



# Unit 6

## Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 2







# Unit 6

## Teacher Guide

Skills Strand  
GRADE 2

Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for Unit 6

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

		Lesson																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Reading Standards for Informational Text: Grade 2</b>																					
<b>Key Ideas and Details</b>																					
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																				
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently				✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																				
<b>CKLA Goal(s)</b>	Identify the main topic of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text																	✓			
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.																				
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events in nonfiction/informational text read independently																			✓	
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events in a nonfiction/informational read-aloud																			✓	

## Alignment Chart for Unit 6 (Lessons 1–20)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Craft and Structure</b>																					
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																				
<b>CKLA Goal(s)</b>	Determine the meaning of unknown words and phrases in nonfiction/informational text read independently				✓			✓				✓		✓		✓		✓		✓	
	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions				✓																
<b>STD RI.2.5</b>	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.																				
<b>CKLA Goal(s)</b>	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text				✓			✓				✓		✓		✓		✓		✓	
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																				
<b>STD RI.2.6</b>	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe																				
<b>CKLA Goal(s)</b>	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe												✓		✓		✓				
<b>Integration of Knowledge and Ideas</b>																					
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																				
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational text read independently, and explain how these graphics clarify the meaning of the text			✓			✓			✓									✓		✓
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud				✓																



## Alignment Chart for Unit 6 (Lessons 1–20)

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.																			
<b>CKLA Goal(s)</b>	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently											✓		✓	✓					
	Describe how reasons or facts support specific points the author makes in a nonfiction informational read-aloud			✓					✓											
<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RI.2.10</b>	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.																			
<b>CKLA Goal(s)</b>	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range				✓			✓		✓		✓		✓	✓			✓		✓
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4				✓				✓											
<b>Reading Standards for Foundational Skills: Grade 2</b>																				
<b>Phonics and Word Recognition</b>																				
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																			
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.																			
<b>CKLA Goal(s)</b>	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words																			
	<b>Unit 1:</b> ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ <b>Unit 2:</b> ‘a_e’ > /ae/; ‘ee’ > /ee/; ‘i_e’ > /ie/; ‘o_e’ > /oe/; ‘u_e’ > /ue/	✓	✓	✓			✓													

Lesson

**Alignment Chart for Unit 6 (Lessons 1–20)**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.																			
<b>CKLA Goal(s)</b>	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/																			
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																			
<b>CKLA Goal(s)</b>	✓	✓			✓	✓		✓								✓				
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																			
<b>CKLA Goal(s)</b>	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /ae/ (paper), /e/ (about), or /o/ (water); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); 'e' as /e/ (pet), /ee/ (me), or /ə/ (debate); 'u' as /ue/ (unit) or /u/ (but); 'y' as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); 'ir' (bird), 'ur' (hurt), or 'er' (her) as /er/; 'ar' > /ar/ (car) or /or/ (war); 'al' > /ə/ + /l/ (animal) or 'aw' (wall); 'il' > /e/ + /l/ (pencil); 'ul' > /e/ + /l/ (awful); 'el' > /e/ + /l/ (travel), 'le' > /e/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'al' > /aw/ (wall)																			
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																			
<b>CKLA Goal(s)</b>					✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Alignment Chart for Unit 6 (Lessons 1–20)

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>Fluency</b>																					
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																				
<b>CKLA Goal(s)</b>					✓	✓		✓	✓		✓	✓		✓			✓	✓		✓	
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																				
<b>CKLA Goal(s)</b>					✓	✓		✓	✓		✓	✓		✓			✓	✓		✓	
<b>STD RF.2.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																				
<b>CKLA Goal(s)</b>					✓				✓								✓			✓	
<b>STD RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																				
<b>CKLA Goal(s)</b>					✓	✓		✓	✓		✓			✓			✓	✓		✓	
<b>Speaking and Listening Standards: Grade 2</b>																					
<b>Presentation of Knowledge and Ideas</b>																					
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)																				
<b>CKLA Goal(s)</b>					✓			✓		✓	✓			✓			✓	✓		✓	

