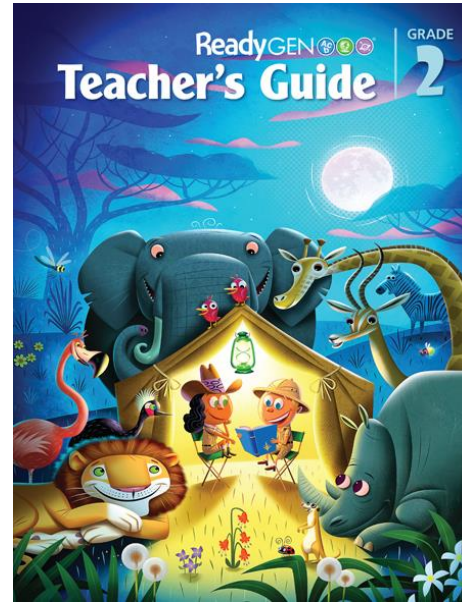
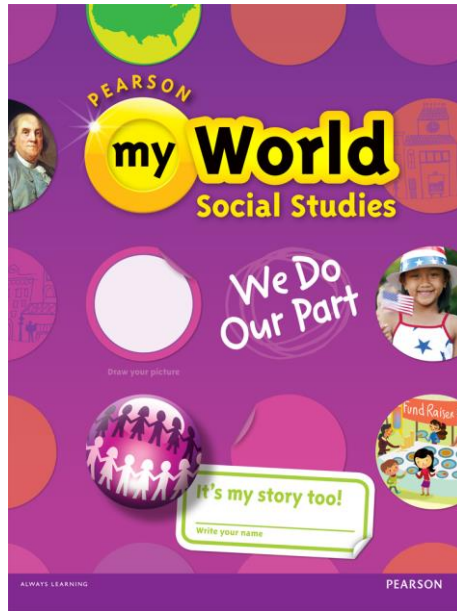


## A Correlation of



To the  
**New York State**  
**Social Studies Framework**  
**Grade 2**

# **A Correlation of Savvas myWorld Social Studies, We Do Our Part, and ReadyGen to the New York State Social Studies Framework, Grade 2**

## **Introduction**

This document demonstrates how *Savvas myWorld Social Studies* and *Savvas ReadyGEN* meet the New York State Social Studies Framework for Grade 2. Correlation page references are to the myWorld Social Studies Student Edition, Teacher’s Guide and the ReadyGEN Text Collection.

*ReadyGEN* ©2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **Everyone has a story. What’s yours?**

*Savvas myWorld Social Studies* utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *Savvas myWorld Social Studies*, you can get to the heart of social studies in the time you have.

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<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>SE:</b> Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196 <b>TG:</b> Ask Questions, 47, 126, 148; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Mod B: Danger! Earthquakes; Performance-Based Assessment: Opinion Task: Write an Opinion, 282-289; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>SE:</b> Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize;</p>

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(Continued) 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	(Continued) <b>TG:</b> Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>SE:</b> Reading Skills (lessons): Drawing Conclusions, 28–29, Cause and Effect, 112–113, Compare and Contrast, 138–139; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185, Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183; Compare and Contrast, 5, 89, 109, 133, 137, 143, 147, 151, 154, 177 <b>TG:</b> Make Connections, 6, 19, 25, 32, 36, 38, 41, 42, 46, 64, 64, 72, 82, 86, 87, 96, 99, 100, 108, 122, 136, 140, 147; Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140	<b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt

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<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p><b>SE:</b> Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191</p> <p><b>TG:</b> Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p>	<p><b>TG:</b> Benchmark Vocabulary/Language Analysis: Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p><b>SE:</b> Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153; Learning About the Past (using sources), 168–171; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Unit 4: Mod B: Disaster Alert!; Unit 5: Mod A: Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize</p>

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	(Continued) <b>TG:</b> Research, 26, 36, 52, 70, 79, 108, 123, 134, 140, 148; Categorize/Sorting Pictures, 114, 116; Sorting Primary and Secondary Sources, 131	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>SE:</b> Reading Skills (lesson): Drawing Conclusions, 28–29, Main Idea and Details, 68–69; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185; Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; myStory Spark, 10, 46, 82, 126, 158 <b>TG:</b> Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148	<b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt

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<b>Integration of Knowledge and Ideas</b>		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p><b>SE:</b> Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p><b>TG:</b> Analyze Visuals, 3, 6, 11, 14, 15, 26, 35, 38, 46, 54, 55, 61, 64, 68, 81, 90, 96, 100, 122, 125, 130, 134, 137, 139, 142; Analyze Maps, 23, 52, 65, 67, 73, 76, 79, 87, 89, 113, 133; Analyze Charts, 39, 54, 86; Analyze Images, 107; Categorize/Sorting Pictures, 114, 116</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
8. Describe how reasons support specific points the author makes in a text.	<p><b>SE:</b> Reading Skills (lesson): Fact and Opinion, 6–7; also see: Fact and Opinion, 35, 165, 171, 175, 179, 182, 187, 188–189, 193, 196</p> <p><b>TG:</b> Distinguish Fact and Opinion, 90, 122, 126, 131, 134, 137, 140, 143, 145, 147; Analyze Primary and Secondary Sources, 131; also see: Main Ideas and Details, 32, 35, 39, 41, 46, 52</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>



