Indians. Analyze how points support a topic statement about nomadic and non-nomadic Plains Indians. Form and use frequently occurring irregular plural nouns.

			How do writers form irregular plural nouns?	
8	Plains Indians	Organize What's happening in Plains Indians?	Experiment How does choosing points work? Experiment How do I vary inflection when reading a fluency passage? Excel How do I use irregular plural nouns in my writing?	Identify main topics and details and explain how they are used to organize understanding of informative text. Demonstrate how to choose points when writing informatively. Form and use frequently occurring irregular plural nouns.
9 FQT2 QS	Plains Indians	Reveal What does a deeper exploration of plants' and animals' importance reveal about Plains Indians?	Execute How do I vary inflection when reading a fluency passage? Execute How do I choose points for my informative paragraph?	Record evidence and choose strong points for the Focusing Question Task. Use context clues and text features to determine the meaning of the academic and content vocabulary word nomadic.
10 SS	Plains Indians	Know How does Plains Indians build my knowledge?	Execute How do I vary inflection when participating in a Socratic Seminar?	Explain what life was like for Plains Indians while practicing how to vary inflection in discussions. Express understanding of content knowledge and new skills, citing evidence from Plains Indians. (RI.2.2) Pull from a variety of strategies (context clues, root words, and glossary) to build an understanding of the academic and content word reservation.
Focusing Question 3: What was life like for pioneers in the early American West?				

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
11 NR1	Journey of a Pioneer Among the Sierra Nevada, California	Wonder What do I notice and wonder about Among the Sierra Nevada, California?	Examine Why is capitalization important?	Apply previously learned reading skills to state observations and generate/answer questions. Apply previously learned reading skills to reading and comprehending new text with unfamiliar topic or text specific vocabulary words. Examine how proper capitalization changes the meaning of writing.
12 QS	Journey of a Pioneer Among the Sierra Nevada, California	Organize What's happening in Journey of a Pioneer?	Examine Why are clearly explained details important to my informative paragraphs? Examine How do writers use proper capitalization?	Match key details with major events in a story. Examine examples and non-examples of clearly explained details, or evidence. Edit sentences to ensure capitalization of holidays and geographic names.
13	Journey of a Pioneer Among the Sierra Nevada, California	Reveal What does a deeper exploration of the text structure reveal about Journey of a Pioneer?	Experiment How do I write paragraphs containing clearly explained details?	Identify information in a narrative nonfiction text. Examine how specific words help indicate challenges and responses in a text. Explain the phrases and expressions jumping off, trains, make camp, and sitting watch.
14 FQT3 QS	Journey of a Pioneer Among the Sierra Nevada, California	Distill What is the essential meaning of Journey of a Pioneer?	Execute How do I use clearly explained details in my paragraphs?	Collect evidence of challenges and responses in a text. Draft an informative paragraph with clearly explained details. Develop vocabulary knowledge of the word tragedy using a Frayer Model.
15	Journey of a Pioneer Among the Sierra Nevada, California	Know How does Journey of a Pioneer build my knowledge?	Excel How do I add clearly explained details to improve my informative paragraphs? Excel	Identify new knowledge gained from a text. Revise to more clearly explain ideas. Edit independent writing to ensure capitalization of holidays and geographic names.

			How do I improve my informative paragraphs with correct capitalization?	
Focusing Question 4: What life lesson can we learn from the story of Bluebonnet?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
16 QS	The Legend of the Bluebonnet	Wonder What do I notice and wonder about The Legend of the Bluebonnet?		Ask and answer questions about The Legend of the Bluebonnet. Use sentence-level context to determine the meaning of the words distant, cease, and thrust.
17 QS	The Legend of the Bluebonnet	Organize What's happening in the The Legend of the Bluebonnet?	Examine Why are introductions important?	Recount what happens in The Legend of the Bluebonnet. Determine criteria for an introduction in an informative paragraph. Make real-life connections to the word sacrifice and use a beginner dictionary to confirm its meaning.
18	The Legend of the Bluebonnet	Reveal What does a deeper exploration of how characters respond to major events reveal in The Legend of the Bluebonnet?	Examine How do introductions work?	Explore story events and character responses. Examine the function of introductory statements in informative paragraphs. Use a known root word (value, possess, forgive) as a clue to the meaning of an unknown word with the same root (valued, possession, forgiveness).
19 FQT4	The Legend of the Bluebonnet	Distill What is the lesson of The Legend of the Bluebonnet?	Execute How do I use introductions in informative paragraphs?	Determine the lesson of The Legend of the Bluebonnet and explain how it is supported by key details. Write an introduction as part of an informative paragraph. Identify and determine the meaning of adverbs ending in -ly.
Focusing Question 5: What life lesson can we learn from the story of Johnny Appleseed?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
20 NR2	The Story of Johnny Appleseed	Wonder What do I notice and wonder about The Story of Johnny Appleseed by Alikei?	Examine How do writers use past- and present-tense verbs?	Answer questions about key details and character responses. Generate questions and observations about The Story of Johnny Appleseed. Identify and sort past- and present-tense verbs.

