

Module Summary

Then something strange happened. Afterward folks swore the rainbow whispered it. I don't know. But whether it was a whisper or a thought, everyone had the same knowing at the same moment: "Dying ain't important. Everybody does that. What matters is how well you do your living."

—Julius Lester, *John Henry*

Throughout our nation's history, the West has symbolized hope, courage, and possibility. Native populations and early settlers, however, encountered the harshness of life in the West firsthand. What growth came from their struggles? What was life like in the American West for those native to the land? What was it like for those who settled there? How do changes impact people and nature? This module explores changes to the people and the environment of the West, building on the concept of change introduced in Module 1.

Students begin their study of the American West by reading *The Buffalo Are Back*. Students analyze connected historical events as they question the relationships between people and nature. Students also engage with Carl Sandburg's poem, "Buffalo Dusk," which furthers students' understanding of life—and change—in the West.

Through the texts *Plains Indians* and *Journey of a Pioneer*, students understand life in the West before and after the arrival of the settlers. Students build knowledge of informational text features and identify topics and details as they read *Plains Indians*. The first-person account *Journey of the Pioneer* provides insight to characters' responses to new experiences and challenges while traveling West on the Oregon Trail.

Students examine meaningful life lessons in *The Legend of Bluebonnet* and in stories of the legendary Johnny Appleseed and John Henry. Students compare and contrast major events in two versions of two legends: Johnny Appleseed (*The Story of Johnny Appleseed* by Alike and *Johnny Appleseed* by Steven Kellogg) and John Henry (*John Henry: An American Legend* by Ezra Jack Keats and *John Henry* by Julius Lester). This analysis reveals the exaggerations in these stories and illuminates how authors build legends.

The culminating End-of-Module (EOM) Task requires students to write an informative paragraph using evidence from the texts to compare the legends of either Johnny Appleseed or John Henry to the lives of real pioneers. In this culminating task, students share their knowledge of the growth that emerged from the struggles of early settlers in the American West.

Module at a Glance

ESSENTIAL QUESTION

What was life like in the West for early Americans?

SUGGESTED STUDENT UNDERSTANDINGS

- The West inspired a sense of wonder and awe in many early Americans.
- Native Americans inhabited the West long before the settlers came.
- Pioneers faced many challenges during the journey west.
- People and nature are interconnected.
- Sometimes sacrifice is required when times are tough.

Texts

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

- “American Indians and the Alaskan Natives in the United States,” United States Census Bureau (<http://witeng.link/0119>)
- Oregon Trail Map, *Legends of America* (<http://witeng.link/0109>)
- USA Territorial Growth, Wikimedia Commons (<http://witeng.link/0121>)
- Images to support understanding of “Buffalo Dusk”:
 - Single buffalo (<http://witeng.link/buffalo>)
 - Herd of buffalo (<http://witeng.link/buffaloherd>)
 - Group of Native Americans (<http://witeng.link/nativegroup>)
 - Native American family (<http://witeng.link/nativefamily>)

Websites

- “Who was Johnny Appleseed?” Scholastic News (<http://witeng.link/0124>)
- John Henry and the Coming of the Railroad, NPS (<http://witeng.link/0127>)
- “Legend,” Encyclopedia Britannica (<http://witeng.link/0118>)

Videos

- American History to 1920 - Children’s Video Project (<http://witeng.link/0113>)
- The Donner Party, History Channel (<http://witeng.link/0116>)
- “Comanche Warrior - Documentary Excerpt, Part 1” (<http://witeng.link/0120>)
- “Buffalo Dusk” (<http://witeng.link/0104>)

Painting

- *Among the Sierra Nevada, California*, Albert Bierstadt

Poetry

- “Buffalo Dusk,” Carl Sandburg (<http://witeng.link/0103>)

Module Learning Goals

KNOWLEDGE GOALS

- Recognize change over time in the West.
- Build understanding of the interrelationships between people and nature.
- Identify characteristics of life and challenges faced by the pioneers and Native Americans in the West.
- Recognize that stories can contain important life lessons.