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<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>SE:</b> Learning About the Past (using sources), 168–171; also see: Reading Skills: Compare and Contrast, 5, 89, 109, 133, 137, 138, 143, 147, 151, 154, 177</p> <p><b>TG:</b> Compare and Contrast, 6, 7, 19, 22, 36, 42, 55, 61, 67, 72, 73, 75, 76, 79, 81, 96, 99, 100, 103, 107, 111, 113, 114, 133, 140, 142; Analyze Primary and Secondary Sources, 131</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; “Lincoln”; Mod B: Change Makers; City Green; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>
<b>Range of Reading and Level of Text Complexity</b>		
<p>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.</p>	<p><b>SE:</b> myStory Spark, 10, 46, 82, 126, 158; Reading Skills (lessons), 28–29, 68–69, 112–113, 138–139, 188–189; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196</p>	<p><b>TG:</b> Unit 1: Mod B: Friends Around the World; Unit 2: Mod B: Money Matters!; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 4: Mod B: Disaster Alert!; Danger! Earthquakes; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>

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	(Continued) <b>TG:</b> Leveled Reader, 2, 31, 60, 95; also see also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge and skills at their own level. Key: <b>L1:</b> Special Needs <b>L2:</b> Extra Support <b>L3:</b> On-level <b>L4:</b> Challenge Research, 26: L2-4, 36: L1-4, 52: L1-L4, 70: L1-L4, 79: L1-L4, 108: L1-L4, 123: L1-L4, 134: L2-L4, 140: L2-L4, 148: L2-L4	
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>SE:</b> Writing process, 8; myStory Ideas (opinions), 23, 53, 77, 147; myStory Book: Draw picture showing what freedom means to you, write caption, 197 <b>TG:</b> Differentiated Instruction: Print advertisement, 7	<b>TG:</b> Unit 1: Mod B: Friends Around the World, 15, 25, 35, 45, 50, 55, 65, 70, 95, 135, 228, 229; Unit 2: Mod B: Money Matters!, 15, 25, 55, 65, 85, 95, 115, 168, 170, 178, 188, 190, 198, 199, 200, 210, 219, 220, 239, 240, 249, 250, 259, 260, 269, 270; Unit 2: Mod B: Performance-Based Assessment: Opinion Task: Write an Opinion, 282-289; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 13, 15, 25, 35, 55, 85, 115, 135;

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<p>2. Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>SE:</b> Writing process, 8; myStory Book, 45, 81, 125, 157, 197; myStory Ideas (informative/explanatory), 17, 27, 33, 37, 41, 57, 61, 67, 73, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 151, 165, 171, 175, 179, 183, 187, 193; Drawing Conclusions (write), 29  <b>TG:</b> Differentiated Instruction: Interview questions and answers (write), 47, 137, Write (explain), 55, Informative Paragraph, 145, 148, News Article, 103, Compare and Contrast Paragraph, 105            Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149</p>	<p><b>TG:</b> Unit 1: Mod B: Trouble at the Sandbox, 21, 47, 55; Snowshoe Hare’s Winter Home, 85, 95; Mod B: Friends Around the World, 170, 180, 190, 200, 210, 219, 220, 229, 230; Mod B: The House on Maple Street, 240, 248, 250, 259, 260, 269, 270, 284, 286; Performance-Based Assessment: Informative/Explanatory Task, Compare and Contrast Communities, 282-289; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 18-20, 28-30, 38-40, 48-50, 58-60, 65, 68-70, 128-130, 138-140; “Lincoln”, 78-80, 128-130, 138-140; Marching With Aunt Susan, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140; Performance-Based Assessment: Informative Task: Write a Biographical Sketch, 142-149; (Continued)            Mod B: Change Makers, 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, City Green, 228-230, 238-240, 248-250, 258-260, 268-270, 278, 280; Mod B: Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 282-289; Unit 4: Mod B: Disaster Alert!, 170, 190, 200, 209, 210, 260, 270; Danger! Earthquakes, 220, 240, 250, 260, 270; Performance-Based Assessment: Informative/Explanatory Task: Write a Magazine Article, 282-289;</p>