# Alignment Chart for Unit 6 (Lessons 1–20)

## Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

## Language Standards: Grade 2

### Conventions of Standard English

<b>STD L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
<b>STD L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).																			
<b>CKLA Goal(s)</b>	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing	✓																		
<b>STD L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.																			
<b>CKLA Goal(s)</b>	Use adjectives appropriately orally and in own writing	✓									✓									
	Use adverbs appropriately orally and in own writing										✓									
<b>STD L.2.1f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).																			
<b>CKLA Goal(s)</b>	Use and expand complete simple and compound sentences orally and in own writing															✓			✓	
<b>STD L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
<b>STD L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i> ).																			
<b>CKLA Goal(s)</b>	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed	✓																		
<b>Vocabulary Acquisition and Use</b>																				
<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																			
<b>STD L.2.4e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.																			
<b>CKLA Goal(s)</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases									✓						✓			✓	



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

**Alignment Chart for Unit 6 (Lessons 21–36)**

**Lesson**

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**Reading Standards for Informational Text: Grade 2**

**Key Ideas and Details**

<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.														
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently	✓	✓	✓	✓	✓			✓	✓	✓				✓
<b>STD RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.														
<b>CKLA Goal(s)</b>	Identify the main topic of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text	✓	✓	✓	✓										
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.														
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events in a nonfiction/informational text read independently	✓	✓	✓	✓										✓
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events in nonfiction/informational read-aloud														

**Alignment Chart for Unit 6 (Lessons 21 –36)**

		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>Craft and Structure</b>																	
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																
<b>CKLA Goal(s)</b>	Determine the meaning of unknown words and phrases in nonfiction/informational text read independently	✓	✓	✓	✓	✓	✓				✓	✓					
	Determine the meaning of unknown words and phrases in nonfiction/informational read-aloud																
<b>STD RI.2.5</b>	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.																
<b>CKLA Goal(s)</b>	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text	✓		✓		✓					✓	✓					
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																
<b>STD RI.2.6</b>	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe																
<b>CKLA Goal(s)</b>	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe		✓		✓		✓										
<b>Integration of Knowledge and Ideas</b>																	
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text																
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud																

## Alignment Chart for Unit 6 (Lessons 21–36)

### Lesson

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.															
<b>CKLA Goal(s)</b>	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently	✓		✓		✓										
	Describe how reasons or facts support specific points the author makes in a nonfiction read-aloud															
<b>Range of Reading and Level of Text Complexity</b>																
<b>STD RI.2.10</b>	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.															
<b>CKLA Goal(s)</b>	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range	✓		✓		✓										
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4															
<b>Reading Standards for Foundational Skills: Grade 2</b>																
<b>Phonics and Word Recognition</b>																
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.															
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.															
<b>CKLA Goal(s)</b>	Read and write words spelled with the following vowel teams: long vowel sounds: ‘ai’, ‘ay’ > /ae/; ‘ea’, ‘ey’, ‘ee’ > /ee/; ‘oa’, ‘oe’, ‘ow’ > /oe/; ‘ie’, ‘igh’ > /ie/; short vowel sounds: ‘ou’, ‘o_e’ > /u/; ‘ea’ > /e/; other vowel sounds: ‘oi’, ‘oy’ > /oi/; ‘aw’, ‘au’, ‘augh’, ‘al’ > /aw/; ‘ow’ > /ou/; r-controlled vowel sounds: ‘er’ > /er/; ‘or’ > /or/; ‘ar’ > /ar/	✓		✓												

Lesson

**Alignment Chart for Unit 6 (Lessons 21–36)**

		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																
<b>CKLA Goal(s)</b>	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –e syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant –le syllables	✓	✓														
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																
<b>CKLA Goal(s)</b>	Read and write words with the following letter-sound correspondences: 'a' as /a/ ( <i>hat</i> ), /æ/ ( <i>paper</i> ), /ə/ ( <i>about</i> ), or /o/ ( <i>water</i> ); 'i' as /i/ ( <i>hit</i> ), /ie/ ( <i>item</i> ), or /ee/ ( <i>skit</i> ); 'o' as /o/ ( <i>hop</i> ), /oe/ ( <i>open</i> ), or /u/ ( <i>son</i> ); 'e' as /e/ ( <i>pet</i> ), /ee/ ( <i>me</i> ), or /ə/ ( <i>debate</i> ); 'u' as /ue/ ( <i>unit</i> ) or /u/ ( <i>but</i> ); 'y' as /y/ ( <i>yes</i> ), /ie/ ( <i>try</i> ), /i/ ( <i>myth</i> ), or /ee/ ( <i>funny</i> ); 'ir' ( <i>bird</i> ), 'ur' ( <i>hurt</i> ), or 'er' as /er/ ( <i>her</i> ); 'ar' > /ar/ ( <i>car</i> ) or /or/ ( <i>war</i> ); 'al' > /ə/ + /l/ ( <i>animal</i> ) or 'aw' ( <i>wall</i> ); 'il' > /ə/ + /l/ ( <i>pencil</i> ); 'ul' > /ə/ + /l/ ( <i>awful</i> ); 'ei' > /ə/ + /l/ ( <i>travel</i> ), 'ie' > /ə/ + /l/ ( <i>apple</i> ); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ ( <i>phone</i> ); 'ch' > /k/ ( <i>school</i> ); 'al' > /aw/ ( <i>wall</i> )	✓	✓					✓	✓								
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																
<b>CKLA Goal(s)</b>	Read the following Tricky Words <b>Unit 6:</b> <i>Great Britain, Europe, native, Americans, war, signature, imagine, soldier, Washington, iron, special, shoe, Fort McHenry, early, whose, broad, bomb, Andrew, new</i>	✓	✓														
<b>Fluency</b>																	
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓	✓								✓	✓	✓				