READING GOALS

- Build knowledge of topic-specific words and use text features in informational text to support comprehension. (RI.2.4, RI.2.5)
- Identify the main topic of informational text and describe connections between historical events. (RI.2.2, RI.2.3)
- Recount a story and determine the underlying lesson. (RL.2.2)
- Identify similarities and differences in two versions of the same story. (RL.2.9)
- Identify how characters respond to major events challenges in a text. (RL.2.3)

WRITING GOALS

- Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2, W.2.8)
- Incorporate peer feedback when revising informative paragraphs. (W.2.2, W.2.5, W.2.8)
- Publish informative paragraphs using digital tools. (W.2.6)
- Write informative paragraphs comparing and contrasting differences between texts about the same legend. (W.2.2, W.2.8)
- Organize and choose text evidence to respond to a prompt. (W.2.8)

SPEAKING AND LISTENING GOALS

- Create an audio recording of a story. (SL.2.5)
- Produce sentences that are complete and contain detail. (SL.2.6)

LANGUAGE GOALS

- Describe events using the past tense of regular and frequently occurring irregular verbs. (L.2.1.d)
- Use irregular plural nouns and collective nouns. (L.2.1.a, L.2.1.b)
- Provide specific detail by choosing and capitalizing proper nouns. (L.2.2.a)
- Determine the meaning of unknown words and phrases in a text, using context clues, affixes, and root words. (L.2.4.a, L.2.4.b, L.2.4.c)

Module in Context

- **Knowledge:** The American West is a story of change and perseverance. In this module, students closely read stories and informational texts to build their knowledge of the American West: its history, its land, and its people. Students develop an understanding of how the lives of people and nature are interconnected. They learn from the courage, determination, and spirit demonstrated by the main characters in the module texts as they face challenges. By engaging with a series of rich, complex texts, including a painting and a poem, students explore the wonder and awe that the West inspired in its people.
- **Reading:** Students closely read stories and informational texts to build their knowledge of the American West. Immersion in rich texts around a topic builds students' vocabularies to include words related to the Great Plains, the Native Americans, the pioneers, and life on the prairies. Students practice finding major events and details in informational and multiparagraph texts. Students also read stories to determine how characters respond to challenges and to identify underlying life lessons. Students learn about legends and practice comparing two different versions of the same story.
- **Writing:** Building on what they learned in Module 1, students write informative paragraphs stating an introduction, topic statement, evidence, and a concluding sentence. Over the course of the module, students focus on adding topic-specific words in their writing, as well as choosing strong points and clearly explaining them. Students use digital tools to produce and share their work. The focus of revision in this module is on how students respond to feedback and use it to improve their writing. The EOM Task asks students to collect evidence, draft, revise, and use digital tools to publish an informative paragraph comparing the life of either Johnny Appleseed or John Henry to the lives of the pioneers.
- **Speaking and Listening:** Students develop their speaking and listening skills first by thinking about how to listen and then becoming aware of how to vary inflection. Students practice varying inflection in the poem, "Buffalo Dusk." During two Socratic Seminars, students practice and integrate these skills with those they learned in Module 1. In the first Socratic Seminar, students discuss the similarities and differences of Plains Indians tribes. In the second, they compare two versions of the story of Johnny Appleseed.

Standards

FOCUS STANDARDS

Reading Literature	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Reading Informational Text	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.5	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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language	
L.2.1.a	Use collective nouns (e.g., <i>group</i>).
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
L.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).

CONTINUING STANDARDS

Reading Literature	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. 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.	<ul style="list-style-type: none"> ▪ 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. 	RI.2.3, RI.2.1, W.2.2, W.2.8
2. Write an informative paragraph about how the Plains Indians used plants and animals.	<ul style="list-style-type: none"> ▪ 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. 	RI.2.4, RI.2.5, W.2.2, W.2.8