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3. Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	<b>SE:</b> Writing process, 8; myStory Ideas (narrative), 61, 143, 147; also see: Graph Skills: Reading a Timeline (create your own), 167 <b>TG:</b> Differentiated Instruction: Tall Tale, 111	<b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 18-20, 27-30, 38-40, 48, 49, 58-60, 68-70, 78-80, 138, 140; Snowshoe Hare’s Winter Home, 88-90, 98-100, 108-110, 138, 140; “Something Told the Wild Geese”, 118, 119; Performance-Based Assessment: Narrative Task, Write a New Story, 142-149; Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 15, 18-20, 25, 29, 30, 38-40, 74, 78-80, 89, 90, 118-120, 129, 130, 137, 139, 140; A Chair for My Mother; 45, 47-50, 58-60, 64, 67, 69, 70, 109, 110, 118-120, 129, 130, 137, 139, 140; Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Unit 4: Mod A: The Earth Dragon Awakes, 30, 40, 50, 59, 60, 70, 80, 130; Seek the Sun, 90, 100, 120, 130; Performance-Based Assessment: Narrative Task: Write About Henry and Chin, 142-149;

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<b>Production and Distribution of Writing</b>		
4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>SE:</b> Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book, 45, 81, 125, 157, 197 <b>TG:</b> Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: Writing Activities, 4, 7, 9, 12, 15, 20, 23, 26, 36, 39, 42, 44, 47, 49, 55, 73, 79, 84, 87, 100, 103, 105, 111, 116, 126, 137, 143, 145, 148	<b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 19-21, 29-31, 39, 41, 49-51, 59, 60, 74, 80, 118-120, 128-130; Snowshoe Hare’s Winter Home, 85, 89, 90, 100, 104, 105, 108, 111; Performance-Based Assessment: Narrative Task, Write a New Story, 144, 145, 149; Mod B: Friends Around the World, 229, 259; Unit 1: Mod A: Trouble at the Sandbox, 19, 20, 29, 49, 59, 60, 69, 70, 79, 129, 138-140; Snowshoe Hare’s Winter Home, 89, 99, 119; Unit 2: Mod B: Money Matters!, 169, 170, 179, 180, 189, 190, 199, 200, 209, 210, 219, 220, 260, 269, 270, 279; I Wanna Iguana, 229, 230, 239, 240, 249, 250, 259, 260, 269, 270, 279;

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		<p>(Continued)</p> <p>Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 19, 20, 30, 49, 59, 60, 69, 70; "Lincoln", 79, 129, 138-140; Marching With Aunt Susan, 89, 99, 119; Mod B: Change Makers, 169, 170, 179, 180, 189, 190, 198-200, 209, 210, 219, 220, 279, 280; City Green, 229, 230, 239, 240, 249, 250, 259, 260; "City Trees," and Poems from <i>Cricket Never Does</i>, 269, 270; Unit 4: Mod A: The Earth Dragon Awakes, 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80; Seek the Sun, 88-90, 98-100, 108-110, 128-130, 138-140; "The Fool on the Hill," Mother of the Mountains," "I Am Boom!", 118-120; Mod B: Disaster Alert!, 168-170, 178-180, 188-190, 198-200, 208-210; Danger! Earthquakes, 218-220, 228-230, 238-240, 248-250, 268-270; "Who Could Somersault the San Andreas Fault?", 258-260, 278-280; Unit 5: Mod A: John Chapman: Planter and Pioneer, 18, 28, 38, 48, 49, 58, 68, 69, ; Johnny Appleseed, 78, 79, 88, 89, 98, 99, 108; Unit 5: Mod A: "Planting a Tree," "Trees", 118, 128, 129, 138, 139; Pioneers to the West, 168, 178, 188, 189, 198, 208, 218; Mod B: Going West, 228, 238, 248, 258, 268, 278; U</p>

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		(Continued) Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 18, 28, 38, 48, 58, 68; On Meadowview Street, 78, 88, 98, 108, 128, 138;; “The Lion and the Mouse,” “The Crow and the Pitcher”, 118; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 168, 178, 188, 198, 208, 218; A Picture Book of Eleanor Roosevelt, 228, 238, 248, 258, 268, 278
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>SE:</b> 21 <sup>st</sup> Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197 <b>TG:</b> Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149	<b>TG:</b> Independent Writing Practice: Digital Options, Unit 1: Mod A: 20, 50, 70, 80, 110, 140; Mod B: 170, 180, 210, 230, 240, 270; Unit 2: Mod A: 30, 60, 90, 100, 120, 130; Mod B: 170, 140, 180, 190, 200, 220, 260; Unit 3: Mod A: 20, 40, 70, 110, 130, 140; Mod B: 170, 210, 230, 250, 270; Unit 4: Mod A: 50, 80, 100, 120; Mod B: 180, 200, 220, 230, 240, 250, 260; Unit 5: Mod A: 40, 50, 60, 70, 90, 100, 130, 140; Mod B: 180, 200, 220, 250; Unit 6: Mod A: 20, 50, 70, 90, 100, 140; Mod B: 190, 220, 240, 260, 270