## Alignment Chart for Unit 6 (Lessons 21 –36)

### Lesson

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.															
<b>CKLA Goal(s)</b>	✓	✓	✓		✓					✓	✓	✓				
<b>STD RF.2.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.															
<b>CKLA Goal(s)</b>																
<b>STD RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.															
<b>CKLA Goal(s)</b>	✓		✓		✓					✓	✓	✓				
<b>Writing Standards: Grade 2</b>																
<b>Text Types and Purposes</b>																
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.															
<b>CKLA Goal(s)</b>								✓			✓	✓	✓	✓	✓	✓
<b>Production and Distribution of Writing</b>																
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.															
<b>CKLA Goal(s)</b>														✓	✓	✓

**Alignment Chart for Unit 6 (Lessons 21–36)**

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
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**Speaking and Listening Standards: Grade 2****Presentation of Knowledge and Ideas**

<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)														
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	✓	✓	✓	✓			✓	✓	✓	✓				✓

**Language Standards: Grade 2****Conventions of Standard English**

<b>STD L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
<b>STD L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).														
<b>CKLA Goal(s)</b>	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing			✓											

**Vocabulary Acquisition and Use**

<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.														
<b>STD L.2.4e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.														
<b>CKLA Goal(s)</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	✓	✓	✓	✓										



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

# Introduction to Unit 6

## Unit Overview

This unit is devoted to introducing several new spelling alternatives for vowel and consonant sounds.

In this unit you will introduce the following:

### Spelling Alternatives for Vowel Sounds

'ar' > /er/ (*dollar*)

'or' > /er/ (*work*)

### Tricky Spellings for Vowel Sounds

'ea' > /e/ (*head*)

'i' > /ee/ (*ski*)

'a' > /o/ (*lava*)

### Spelling Alternatives for Consonant Sounds

'ph' > /f/ (*phone*)

'ch' > /k/ (*school*)