3. Write an informative paragraph about the challenges Pioneers face and how they respond.	<ul style="list-style-type: none"> ▪ 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 <i>who, what, when, where, and why</i>. 	RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8
4. Identify the lesson of <i>The Legend of Bluebonnet</i> and write an informative paragraph using details to support the idea.	<ul style="list-style-type: none"> ▪ 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. 	RL.2.2, RL.2.3, W.2.2, W.2.8
5. Write an informative paragraph about the lesson of <i>The Story of Johnny Appleseed</i> .	<ul style="list-style-type: none"> ▪ 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. 	RL.2.2, W.2.2, W.2.8
6. Write an informative paragraph that explains how the Keats version of John Henry is different from the Lester version.	<ul style="list-style-type: none"> ▪ 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. 	RL.2.9, W.2.2, W.2.8

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read pages 16–31 of <i>Journey of a Pioneer</i> and then answer questions about topic-specific words and details from the story.	<ul style="list-style-type: none"> ▪ Use newly learned topic-specific vocabulary to form complete sentences. ▪ Identify details about how characters respond to events. 	RI.2.4, RL.2.3
2. Read pages 18–32 of <i>The Story of Johnny Appleseed</i> by Aliko and complete the Story Stones Chart.	<ul style="list-style-type: none"> ▪ 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. 	RL.2.2, RL.2.3

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Identify characteristics of what life was like for the Plains Indians in the early American West.	<ul style="list-style-type: none"> ▪ Analyze evidence and cite the text to form an answer. ▪ Demonstrate the ability to vary inflection during conversations. 	SL.2.1.a, SL.2.1.b, SL.2.5, RI.2.2
2. Analyze the two versions of Johnny Appleseed and identify differences between the ways the legend is told.	<ul style="list-style-type: none"> ▪ Identify differences between two versions of Johnny Appleseed. ▪ Demonstrate the ability to vary inflection during conversations. 	SL.2.1.a, SL.2.1.b, SL.2.5, RI.2.9

EOM Task	Criteria for Success	Standards
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.	<ul style="list-style-type: none"> ▪ Write an informational paragraph that answers the question and includes an introduction, topic statement, two pieces of evidence, and a concluding sentence. ▪ Recount and synthesize information from two versions of Johnny Appleseed. ▪ Identify and include main topics about pioneers. 	RI.2.2, RL.2.2, W.2.2, W.2.5, W.2.8

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.2.6

**While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.*

Module Map

Focusing Question 1: How did the actions of American Indians and early Americans impact the prairie in the American West?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<i>The Buffalo Are Back</i> "Buffalo Dusk"	Wonder What do you notice and wonder about <i>The Buffalo Are Back</i> ?		<ul style="list-style-type: none"> Ask and answer question about <i>The Buffalo Are Back</i> and "Buffalo Dusk." (RI.2.1) Use a known root word (<i>settle</i>) as a clue to the meaning of unknown words (<i>settling</i>, <i>settler</i>, <i>settled</i>) with the same root. (L.2.4.c)
2	<i>The Buffalo Are Back</i> "Buffalo Dusk"	Organize What's happening in <i>The Buffalo Are Back</i> ?	Examine Why are topic-specific words important?	<ul style="list-style-type: none"> Understand and retell main topics and key events described in <i>The Buffalo Are Back</i>. (RI.2.2) Understand and use topic-specific words and phrases in informative writing. (W.2.2) Distinguish shades of meaning among the related verbs <i>wobbled</i>, <i>roamed</i>, <i>galloped</i>, <i>charged</i>, and <i>rushed</i>. (L.2.5.a, L.2.5.b)
3 ✓FQT	<i>The Buffalo Are Back</i> "Buffalo Dusk"	Reveal What does a deeper exploration of connections between people, plants, and animals reveal in <i>The Buffalo Are Back</i> ?	Experiment How do topic-specific words work?	<ul style="list-style-type: none"> Describe relationships between people, plants, and animals in <i>The Buffalo Are Back</i>. (RI.2.3) Identify words that are not topic-specific in a sentence and replace with topic-specific words. (W.2.2) Categorize academic words from <i>The Buffalo Are Back</i> into two categories to build understanding of the word <i>tough</i>. (L.2.4.a, L.2.5.a)
4 ✓FQT	<i>The Buffalo Are Back</i> "Buffalo Dusk"	Distill What is the essential meaning of <i>The Buffalo Are Back</i> ?	Execute How do I use topic-specific words in an informative paragraph?	<ul style="list-style-type: none"> Use the words and illustrations in <i>The Buffalo Are Back</i> to determine the text's essential meaning. (RI.2.2, RI.2.7) Express understanding of how the American Indians and early Americans impacted the prairie in the early American West. (RI.2.3, W.2.2, W.2.8) Categorize topic-specific vocabulary to make real-life connections between words. (L.2.5.a)