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<b>Research to Build and Present Knowledge</b>		
<p>6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><b>SE:</b> 21<sup>st</sup> Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171</p> <p><b>TG:</b> Differentiated Instruction: Research, 36, 52, 70, 79, 108, 123, 134, 140, 148; Library/Computer Resources, 26</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 44, 59, 60; Snowshoe Hare’s Winter Home, 107; Mod B: Center Options: Research Center, 161; Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 39, 79; Unit 3: Mod A: Marching With Aunt Susan, 118, 119, 120, 128, 129; Performance-Based Assessment: Informative Task: Write a Biographical Sketch, 142-146; Mod B: Center Options: Research Center, 161; Change Makers, 190, 230; City Green, 260; Unit 4: Mod B: Disaster Alert!, 189, 190, 209; Danger! Earthquakes, 219, 220, 229, 269, 270; “Who Could Somersault the San Andreas Fault?”, 259; Unit 5: Mod A: Johnny Appleseed, 79, 89, 98, 99, 108, 109; Mod B: Pioneers to the West, 169, 190, 21; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 23, 38, 39, 69; On Meadowview Street, 79; Performance-Based Assessment: Opinion Task: Write a Book Review, 143; Mod B: A Picture Book of Eleanor Roosevelt, 228, 239; Performance-Based Assessment: Opinion Task: Agree or Disagree, 283</p>

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<p>7. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SE:</b> Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171</p> <p><b>TG:</b> Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction:,7: L4, 9: L4, 12: L4, 15: L1-L4, 20: L2-L4, 23: L1-L4, 26: L2-L4, 36: L1-L4, 39: L1-L4, 42: L1-L4, 44: L1-L4, 47: L2-L4, 49: L1-L4, 55: L1-L4, 73: L1-L4, 79: L1-L4, 84: L2-L4, 87: L2-L4, 100: L1-L4, 103: L1-L4, 105: L1-L4, 111: L1-L4, 116: L1-L4, 126: L2-L4, 137: L2-L4, 143: L2-L4, 145: L2-L4, 148: L2-L4</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 15; Mod B: Friends Around the World, 189, 194, 201, 208, 211, 229; The House on Maple Street, 249, 250; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 19, 20, 30, 40, 49, 50, 58, 59, 69; “Lincoln”, 78, 79, 80; Marching With Aunt Susan, 88-90, 99, 100, 109, 118-120, 128, 129; Performance-Based Assessment: Informative Task: Write a Biographical Sketch, 143; Mod B: Center Options: Research Center, 161; Change Makers, 219, 220; Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 284; Unit 4: Mod A: The Earth Dragon Awakes, 20, 21, 30; Seek the Sun, 100, 108, 109; Mod B: Disaster Alert!, 209, 210; Danger! Earthquakes, 229, 238, 239, 240, 270, 275, 280; (Continued)</p> <p>Unit 5: Mod A: John Chapman: Planter and Pioneer, 19, 29, 70; Johnny Appleseed, 79, 89, 99; “Planting a Tree,” “Trees”, 119; Mod B: Pioneers to the West, 179, 209, 219; Going West, 249; Performance-Based Assessment: Narrative Task: Write About a Journey West, 283;</p>

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		(Continued) Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 18, 29, 39, 58, 68; On Meadowview Street, 78, 88; “The Lion and the Mouse,” “The Crow and the Pitcher”, 119; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 178, 198; A Picture Book of Eleanor Roosevelt, 238
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>Many opportunities exist in Pearson <i>myWorld Social Studies</i> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p><b>SE:</b> Collaboration and Creativity: Taking Action, 18-19; School Rules, 24; also see: myStory Spark, 10, 46, 82, 126, 158</p> <p><b>TG:</b> Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p>	<p>The objective is met throughout the program. Refer to the following examples:</p> <p><b>TG:</b> Unit 1: Mod A: Turn and Talk: 12, 112, 132; Mod B: Lesson Close Read: 163, 213, 223; Unit 2: Mod A: Turn and Talk: 22, 62, 122; Mod B: Small Group Discussion: 164, 174, 194, 204; Unit 3: Mod A: Fluency: 17, 67, 127; Mod B: Small Group Time: 225, 245, 255; Unit 4: Mod A: Lesson Close Read: 13 83, 123, 263; Mod B: Small Group Options: 176, 196, 226, 266; Unit 5: Mod A: Turn and Talk: 12, 42, 112, 182; Mod B: Small Group Discussions: 214, 244, 254, 274; Unit 6: Mod A: Small Group Options: 16, 56, 86, 126; Mod B: Turn and Talk: 172, 192, 222, 252, 262</p>