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Speedy Sound Hunt; Introduce Spelling Words (30 min.)	Whole Group Reading Time: Introduce Nonfiction (30 min.)	Whole Group Reading Time: Introduce Reader and Timeline (30 min.)	Whole Group Reading Time: Read-Aloud "America in 1812, Part I" (40 min.)	Spelling: Spelling Assessment (30 min.)
The /f/ Sound and Its Spellings (20 min.)	Practice: Baseball Game (15 min.)	The /e/ Sound and Its Spellings (30 min.)	Practice: Baseball Game (20 min.)	Whole Group Reading Time: "Trouble with the British" (30 min.)
Grammar: Review Nouns, Adjectives, and Verbs (10 min.)	Practice: Sound Comparison (15 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Two</b>				
<b>Day 6 (Lesson 6)</b>	<b>Day 7 (Lesson 7)</b>	<b>Day 8 (Lesson 8)</b>	<b>Day 9 (Lesson 9)</b>	<b>Day 10 (Lesson 10)</b>
Partner Reading Time: "Trouble with the British" (30 min.)	Whole Group Reading Time: Read-Aloud "America in 1812, Part II" (30 min.)	Whole Group Reading Time: "The War Hawks" (30 min.)	Small Group Reading Time: "The War Hawks" (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (20 min.)	Grammar: Introduce Adverbs (30 min.)	Practice: Adverb Review (10 min.)	Practice: Adverb Review (15 min.)	Grammar and Writing: Complete vs. Incomplete Sentences (10 min.)
Today's Spelling: Board Sort (10 min.)		The /er/ Sound and Its Spellings (10 min.)	Grammar: Adverbs (15 min.)	Small Group Reading Time: Remediation and Enrichment (20 min.)
		Practice: Bubble the Sound (10 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Three</b>				
<b>Day 11 (Lesson 11)</b>	<b>Day 12 (Lesson 12)</b>	<b>Day 13 (Lesson 13)</b>	<b>Day 14 (Lesson 14)</b>	<b>Day 15 (Lesson 15)</b>
Whole Group Reading Time: "The War Starts" (30 min.)	Close Reading: "The War Starts" (30 min.)	Whole Group Reading Time: "A Famous Ship" (30 min.)	Close Reading: "A Famous Ship" (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (15 min.)	Grammar: Run-On Sentences (20 min.)	The /ee/ Sound and Its Spellings (15 min.)	Tricky Spelling 'i' Review (20 min.)	Whole Group Reading Time: "The Attack on Washington, D.C." (25 min.)
The /k/ Sound and Its Spellings (15 min.)	Practice: Oral Review of Adjectives and Adverbs (10 min.)	Practice: Tricky Spelling 'i' (15 min.)	Practice: Fill in the Blank (10 min.)	Grammar: Run-On Sentences (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Four</b>				
<b>Day 16 (Lesson 16)</b>	<b>Day 17 (Lesson 17)</b>	<b>Day 18 (Lesson 18)</b>	<b>Day 19 (Lesson 19)</b>	<b>Day 20 (Lesson 20)</b>
Close Reading: Read-Aloud "The Attack on Washington, D.C." (30 min.)	Whole Group Reading Time: "The Burning of Washington, D.C." (30 min.)	Small Group Reading Time: "The Burning of Washington, D.C." (30 min.)	Whole Group Reading Time: "The Attack on Baltimore" (30 min.)	Spelling: Spelling Assessment (30 min.)
Spelling: Introduce Spelling Words (20 min.)	Grammar: Building Sentences (15 min.)	Grammar: Building Sentences (30 min.)	Practice: Word Sort (15 min.)	Partner Reading Time: "The Attack on Baltimore" (30 min.)
Practice: Board Sort (10 min.)	Small Group Reading Time: Remediation and Enrichment (15 min.)		Practice: Baseball Game (15 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Five</b>				
<b>Day 21 (Lesson 21)</b>	<b>Day 22 (Lesson 22)</b>	<b>Day 23 (Lesson 23)</b>	<b>Day 24 (Lesson 24)</b>	<b>Day 25 (Lesson 25)</b>
Whole Group Reading Time: “Francis Scott Key and the National Anthem” (30 min.)	Close Reading: “Francis Scott Key and the National Anthem” (30 min.)	Whole Group Reading Time: “Andrew Jackson” (30 min.)	Close Reading: “Andrew Jackson” (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (15 min.)	Writing: Identifying a Topic Sentence (15 min.)	Practice: Alphabetizing to the Second Letter (15 min.)	Grammar: Mixed Practice (30 min.)	Whole Group Reading Time: “The End of the War” (20 min.)
Practice: Find the Secret Message (15 min.)	Small Group Reading Time: Remediation and Enrichment (15 min.)	Writing: Creating Paragraphs (15 min.)		The /o/ Sound Spelled ‘a’ (10 min.)
				Practice: Fill in the Blank (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Six</b>				
<b>Day 26 (Lesson 26)</b>	<b>Day 27 (Lesson 27)</b>	<b>Day 28 (Lesson 28)</b>	<b>Day 29 (Lesson 29)</b>	<b>Day 30 (Lesson 30)</b>
Close Reading: “The End of the War” (20 min.)	<i>The War of 1812</i> Assessment (15 min.)	Writing: Mr. Mowse’s Report on the War of 1812 (20 min.)	Writing: The Report-Writing Process (25 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (20 min.)	Writing: A Letter from Mr. Mowse (15 min.)	Writing: Staying on Topic (10 min.)	Writing: Choosing a Topic: Revisiting Mr. Mowse’s Letter (15 min.)	Partner Reading: “Francis Scott Key and the National Anthem” (25 min.)
The /o/ Sound Spelled ‘a’ (10 min.)	Spelling: Baseball Game (10 min.)	Spelling: Alphabetizing to the Second Letter (15 min.)	Writing: Topic Sentences and Concluding Sentences (20 min.)	Writing: Identifying Topic and Irrelevant Sentences (15 min.)
Practice: Matching Pictures and Sentences (10 min.)	Small Group Reading Time: Remediation and Enrichment (20 min.)	Practice: Tricky Spelling ‘a’ (15 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Seven</b>				
<b>Day 31 (Lesson 31)</b>	<b>Day 32 (Lesson 32)</b>	<b>Day 33 (Lesson 33)</b>	<b>Day 34 (Lesson 34)</b>	<b>Day 35 (Lesson 35)</b>
Whole Group Reading Time: “Our National Anthem” (30 min.)	Whole Group Reading Time: “Making Sense of the National Anthem” (30 min.)	End-of-Year Assessment: Silent Reading Comprehension Assessment (20 min.)	End-of-Year Assessment: Optional Fluency Assessment (20 min.)	End-of-Year Assessment: Optional Word Reading in Isolation Assessment (30 min.)
Writing: Taking Notes on “Our National Anthem” (30 min.)	Writing: Taking Notes on “Making Sense of the National Anthem” (30 min.)	Writing: Drafting a Report (40 min.)	Writing: Drafting a Report (15 min.)	Writing: Editing Reports and Writing a Final Copy for Publication (30 min.)
			Writing: Editing a Report (25 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Eight</b>
<b>Day 36 (Lesson 36)</b>
End-of-Year Assessment: Optional Fluency Assessment; Optional Word Reading in Isolation Assessment (30 min.)
Writing: Editing Reports and Writing a Final Copy for Publication (30 min.)
60 min.