5	<i>The Buffalo Are Back</i> “Buffalo Dusk”	Know How do <i>The Buffalo Are Back</i> and “Buffalo Dusk” build my knowledge of the American West?	Execute How do I use topic-specific words in an informative paragraph? <u>Excel</u> How do I improve my informative paragraph with topic-specific words?	<ul style="list-style-type: none"> 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. (RI.2.3, W.2.2, W.2.8) Identify real-life connections between the concept of <i>impact</i> and topic-specific vocabulary. (L.2.5.a)
Focusing Question 2: What was life like for Plains Indians in the early American West?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
6	<i>Plains Indians</i>	Wonder What do I notice and wonder about the text <i>Plains Indians</i> ?	Examine Why are irregular plural nouns important?	<ul style="list-style-type: none"> Use a Wonder Wheel to ask and answer questions about <i>Plains Indians</i>. (RI.2.1) With support, identify and explain the purpose of frequently occurring irregular plural nouns. (L.2.1.b)
7	<i>Plains Indians</i>	Organize What’s happening in <i>Plains Indians</i> ?	Examine Why is choosing points important? Experiment How do writers form irregular plural nouns?	<ul style="list-style-type: none"> Recount the main topic and key details from pages 10–12 of <i>Plains Indians</i>. (RI.2.2) Analyze how points support a topic statement about nomadic and non-nomadic Plains Indians. (W.2.2) Form and use frequently occurring irregular plural nouns. (L.2.1.b)

8	<i>Plains Indians</i>	Organize What's happening in <i>Plains Indians</i> ?	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?	<ul style="list-style-type: none"> ▪ Identify main topics and details and explain how they are used to organize understanding of informative text. (RI.2.2) ▪ Demonstrate how to choose points when writing informatively. (W.2.2) ▪ Form and use frequently occurring irregular plural nouns. (L.2.1.b)
9 ✓FQT	<i>Plains Indians</i>	Reveal What does a deeper exploration of plants' and animals' importance reveal about <i>Plains Indians</i> ?	Execute How do I vary inflection when reading a fluency passage? Execute How do I choose points for my informative paragraph?	<ul style="list-style-type: none"> ▪ Record evidence and choose strong points for the Focusing Question Task. (W.2.2, W.2.8) ▪ Use context clues and text features to determine the meaning of the academic and content vocabulary word <i>nomadic</i>. (L.2.4.a, L.2.4.e)
10 ✓SS	<i>Plains Indians</i>	Know How does <i>Plains Indians</i> build my knowledge?	Execute How do I vary inflection when participating in a Socratic Seminar?	<ul style="list-style-type: none"> ▪ Explain what life was like for <i>Plains Indians</i> while practicing how to vary inflection in discussions. (RI.2.1, RI.2.2, SL.1.a, SL.1.b) ▪ Express understanding of content knowledge and new skills, citing evidence from <i>Plains Indians</i>. (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 <i>reservation</i>. (L.2.4.a, L.2.4.c, L.2.4.e)