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<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>SE:</b> For supporting material please see: Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193 <b>TG:</b> Role-Play/Drama, 9, 26, 55, 103, 105, 108; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; also see: Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 122, 132, 172, 182, 192, 202, 212, 222; Snowshoe Hare’s Winter Home, 122, 132; Mod B: Friends Around the World, 162, 262, 272; The House on Maple Street, 242, 252; Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 12, 22, 32, 72, 82, 92; A Chair for My Mother, 42, 52, 62, 102, 112, 122, 132; Mod B: Money Matters!, 162, 172, 182, 192, 202, 212; I Wanna Iguana, 222, 242, 252, 262, 272; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 12, 22, 32, 42, 52, 62, 122, 132; “Lincoln”, 72, 122, 132; Marching With Aunt Susan, 82, 92, 102, 112; Mod B: Change Makers, 162, 172, 182, 192, 202, 212, 272; I Wanna Iguana, 222, 242, 252, 262; Unit 4: Mod A: The Earth Dragon Awakes, 12, 22, 32, 42, 52, 62, 72; Seek the Sun, 82, 92, 102, 122, 132; “The Fool on the Hill,” Mother of the Mountains,” “I Am Boom!”, 112; Mod B: Disaster Alert!, 162, 172, 182, 192, 202, 262, 272; Danger! Earthquakes, 212, 222, 242; “Who Could Somersault the San Andreas Fault?”, 252;</p>

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		(Continued) Unit 5: Mod A: John Chapman: Planter and Pioneer, 12, 22, 32, 42, 52, 62; Johnny Appleseed, 72, 82, 92, 102, 122, 132; "Planting a Tree," "Trees", 112; Mod B: Pioneers to the West, 162, 172, 182, 192, 202, 212; Going West, 222, 242, 252, 262, 272; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 12, 22, 32, 42, 52, 62, 122, 132; On Meadowview Street, 72, 82, 92, 102; "The Lion and the Mouse," "The Crow and the Pitcher", 112; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 162, 172, 182, 192, 202, 212, 262, 272; A Picture Book of Eleanor Roosevelt, 222, 242, 252, 262, 272
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>SE:</b> For supporting material please see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197 <b>TG:</b> Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148; Interview Family Members, 128, 140	<b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox; 14, 24, 34, 44, 54, 64, 74, 124, 134; Snowshoe Hare's Winter Home, 84, 94, 104, 124, 134; "Something Told the Wild Geese", 114; Performance-Based Assessment: Narrative Task, Write a New Story, 144; Mod B: Friends Around the World, 164, 174, 184, 194, 204, 214, 224; The House on Maple Street, 244, 254, 264, 274;

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		<p>(Continued)</p> <p>Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 14, 24, 34, 74, 84, 94, 114, 124, 134; A Chair for My Mother, 44, 54, 64, 104; Performance-Based Assessment: Narrative Task, Write About a Decision, 144; Mod B: Money Matters!, 164, 174, 184, 194, 204, 214, 224, 264, 274; I Wanna Iguana, 244, 254; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 14, 24, 34, 44, 54, 64, 124, 134; "Lincoln", 74; Marching With Aunt Susan, 84, 94, 104, 114; Performance-Based Assessment: Informative Task: Write a Biographical Sketch, 144; Mod B: Change Makers, 164, 174, 184, 194, 204, 214; City Green, 224, 244, 254; "City Trees," and Poems from <i>Cricket Never Does</i>, 264, 274; Unit 4: Mod A: The Earth Dragon Awakes, 14, 24, 34, 44, 54, 64, 74, 84, 124, 134; Seek the Sun, 94, 104, 124, 134; "The Fool on the Hill," Mother of the Mountains," "I Am Boom!", 114; Mod B: Disaster Alert!, 164, 174, 184, 194, 204, 264, 274; Danger! Earthquakes, 214, 224, 244, 264, 274; "Who Could Somersault the San Andreas Fault?", 254;</p>

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		<p>(Continued)</p> <p>Unit 5: Mod A: John Chapman: Planter and Pioneer, 14, 24, 34, 44, 54, 64, 124, 134; Johnny Appleseed, 74, 84, 94, 104; "Planting a Tree," "Trees", 114; Performance-Based Assessment: Opinion Task: Write About Lessons Learned, 144; Mod B: Pioneers to the West, 164, 174, 184, 194, 204, 214; Going West, 224, 244, 254, 262, 272; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 14, 24, 34, 44, 54, 64, 124, 134; On Meadowview Street, 74, 84, 94, 104; "The Lion and the Mouse," "The Crow and the Pitcher", 114; Performance-Based Assessment: Opinion Task: Write a Book Review, 144; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 164, 174, 184, 194, 204, 214; A Picture Book of Eleanor Roosevelt, 224, 244, 254, 262, 272</p>

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<b>Presentation of Knowledge and Ideas</b>		
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>SE:</b> For supporting material please see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197 <b>TG:</b> Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Oral Report, 26, 52, 108, 123</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 16, 26, 36, 46, 56, 66, 76, 126, 136; Snowshoe Hare’s Winter Home, 86, 96, 106; “Something Told the Wild Geese”, 116; Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 16, 26, 36, 76, 86, 96, 116, 126; A Chair for My Mother, 46, 56, 66, 106; Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 16, 26, 36, 46, 56, 66, 126; “Lincoln”, 76; Marching With Aunt Susan, 86, 96, 106, 116; Mod B: Change Makers, 166, 176, 186, 196, 206, 216, 276; City Green, 226, 246, 256; “City Trees,” and Poems from <i>Cricket Never Does</i>, 266; Unit 4: Mod A: The Earth Dragon Awakes, 16, 26, 36, 46, 56, 66, 76, 126, 136; Seek the Sun, 86, 96, 105, 106, 126, 136; “The Fool on the Hill,” Mother of the Mountains,” “I Am Boom!”, 116; Mod B: Disaster Alert!, 166, 176, 186, 196, 206, 266, 276; Danger! Earthquakes, 216, 226, 236, 246, 266, 276; “Who Could Somersault the San Andreas Fault?”, 256; Unit 5: Mod A: “Planting a Tree,” “Trees”, 112, 114, 116; Performance-Based Assessment: Opinion Task: Write About Lessons Learned, 148; Mod B: Going West, 222, 224, 226, 232, 234, 236, 242, 244, 246, 252, 254, 256, 262, 264, 266, 272, 274,</p>