## Tricky Spellings

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The tricky spellings ‘ea’, ‘ar’, ‘or’, ‘i’, and ‘a’ are explicitly addressed in this unit. Remember that as more and more tricky spellings are introduced, it increases the challenge that students face when reading. Remind them to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Pausing Point.

## Tricky Words

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Tricky Words are introduced in this unit on an as-needed basis in the context of the different selections included in the Reader. Tricky Words should be taught in the lessons before the reading selections are assigned. When introducing Tricky Words, be sure to draw attention to the parts that are read (and spelled) just as students would expect based on what they have learned so far, and also point out the tricky parts of each word.

The Tricky Words taught in this unit are:

Lesson 5—*Great Britain, Europe, native, Americans, war, signature*

Lesson 11—*imagine, soldier, Washington*

Lesson 13—*iron*

Lesson 15—*special*

Lesson 17—*shoe*

Lesson 19—*Fort McHenry*

Lesson 21—*early, whose, broad, bomb*

Lesson 23—*Andrew, new*

As you introduce new spelling patterns, you will notice that some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘ph’ as a spelling alternative for /f/, the words *paragraph* and *elephant* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *phone* and *graph*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word wall.

## Reader: *The War of 1812*

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The Reader for this unit is *The War of 1812*. The Reader covers topics listed in the *Core Knowledge Sequence* under Grade 2 History, War of 1812. The War of 1812 is important historically as it was the first foreign conflict that the United States faced as a young nation. Although students have been listening to

nonfiction selections in Listening & Learning since Kindergarten, this is the first nonfiction Reader students read as part of the Core Knowledge Language Arts (CKLA) program in Grade 2.

Reading nonfiction presents different challenges for students than reading fiction. As you know from your experience with the Listening & Learning domains, it is imperative that students possess the necessary background knowledge to fully understand the text they will be reading. We have included multiple experiences for introducing the unit. A brief review of early American history using selected images is included at the beginning of the Reader. Materials for the creation of a timeline have also been included. Using the timeline, students will be able to contextualize the events of the War of 1812 as they read the various chapters of the Reader.

Another challenge of nonfiction text is the inclusion of domain-specific vocabulary. For this reason, the Reader also includes a new feature—a glossary—that students will be taught to use to better understand the text they are reading. We have also provided significant scaffolding for the lessons in the Reader. Additionally, we have included teacher modeling of note-taking opportunities. As students progress through the Reader, it may be useful to have them periodically read through the notes that you will leave on display.

In this unit, Reading Time will occur first in each lesson where it appears. You will also note that, while vocabulary words continue to be previewed as students read each chapter, sounds spellings are only occasionally previewed as a warm up to reading the chapter. This is a shift from previous units and is done to help prepare students for reading in Grade 3, which also occur first in every lesson.