Focusing Question 3: What was life like for pioneers in the early American West?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
11 ✓NR	<i>Journey of a Pioneer</i> <i>Among the Sierra Nevada, California</i>	Wonder What do I notice and wonder about <i>Among the Sierra Nevada, California</i> ?	Examine Why is capitalization important?	<ul style="list-style-type: none"> Apply previously learned reading skills to state observations and generate/answer questions. (RL.2.1) Apply previously learned reading skills to reading and comprehending new text with unfamiliar topic or text specific vocabulary words. (RI.2.4) Examine how proper capitalization changes the meaning of writing. (L.2.2.a)
12	<i>Journey of a Pioneer</i> <i>Among the Sierra Nevada, California</i>	Organize What's happening in <i>Journey of a Pioneer</i> ?	Examine Why are clearly explained details important to my informative paragraphs? <u>Examine</u> How do writers use proper capitalization?	<ul style="list-style-type: none"> Match key details with major events in a story. (RL.2.2.a) Examine examples and non-examples of clearly explained details, or evidence. (W.2.5) Edit sentences to ensure capitalization of holidays and geographic names. (L.2.2.a)
13	<i>Journey of a Pioneer</i> <i>Among the Sierra Nevada, California</i>	Reveal What does a deeper exploration of the text structure reveal about <i>Journey of a Pioneer</i> ?	Experiment How do I write paragraphs containing clearly explained details?	<ul style="list-style-type: none"> Identify information in a narrative nonfiction text. (RL.2.3) Examine how specific words help indicate challenges and responses in a text. (L.1.5.a) Explain the phrases and expressions <i>jumping off</i>, <i>trains</i>, <i>make camp</i>, and <i>sitting watch</i>. (L.2.6)
14 ✓FQT	<i>Journey of a Pioneer</i> <i>Among the Sierra Nevada, California</i>	Distill What is the essential meaning of <i>Journey of a Pioneer</i> ?	Execute How do I use clearly explained details in my paragraphs?	<ul style="list-style-type: none"> Collect evidence of challenges and responses in a text. (RL.2.1, RL.2.3, W.2.8) Draft an informative paragraph with clearly explained details. (W.2.2) Develop vocabulary knowledge of the word <i>tragedy</i> using a Frayer Model. (L.2.2.e, L.2.4.e, L.2.6)

15	<i>Journey of a Pioneer</i> <i>Among the Sierra Nevada, California</i>	Know How does <i>Journey of a Pioneer</i> build my knowledge?	Excel How do I add clearly explained details to improve my informative paragraphs? Excel How do I improve my informative paragraphs with correct capitalization?	<ul style="list-style-type: none"> ▪ Identify new knowledge gained from a text. (RL.2.3) ▪ Revise to more clearly explain ideas. (W.2.5, W.2.8) ▪ Edit independent writing to ensure capitalization of holidays and geographic names. (L.2.2.a)
Focusing Question 4: What life lesson can we learn from the story of Bluebonnet?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
16	<i>The Legend of the Bluebonnet</i>	Wonder What do I notice and wonder about <i>The Legend of the Bluebonnet</i> ?		<ul style="list-style-type: none"> ▪ Ask and answer questions about <i>The Legend of the Bluebonnet</i>. (RL.2.1) ▪ Use sentence-level context to determine the meaning of the words <i>distant</i>, <i>cease</i>, and <i>thrust</i>. (L.2.4.a)
17	<i>The Legend of the Bluebonnet</i>	Organize What's happening in <i>The Legend of the Bluebonnet</i> ?	Examine Why are introductions important?	<ul style="list-style-type: none"> ▪ Recount what happens in <i>The Legend of the Bluebonnet</i>. (RL.2.2) ▪ Determine criteria for an introduction in an informative paragraph. (W.2.2) ▪ Make real-life connections to the word <i>sacrifice</i> and use a beginner dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)
18	<i>The Legend of the Bluebonnet</i>	Reveal What does a deeper exploration of how characters respond to major events reveal in <i>The Legend of the Bluebonnet</i> ?	Examine How do introductions work?	<ul style="list-style-type: none"> ▪ Explore story events and character responses. (RL.2.3) ▪ Examine the function of introductory statements in informative paragraphs. (W.2.2) ▪ Use a known root word (<i>value</i>, <i>possess</i>, <i>forgive</i>) as a clue to the meaning of an unknown word with the same root (<i>valued</i>, <i>possession</i>, <i>forgiveness</i>). (L.2.4.c)