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		(Continued) Performance-Based Assessment: Narrative Task: Write About a Journey West, 282; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 16, 26, 36, 46, 56, 66, 126; On Meadowview Street, 86, 93, 96, 106, 126; “The Lion and the Mouse,” “The Crow and the Pitcher”, 116; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 166, 176, 186, 196, 206, 216; A Picture Book of Eleanor Roosevelt, 226, 246, 256, 266
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.	<b>SE:</b> For supporting material please see: Begin with a Song, 11, 47, 83, 127, 159; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191 <b>TG:</b> My World and Me, 3, 29, 58, 93, 119, 151; Draw, 7, 12, 15, 20, 36, 39, 44, 55, 73, 73, 76, 79, 84, 100, 128, 143	<b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox, 16, 26, 29, 36, 40, 46, 47, 56, 60, 66, 67, 76, 126, 136; Snowshoe Hare’s Winter Home, 86, 96, 97, 106, 126, 136; “Something Told the Wild Geese”, 116; Performance-Based Assessment: Narrative Task, Write a New Story, 142, 144; Performance-Based Assessment: Informative/Explanatory Task, Compare and Contrast Communities, 288; Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday, 15, 16, 17, 19, 25, 26, 36, 76, 80, 86, 90, 96, 116, 117, 126, 136; A Chair for My Mother, 46, 47, 56, 66, 67, 106, 116, 117, 126, 136; Mod B: I Wanna Iguana, 232, 282; Performance-Based Assessment: Opinion Task: Write an Opinion, 288;

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		<p>(Continued)</p> <p>Unit 3: Mod A: Theodore Roosevelt: The Adventurous President, 16, 17, 26, 36, 46, 56, 66, 126, 136; "Lincoln", 76, 126, 136; Marching With Aunt Susan, 86, 96, 106, 116; Mod B: Change Makers, 166, 176, 186, 196, 206, 276; City Green, 226, 236, 246, 256; "City Trees," and Poems from <i>Cricket Never Does</i>, 266; Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 284, 285, 288; Unit 4: Mod A: The Earth Dragon Awakes, 40, 130; Seek the Sun, 110; Performance-Based Assessment: Narrative Task: Write About Henry and Chin, 144; Mod B: Disaster Alert!, 170, 200; Danger! Earthquakes, 220; Performance-Based Assessment: Informative/Explanatory Task: Write a Magazine Article, 284; Unit 5: Mod A: "Planting a Tree," "Trees", 112, 114, 116, 117; Performance-Based Assessment: Opinion Task: Write About Lessons Learned, 144, 148; Mod B: Pioneers to the West, 182, 220; Going West, 230, 232, 234, 244, 246, 254; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime, 16, 46, 47, 126; On Meadowview Street, 86, 92, 94, 95, 96, 97, 107; Mod B: Alfred Nobel: The Man Behind the Peace Prize, 173</p>

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6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><b>SE:</b> For supporting material please see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197</p> <p><b>TG:</b> Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Discuss/Share, 4: L1-L4; 12: L1-L4; 15: L1-L4; 23: L1-L4; 33: L1-L4; 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 49: L1-L4; 52: L1-L4; 55: L1-L4; 62: L1-L4; 65: L1-L4; 68: L1-L4; 70: L1-L4; 76: L1-L4; 79: L1-L4; 82: L1-L4; 84: L2-L4, 87: L2-L4, 90: L2-L4, 97: L1-L4; 100: L1-L4; 103: L1-L4; 105: L1-L4; 108: L1-L4; 111: L1-L4; 114: L1-L4; 116: L1-L4; 123: L1-L4; 126: L2-L4, 128: L2-L4, 131: L2-L4, 134: L2-L4, 137: L2-L4, 140: L2-L4, 143: L2-L4, 145: L2-L4, 148: L2-L4, Oral Report, 26, 52: L1-L4; 108: L1-L4; 123; Interview Family Members, 128, 140</p>	<p>The objective is met throughout the program. Refer to the following examples:</p> <p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox; 12, 14, 16, 22, 24, 26, 32, 33, 34, 42, 44, 46, 52, 54, 56, 61, 62, 64, 66, 74, 76; Unit 2: Mod B: Money Matters!, 122, 124, 125, 126, 131, 132, 134, 136, 162, 164, 166, 176, 186, 196, 206, 216; Unit 3: Mod A: Marching With Aunt Susan, 82, 84, 86, 92, 96, 102, 104, 106, 112, 116, 122, 124, 126, 132, 134, 136, 141; Unit 4: Mod B: Disaster Alert!, 162, 164, 166, 172, 174, 176, 182, 184, 186, 192, 194, 196, 202, 204, 206, 216; Unit 5: Mod A: John Chapman: Planter and Pioneer, 12, 14, 16, 22, 24, 26, 32, 34, 36, 41, 42, 44, 46, 51, 52, 54, 56, 61, 62, 64, 66; Unit 6: Mod A: On Meadowview Street; 72, 74, 76, 82, 83, 84, 86, 92, 94, 96, 98, 101, 102, 103, 104, 106</p>









