## Timeline Image Cards

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Included in the unit materials are Image Cards for you to arrange in a timeline. These materials will be powerful tools for you to present to students. We ask that you find space in your room to display the entire timeline during this unit. You will display specific Timeline Cards at various times throughout the unit. At this point in the year, you may find that you can easily take down materials that students no longer reference in order to make a space for these Timeline Image Cards to be displayed. You will likely need to extend the timeline on more than one wall.

## Code Knowledge

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Students who have mastered the letter-sound correspondences taught in CKLA up to this point have learned most of the important letter-sound correspondences they need to read English writing. The ones they have not explicitly studied are relatively rare letter-sound correspondences that come up perhaps once in every 2,000–3,000 words. Most students will be able to decode the occasional unusual spelling by using the puzzling strategies that you have taught them. For this reason, we will continue to encourage you to ask students to use the Individual Code Chart, syllable chunking, and context to puzzle out unfamiliar words. At this point in Grade 2, many students are

already reading trade books and other publications that are not controlled for decodability.

Any student who has done well with the program up to this point can be encouraged—or, if you like, required—to read trade books and textbooks written at an appropriate level. Students should be strongly encouraged to self-select reading material. It is important to move students toward taking responsibility for their own learning.

## Grammar

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In Unit 6, students will continue to review grammar skills introduced in previous units. In addition to the parts of speech that they already know—common and proper nouns; present-, past-, and future-tense verbs; and adjectives—students will learn to identify and use adverbs. The focus of the remaining grammar lessons is on the sentence as a unit. Building on their knowledge of subjects and predicates, students will learn to identify complete versus incomplete sentences. They will also learn to identify run-on sentences, as well as ways to correct these sentences. Finally, they will begin to work on writing increasingly detailed sentences.

## Writing

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In Grade 2 CKLA, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. At the end of this unit, they will be introduced to expository or report writing. This form of writing is well suited to the nonfiction text they are reading.

Report writing is focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812.

At this point, students have learned at least one way to write nearly every sound in English, with the exception of the very rare /zh/ as in *treasure*. You should continue to expect, however, that students' drafts would contain some incorrect spellings. At a minimum, the spellings students write in their drafts should be phonemically plausible; that is, students should write a plausible spelling for each sound in the word. Students can be asked to correct misspellings in drafts using the Individual Code Chart, Spelling Trees, and word wall as references. You may want to have more advanced students use a dictionary to verify spelling. Editing for spelling is incorporated in the writing lessons in this unit and can also be incorporated into other, supplemental writing assignments. If students have access to computers for writing assignments, we strongly encourage you to teach them how to use the available spell-check feature.

## Close Reading

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With the adoption of the Common Core State Standards, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading



level, we continue our focus on text-dependent questions. Once again in this unit, we will also include direction for teachers to utilize a close-reading approach with several chapters from the Reader. We have crafted these lessons carefully to focus the student on the text itself and the meanings that can be derived from a close examination of that text. For your convenience, portions of the Student Reader text are reproduced within the lessons of this Teacher Guide. However, student referral to the text in front of them is a critical element of Close Reading. If you wish to read more about Close Reading or would like to compose some Close Reading lessons of your own, please visit this website: <http://www.achievethecore.org>.

Additionally, you will note that wherever these lessons occur (Lessons 12, 14, 16, 22, 24, and 26 of this unit), our commitment to using decodable text in the Reader and Workbook does not waiver. This is the first and only unit in Grade 2 with Close Reading lessons for nonfiction text.

## Workbook

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The Workbook contains worksheets that accompany the lessons from the Teacher Guide. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Workbook is a student component, which means each student should have a Workbook.

A copy of the glossary is included at the end of the Workbook, so students can take it home to use when reading text copies of the chapters from the Reader.

## Student Performance Task Assessment

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An **End-of-Year Assessment** for students using CKLA for Grade 2 is provided. **You should administer this assessment even if students have not fully completed all units of the Grade 2 CKLA program.**

If time permits, it would be ideal to administer the entire assessment to all students in your class. **Administer at least Section 1 of the assessment to all students.** The story used in Sections 1 and 2 of the assessment will be completely decodable for students who have completed Unit 6.

The assessment allows you to gauge students' independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling.