19 ✓FQT	<i>The Legend of the Bluebonnet</i>	Distill What is the lesson of <i>The Legend of the Bluebonnet</i> ?	Execute How do I use introductions in informative paragraphs?	<ul style="list-style-type: none"> Determine the lesson of <i>The Legend of the Bluebonnet</i> and explain how it is supported by key details. (RL.1.2) Write an introduction as part of an informative paragraph. (W.2.2) Identify and determine the meaning of adverbs ending in <i>-ly</i>. (L.2.1.e, L.2.6)
Focusing Question 5: What life lesson can we learn from the story of Johnny Appleseed?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
20 ✓NR	<i>The Story of Johnny Appleseed</i>	Wonder What do I notice and wonder about <i>The Story of Johnny Appleseed</i> by Aliko?	Examine How do writers use past- and present-tense verbs?	<ul style="list-style-type: none"> Answer questions about key details and character responses. (RL.2.1, RL.2.3) Generate questions and observations about <i>The Story of Johnny Appleseed</i>. (RL.2.1) Identify and sort past- and present-tense verbs. (L.2.1.d)
21	<i>The Story of Johnny Appleseed</i>	Organize What's happening in <i>The Story of Johnny Appleseed</i> by Aliko?	Examine Why are digital tools important? <u>Experiment</u> How do digital tools work? Examine Why is knowing irregular past-tense verbs important?	<ul style="list-style-type: none"> Comprehend and recount what happens in <i>The Story of Johnny Appleseed</i>. (RL.2.1, RL.2.2) Experiment with using a digital publishing tool. (W.2.6) Identify and sort regular and irregular past-tense verbs. (L.2.1.d)
22 ✓FQT	<i>The Story of Johnny Appleseed</i>	Distill What is the lesson of <i>The Story of Johnny Appleseed</i> by Aliko?	Execute How do I use digital tools to make an online book? Execute How do I use irregular past-tense verbs?	<ul style="list-style-type: none"> Determine the lesson of <i>The Story of Johnny Appleseed</i> and support it with key details. (RL.2.2, W.2.8) Craft an informative paragraph using a digital bookmaking tool. (W.2.2, W.2.6) With support, form and use the past tense of frequently occurring irregular verbs. (L.2.1.d)

23	<i>Johnny Appleseed</i>	Organize What's happening in <i>Johnny Appleseed</i> 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?	<ul style="list-style-type: none"> ▪ Comprehend and recount what happens in <i>Johnny Appleseed</i>. (RL.2.1, RL.2.2) ▪ Craft an informative paragraph using a digital bookmaking tool. (W.2.2, W.2.6) ▪ Form and use the past tense of frequently occurring irregular verbs in writing. (L.2.1.d)
24	<i>Johnny Appleseed</i> <i>The Story of Johnny Appleseed</i>	Reveal What does a deeper exploration of comparing two versions reveal in two Johnny Appleseed texts?	Excel How do I improve my digital book?	<ul style="list-style-type: none"> ▪ Compare and contrast two versions of Johnny Appleseed. (RL.2.1, RL.2.2, RL.2.9, W.2.8) ▪ Improve the use of digital tools for informative writing. (W.2.2, W.2.6) ▪ Use context clues and a Frayer Model to develop vocabulary knowledge of the word <i>shelter</i>. (L.2.4.a, L.2.4.e)
25 ✓SS	<i>Johnny Appleseed</i> <i>The Story of Johnny Appleseed</i>	Know How do different stories and research build my knowledge of the legendary Johnny Appleseed?	Execute How do I vary inflection when participating in a Socratic Seminar? <u>Examine</u> Why do writers use collective nouns?	<ul style="list-style-type: none"> ▪ Vary inflection to improve meaning in a discussion of the legend of Johnny Appleseed. (SL.2.5, SL.2.6) ▪ Describe knowledge and skills gained from reading and comparing texts about the legend of Johnny Appleseed. (RL.2.9) ▪ Identify and explain the purpose of collective nouns. (L.2.1.a)