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<p style="text-align: center;"><b>New York State Social Studies Framework Grade 2: My Community and Other Communities</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies We Do Our Part, Grade 2</b></p>	<p style="text-align: center;"><b>ReadyGEN Text Collection</b></p>
<p>➤ Students will learn about the process of voting and what opportunities adults in the community have for participation.</p>	<p><b>SE:</b> Vote, 21, 30, 34 <b>TG:</b> Active Reading &amp; Lesson Summary, 11, 19, 22</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Marching With Aunt Susan</p>
<p>➤ Students will participate in voting within the classroom and in school as appropriate.</p>	<p><b>SE:</b> Vote, 21, 30, 34 <b>TG:</b> Active Reading &amp; Lesson Summary, 11, 19, 22</p>	<p>Outside the scope of the program.</p>
<p>2.3d Symbols of American democracy serve to unite community members.</p>	<p><b>SE:</b> Our Country's Symbols, 38–41; What We Celebrate, 140–143 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 24, 25, 26, 106, 107, 108</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Poetry: “Lincoln”; “My America”</p>
<p>➤ Students will examine the symbols of the country including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.</p>	<p><b>SE:</b> Our Country's Symbols, 38–41; What We Celebrate, 140–143 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 24, 25, 26, 106, 107, 108</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Poetry: “Lincoln”; “My America”</p>
<p><b>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community’s government through leadership and service.</b></p>		
<p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p>	<p><b>SE:</b> We Follow Rules and Laws, 24–27; also see: We Are Good Citizens, 14–17 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 13–15</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox; Unit 2: Mod A: Poetry: “Sharing”; Mod B: Poetry: “Unfair”</p>

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<p>➤ Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.</p>	<p><b>SE:</b> We Follow Rules and Laws, 24–27; also see: We Are Good Citizens, 14–17 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 13–15</p>	<p><b>TG:</b> Unit 1: Mod A: Trouble at the Sandbox; Unit 2: Mod A: Poetry: “Sharing”; Mod B: Poetry: “Unfair”</p>
<p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p>	<p><b>SE:</b> We Follow Rules and Laws, 24–27; Our Leaders, 34–37 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 13–15, 21–23</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 6: Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>
<p>➤ Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.</p>	<p><b>SE:</b> We Follow Rules and Laws, 24–27; Our Leaders, 34–37 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 13–15, 21–23</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Mod B: Change Makers; Unit 6: Mod B: Alfred Nobel: The Man Behind the Peace Prize; A Picture Book of Eleanor Roosevelt</p>
<p>2.4c Citizens provide service to their community in a variety of ways.</p>	<p><b>SE:</b> Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 6, 7, 8, 9</p>	<p><b>TG:</b> Unit 3: Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime; On Meadowview Street</p>

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<p>➤ Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).</p>	<p><b>SE:</b> Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 6, 7, 8, 9</p>	<p><b>TG:</b> Unit 3: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 282-289; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<p>➤ Students will identify how adults can provide service to the school and the community at large.</p>	<p><b>SE:</b> Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Citizens in the Community, 16–17; Collaboration and Creativity: Taking Action, 18–19 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 6, 7, 8, 9</p>	<p><b>TG:</b> Unit 3: Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<p><b>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</b></p>		
<p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p>	<p><b>SE:</b> United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Our Environment (suburban and urban environments), 108–111; Going West, 181 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 81, 82, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod B: Friends Around the World; The House on Maple Street; Unit 3: Mod B: City Green; “City Trees”; Unit 6: Mod A: On Meadowview Street</p>