The assessment is presented in three sections:

**Section 1** is an assessment of silent reading ability and comprehension. You will ask all students in the class to silently read a story called "The Young Mouse" and to then answer a set of multiple-choice questions about the story.

**Section 2** uses the same story to assess reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. **This section should at least be**

**administered to all students who miss two or more of the eight questions in Section 1.**

**Section 3** is a word-reading assessment designed to assess students' ability to read the specific spellings taught or reviewed in Grade 2. Ideally, you should administer this section to all students. However, if time is limited, you may choose to administer this section only to those students to whom you administered Section 2 (i.e., those students in your classroom who are most in need of additional help in reading at this point).

We strongly encourage you to share the results of this assessment with all students' Grade 3 teachers. We have provided a summary sheet (Worksheet 33.3) for you that can be passed on to Grade 3 teachers with students' assessment information.

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given worksheet for individual, independent completion to use as an assessment. It may be helpful to use the Tens Conversion Chart and the Tens Recording Chart found in the Teacher Resources section at the back of this Teacher Guide to collect and analyze all assessment data.

In keeping with the fact that students are reading a nonfiction Reader, we include a unit assessment on the information presented in *The War of 1812* Reader on Worksheet 27.1.

### Pausing Point

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Resources are provided in the Pausing Point for additional practice on the specific skills taught in this unit. Teachers should select exercises and worksheets based on student performance.

In addition, a partner reading lesson for Chapter 13, "Dolley Madison," is included.

## Recommended Resources

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### Trade Book List

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1. *The American Flag (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147757
2. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro (Harper Collins, 1990) ISBN 978-0688101923
3. *An Army of Two*, by Janet Greeson and illustrated by Patricia Rose Mulvihill (First Avenue Editions, 1991) ISBN 978-0876145470
4. *The Battle of New Orleans: The Drummer's Story*, by Freddi Evans (Pelican Publishing, 2005) ISBN 978-1589803008

5. *The Biggest (and Best) Flag That Ever Flew*, by Rebecca C. Jones (Tidewater Publishers, 1988) ISBN 978-0870334405
6. *The Bill of Rights*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147771
7. *The Boy Who Saved the Town*, by Brenda Seabrooke (Schiffer Publishing, 1990) ISBN 978-0870334054
8. *The Constitution of the United States (True Books)*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147795
9. *Dolley Madison (First Biographies)*, by Jan Mader (Capstone Press, 2007) ISBN 978-0736867016
10. *Dolley Madison: First Lady of the United States (Focus on Women in U.S. History: Primary Source Readers)*, by Melissa Carosella (Teacher Created Materials, 2011) ISBN 978-1433315046
11. *Dolley Madison: Her Life, Letters, and Legacy*, by Holly Shulman and David Mattern (Rosen Publishing Group, 2002) ISBN 978-0823957491
12. *Dolley Madison Saves George Washington*, by Don Brown (Houghton Mifflin Books for Children, 2007) ISBN 978-0618411993
13. *The Flag Maker*, by Susan Campbell Bartoletti (Houghton Mifflin Books for Children, 2004) ISBN 978-0618267576
14. *Francis Scott Key and "The Star-Spangled Banner,"* by Lynnea Bowdish and illustrated by Harry Burman (Mondo, 2002) ISBN 978-1590341957
15. *Francis Scott Key's "Star-Spangled Banner" (Step into Reading)*, by Monica Kulling and illustrated by Richard Walz (Random House Books for Young Readers, 2012) ISBN 978-0375867255
16. *If You Were There When They Signed the Constitution*, by Elizabeth Levy and illustrated by Joan Holub (Scholastic, 1992) ISBN 978-0590451598
17. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989084
18. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829
19. *Jean Laffite: The Pirate Who Saved America*, by Susan Goldman Rubin and illustrated by Jeff Himmelman (Abram Books for Young Readers, 2012) ISBN 978-0810997332