21 QS	The Story of Johnny Appleseed	Organize What's happening in The Story of Johnny Appleseed by Alikì?	Examine Why are digital tools important? Experiment How do digital tools work? Examine Why is knowing irregular past-tense verbs important?	Comprehend and recount what happens in The Story of Johnny Appleseed. Experiment with using a digital publishing tool. Identify and sort regular and irregular past-tense verbs.
22 FQT5	The Story of Johnny Appleseed	Distill What is the lesson of The Story of Johnny Appleseed by Alikì?	Execute How do I use digital tools to make an online book? Execute How do I use irregular-past-tense verbs?	Determine the lesson of The Story of Johnny Appleseed and support it with key details. Craft an informative paragraph using a digital bookmaking tool. With support, form and use the past tense of frequently occurring irregular verbs.
23	Johnny Appleseed	Organize What's happening in Johnny Appleseed by Kellogg?	Execute How do I use digital tools to make an online book? Excel How do I improve my use of irregular past-tense verbs in my writing?	Comprehend and recount what happens in Johnny Appleseed. Craft an informative paragraph using a digital bookmaking tool. Form and use the past tense of frequently occurring irregular verbs in writing.
24 QS	Johnny Appleseed The Story of Johnny Appleseed	Reveal What does a deeper exploration of comparing two versions reveal in two Johnny Appleseed texts?	Excel How do I improve my digital book?	Compare and contrast two versions of Johnny Appleseed. Improve the use of digital tools for informative writing. Use context clues and a Frayer Model to develop vocabulary knowledge of the word shelter.
25 SS	Johnny Appleseed	Know How do different stories and research build my	Execute	Vary inflection to improve meaning in a discussion of the legend of Johnny Appleseed.

	The Story of Johnny Appleseed	knowledge of the legendary Johnny Appleseed?	How do I vary inflection when participating in a Socratic Seminar? Examine Why do writers use collective nouns?	Describe knowledge and skills gained from reading and comparing texts about the legend of Johnny Appleseed. Identify and explain the purpose of collective nouns.
Focus Question: How do different authors tell the story of John Henry’s				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
26	John Henry: An American Legend	Wonder What do I notice about John Henry by Keats?	Experiment How do writers use collective nouns?	Notice and wonder about a new text. Identify and generate collective nouns from module texts and real-world experience.
27	John Henry: An American Legend	Organize What’s happening in John Henry: An American Legend by Keats?	Examine Why is responding to feedback important? Execute How do I use collective nouns in my writing?	Identify story elements in John Henry. Examine the importance of understanding feedback. Use collective nouns.
28	John Henry John Henry: An American Legend	Wonder What do I notice and wonder about John Henry by Lester?	Examine How does revising work?	Generate observations and questions about John Henry. Respond to and apply peer feedback. Distinguish shades of meaning among the words related to sound.
29	John Henry	Organize What’s happening in John Henry by Lester?	Examine/Experiment How do I write to explain differences between texts?	Identify and discuss story elements in John Henry by Lester. Identify the structure of an informative paragraph that describes differences between texts. Determine the meaning of the new word formed when the prefix un– is added to a known word.
30 QS	John Henry John Henry: An American Legend	Reveal What does a deeper exploration of a comparison between the two versions	Excel How do I improve my sentences using conjunctions?	Identify similarities and differences between the two versions of the John Henry story. Combine simple sentences into compound sentences using conjunctions.

		reveal in the John Henry texts?		
31 FQT6 VOC1	John Henry John Henry: An American Legend	Distill What is the life lesson in the John Henry texts?	Execute How do I write to explain differences between texts?	Identify the lesson of the stories of John Henry. Use text evidence to describe differences between two versions of the John Henry story. Demonstrate understanding of module words by analyzing the correct or incorrect use in context.
32 VOC2	John Henry John Henry: An American Legend	Know How do the two versions of the John Henry story build my knowledge?	Excel How do I improve my writing to better explain differences between texts?	Recall and extend new knowledge about the two versions of the John Henry story. Demonstrate understanding of module words by analyzing correct or incorrect use in context.
33	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?	Examine Why is explaining differences between texts important?	Collaboratively draft an informative paragraph comparing droughts in The Buffalo Are Back and The Legend of the Bluebonnet.
34 EOM	The Story of Johnny Appleseed John Henry: An American Legend John Henry Journey of a Pioneer	Know How do the module texts build my knowledge of the Essential Question?	Execute How do I explain differences between texts in my EOM Task paragraph?	Draft an informative paragraph comparing a legendary figure with real-life pioneers
35	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?		Revise an informative paragraph with a focus on points and topic-specific words.

Content Resources

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

CORE TEXTS

Picture Book (Informational)

- *The Buffalo Are Back*, Jean Craighead George
- *Journey of a Pioneer*, Patricia J. Murphy
- *Plains Indians*, Andrew Santella

Picture Book (Literary)

- *Johnny Appleseed*, Steven Kellogg
- *John Henry: An American Legend*, Ezra Jack Keats
- *John Henry*, Julius Lester
- *The Legend of the Bluebonnet*, Tomie dePaola
- *The Story of Johnny Appleseed*, Alike

SUPPLEMENTARY TEXTS

Images

- Images to support understanding of “Buffalo Dusk”:
 - Single buffalo
 - Herd of buffalo
 - Group of Native Americans
 - Native American family
- “American Indians and the Alaskan Natives in the United States,” United States Census Bureau
- Oregon Trail Map, *Legends of America*
- USA Territorial Growth, Wikimedia Commons

Websites

- “Who was Johnny Appleseed?,” *Scholastic News*
- John Henry and the Coming of the Railroad, National Park Service
- “Legend,” *Encyclopedia Britannica*

Videos

- American History to 1920, Children's Video Project
- Oregon Trail video, *Encyclopedia Britannica*

Paintings

- *Among the Sierra Nevada, California*, Albert Bierstadt
- *Comanche Feats of Horsemanship*, George Catlin

Poetry

- “Buffalo Dusk,” Carl Sandburg