Focusing Question 6: How do different authors tell the story of John Henry's life?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
26	<i>John Henry: An American Legend</i>	Wonder What do I notice about <i>John Henry</i> by Keats?	Experiment How do writers use collective nouns?	<ul style="list-style-type: none"> Notice and wonder about a new text. (RL.2.1, L.2.1) Identify and generate collective nouns from module texts and real-world experience. (L.2.1.a, L.2.5.a)
27	<i>John Henry: An American Legend</i>	Organize What's happening in <i>John Henry: An American Legend</i> by Keats?	Examine Why is responding to feedback important? <u>Execute</u> How do I use collective nouns in my writing?	<ul style="list-style-type: none"> Identify story elements in <i>John Henry: An American Legend</i>. (RL.2.2) Examine the importance of understanding feedback. (W.2.5) Use collective nouns. (L.2.1.a)
28	<i>John Henry</i> <i>John Henry: An American Legend</i>	Wonder What do I notice and wonder about <i>John Henry</i> by Lester?	Examine How does revising work?	<ul style="list-style-type: none"> Generate observations and questions about <i>John Henry</i>. (RL.2.1, L.2.1) Respond to and apply peer feedback. (W.2.5) Distinguish shades of meaning among the words related to sound. (L.2.5)
29	<i>John Henry</i>	Organize What's happening in <i>John Henry</i> by Lester?	Examine/ Experiment How do I write to explain differences between texts?	<ul style="list-style-type: none"> Identify and discuss story elements in <i>John Henry</i> by Lester. (RL.2.2, SL.2.1, SL.2.4, SL.2.6) Identify the structure of an informative paragraph that describes differences between texts. (W.2.2) Determine the meaning of the new word formed when the prefix <i>un-</i> is added to a known word. (L.2.4.b)
30	<i>John Henry</i> <i>John Henry: An American Legend</i>	Reveal What does a deeper exploration of a comparison between the two versions reveal in the John Henry texts?	Excel How do I improve my sentences using conjunctions?	<ul style="list-style-type: none"> Identify similarities and differences between the two versions of the John Henry story. (RL.2.9, W.2.8) Combine simple sentences into compound sentences using conjunctions. (L.2.1.f)

<p>31</p> <p>✓FQT</p> <p>✓VOC</p>	<p><i>John Henry</i></p> <p><i>John Henry: An American Legend</i></p>	<p>Distill</p> <p>What is the life lesson in the John Henry texts?</p>	<p>Execute</p> <p>How do I write to explain differences between texts?</p>	<ul style="list-style-type: none"> ▪ Identify the lesson of the stories of John Henry. (RL.2.2) ▪ Use text evidence to describe differences between two versions of the John Henry story. (RL.2.9, W.2.2, W.2.8) ▪ Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)
<p>32</p> <p>✓VOC</p>	<p><i>John Henry</i></p> <p><i>John Henry: An American Legend</i></p>	<p>Know</p> <p>How do the two versions of the John Henry story build my knowledge?</p>	<p>Excel</p> <p>How do I improve my writing to better explain differences between texts?</p>	<ul style="list-style-type: none"> ▪ Recall and extend new knowledge about the two versions of the John Henry story. (RL.2.9) ▪ Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)
<p>33</p>	<p>All Module Texts</p>	<p>Know</p> <p>How do the module texts build my knowledge of the Essential Question?</p>	<p>Examine</p> <p>Why is explaining differences between texts important?</p>	<ul style="list-style-type: none"> ▪ Collaboratively draft an informative paragraph comparing droughts in <i>The Buffalo Are Back</i> and <i>The Legend of the Bluebonnet</i>. (RL.2.2, RI.2.2, W.2.2, W.2.8)
<p>34</p> <p>✓EOM</p>	<p><i>The Story of Johnny Appleseed</i></p> <p><i>John Henry: An American Legend</i></p> <p><i>John Henry</i></p> <p><i>Journey of a Pioneer</i></p>	<p>Know</p> <p>How do the module texts build my knowledge of the Essential Question?</p>	<p>Execute</p> <p>How do I explain differences between texts in my EOM Task paragraph?</p>	<ul style="list-style-type: none"> ▪ Draft an informative paragraph comparing a legendary figure with real-life pioneers. (RL.2.2, RI.2.2, W.2.2, W.2.8)
<p>35</p>	<p>All Module Texts</p>	<p>Know</p> <p>How do the module texts build my knowledge of the Essential Question?</p>		<ul style="list-style-type: none"> ▪ Revise an informative paragraph with a focus on points and topic-specific words. (W.2.2, W.2.5, W.2.8)