20. *Meet Caroline*, by Kathleen Ernst (American Girl, 2012)  
ISBN 978-1593698829
21. *Millie Cooper's Ride: A True Story from History*, by Marc Simmons  
(University of New Mexico Press, 2002) ISBN 978-0826329257
22. *The National Anthem (True Books: American History)*, by Elaine  
Landau (Children's Press, 2008) ISBN 978-0531147832
23. *A Picture Book of Dolley and James Madison*, by David A. Adler  
and Michael S. Adler and illustrated by Ronald Himler (Holiday  
House, 2009) ISBN 978-0823420094
24. *Pirates Past Noon (Magic Tree House, No. 4)*, by Mary Pope  
Osborne (Random House, 1994) ISBN 978-0679824251
25. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992)  
ISBN 978-0440406976
26. *Shh! We're Writing the Constitution*, by Jean Fritz (Puffin, 1997)  
ISBN 978-0698116245
27. *Sisters of Scituate Light*, by Stephen Krensky (Dutton Children's  
Books, 2008) ISBN 978-0525477921
28. *The Star-Spangled Banner in Translation: What It Really Means  
(Fact Finders: Kids' Translations)*, by Elizabeth Raum (Capstone  
Press, 2008) ISBN 978-1429628471
29. *The War of 1812: Expanding & Preserving the Union (Primary  
Source Readers)*, by Jill K. Mulhall (Teacher Created Materials,  
2008) ISBN 978-0743989077
30. *The War of 1812: The New American Nation Goes to War with  
England*, by Mark Beyer (Rosen Publishing, 2004)  
ISBN 978-0823942619
31. *The War of 1812 (Primary Sources of American Wars)*, by  
Georgene Poulakidas (PowerKids, 2006) ISBN 978-1404226814
32. *Washington is Burning! The War of 1812*, by Alvin R. Cunningham  
(Perfection Learning, 2003) ISBN 978-0822560500
33. *Washington is Burning (On My Own History)*, by Marty Rhodes  
Figley and illustrated by Craig Orback (Lerner Books, 2006)  
ISBN 978-0822560500
34. *We the Kids: The Preamble to the Constitution of the United  
States*, by David Catrow (Puffin, 2005) ISBN 978-014202764

## Websites

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### Teacher Resources

1. Chalmette Battlefield National Park  
<http://www.nps.gov/jela/chalmette-battlefield.htm>
2. Fort McHenry National Park  
<http://www.nps.gov/fomc/index.htm>
3. The Flag House and Star-Spangled Banner Museum  
<http://www.flaghouse.org>
4. The Star-Spangled Banner Exhibit at the Smithsonian  
<http://americanhistory.si.edu/starspangledbanner>
5. Video Clips on the Star-Spangled Banner  
<http://www.youtube.com/watch?v=zDKfw8nysLA>  
<http://www.youtube.com/watch?v=iwsq7frSB5Q>
6. Montpelier Historic Website  
<http://www.montpelier.org>
7. PBS Film on Dolley Madison  
<http://www.pbs.org/wgbh/americanexperience/films/dolley/>
8. Official Bicentennial Website  
<http://www.visit1812.com>
9. The U.S. Capitol Visitor's Center  
<http://www.visitthecapitol.gov/Exhibitions/online>
10. USS *Constitution* Museum  
<http://www.usconstitutionmuseum.org>
11. The James Madison Museum  
<http://www.thejamesmadisonmuseum.org/>
12. The Papers of James Madison  
[www.virginia.edu/pjm](http://www.virginia.edu/pjm)
13. The White House  
<http://www.whitehouse.gov/about/presidents/jamesmadison>
14. The Crafty Classroom  
<http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebookingPatriotic.html>
15. Hold The Fort (Online Game)  
<http://www.nps.gov/fomc/holdthefort>

### ***Student Resources***

16. Interactive Map: America in 1812  
<http://bit.ly/XYmkBy>
17. Music and Lyrics to “The Battle of New Orleans”  
<http://kids.niehs.nih.gov/lyrics/battleof.htm>
18. Music and Lyrics to the Star-Spangled Banner  
<http://kids.niehs.nih.gov/lyrics/spangle.htm>
19. The White House Interactive Tour  
<http://www.whitehouse.gov/about/interactive-tour>
20. A Sailor’s Life for Me! (Online Game)  
<http://asailorslifeforme.org>

## ***Additional Support Materials***

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### ***Assessment and Remediation Guide***

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U1>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

### ***The Fluency Packet***

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A separate component, The Fluency Packet, is available for download at <http://www.coreknowledge.org/G2-FP>. In it you will find a poem, an informational piece titled “Did You Know?”, a Reader’s Theater, a realistic fiction and a science or social studies selection. This component is designed for you to send home with students to practice reading. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. These would be ideal to use during transition times.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, when you use this Fluency Packet, you will be addressing the following additional Common Core State Standard:

- Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)