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<p>➤ Students will locate their communities on maps and/or globes.</p>	<p><b>SE:</b> United States Capitals, 36; Maps Show Locations, 88; All About Maps, 90–93; Using a Map Scale, 94–95; The United States (Physical), 102; Political Maps, 103; United States Climate Regions, 106; Our Environment (suburban and urban environments), 108–111; Going West, 181 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 23, 65, 66, 67, 68, 69, 70, 76, 79, 81, 82, 87, 89, 139; Analyze Maps, 52, 65, 73, 113, 133; Map work, 73</p>	<p>Outside the scope of the program.</p>
<p>➤ Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports).</p>	<p><b>SE:</b> Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod B: The House on Maple Street; Unit 3: Mod B: City Green; “City Trees”; Unit 6: Mod A: On Meadowview Street</p>
<p>➤ Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.</p>	<p><b>SE:</b> Why We Use Maps, 90; Map Skills: Using a Map Scale, 94–95 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 69, 70</p>	<p>Outside the scope of the program.</p>

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<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p>	<p><b>SE:</b> Deciding What to Produce, 59; Resources, 60–61; Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Our Environment, 108–111; Earth’s Resources, 114–117; Review and Assessment, 123, 124 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 71, 72, 73, 74, 75, 76, 80–82, 85, 86, 87, 92, 93</p>	<p><b>TG:</b> Unit 1: Mod B: The House on Maple Street; Unit 3: Mod B: City Green; “City Trees”; Unit 6: Mod A: On Meadowview Street</p>
<p>➤ Students will compare how different communities in their state or nation have developed and explain how physical features of the community affect the people living there.</p>	<p><b>SE:</b> Deciding What to Produce, 59; Resources, 60–61; Our Earth, 96–99; Landforms and Bodies of Water, 100–103; Our Environment, 108–111; Earth’s Resources, 114–117; Review and Assessment, 123, 124 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 71, 72, 73, 74, 75, 76, 80–82, 85, 86, 87, 92, 93</p>	<p><b>TG:</b> Unit 1: Mod B: The House on Maple Street; Performance-Based Assessment: Informative/Explanatory Task, Compare and Contrast Communities, 282-289; Unit 3: Mod B: City Green; “City Trees”; Unit 6: Mod A: On Meadowview Street</p>
<p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.</p>	<p><b>SE:</b> Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87, 88, 89, 90, 93</p>	<p><b>TG:</b> Unit 3: Mod B: City Green; “City Trees,” and Poems from <i>Cricket Never Does</i>; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; “City Trees,” and Poems from <i>Cricket Never Does</i>; Unit 6: Mod A: 68 Ways</p>

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<p>➤ Students will explore how humans have positively and negatively impacted the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.</p>	<p><b>SE:</b> Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87, 88, 89, 90, 93</p>	<p><b>TG:</b> Unit 1: Mod B: Poetry: “Subways Are People”; Unit 3: Mod B: City Green; “City Trees,” and Poems from <i>Cricket Never Does</i>; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Mod B: Pioneers to the West; “City Trees,” and Poems from <i>Cricket Never Does</i>; Unit 6: Mod A: 68 Ways</p>
<p>➤ Students will describe the means people create for moving people, goods, and ideas in their communities.</p>	<p><b>SE:</b> Moving Ideas, People, and Things, 118–121; Review and Assessment, 124 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 88, 89, 90, 93</p>	<p><b>TG:</b> Unit 2: Mod B: Money Matters!; Unit 3: Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>
<p>2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.</p>	<p><b>SE:</b> Maps Show Locations, 88–89; All About Maps, 90–93; Using a Map Scale, 94–95; Physical Maps, 102; Political Maps, 103 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 63, 65, 66, 67, 68, 69, 76</p>	<p><b>TG:</b> Unit 1: Mod B: The House on Maple Street; Unit 4: Mod B: Danger! Earthquakes; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<p>➤ Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.</p>	<p><b>SE:</b> Cardinal Directions, 92; Intermediate Directions, 93 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 63</p>	<p><b>TG:</b> For supporting material please see: Unit 5: Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>

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<ul style="list-style-type: none"> <li>➤ Students will locate the equator, northern and southern hemispheres, and poles on a globe.</li> </ul>	<p><b>SE:</b> Our Earth, 96–99 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 71–73</p>	<p><b>TG:</b> For supporting material please see: Unit 5: Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<ul style="list-style-type: none"> <li>➤ Students will use maps and legends to identify major physical features such as mountains, rivers, lakes, and oceans of the local community, New York, and the nation.</li> </ul>	<p><b>SE:</b> All About Maps, 90–93; Our Earth, 96–99; Landforms and Bodies of Water, 100–103 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 66–68, 71–73, 74–76</p>	<p><b>TG:</b> For supporting material please see: Unit 5: Mod B: Pioneers to the West; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<b><i>Time, Continuity, and Change</i></b>		
<b>2.6 Identifying continuities and changes over time can help understand historical developments.</b>		
<p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p>	<p><b>SE:</b> Graph Skills: Reading a Timeline, 166–167; Learning About the Past, 168–171; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; Review and Assessment, 193; myStory Book: How does life change throughout history?, 197 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 126, 128, 129–131, 132, 133, 134, 135, 136, 137, 148, 151</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod B: Unit 3: Mod B: Change Makers; Performance-Based Assessment: Informative/Explanatory Task: Design a Park, 282–289; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>

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<p>2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>	<p><b>SE:</b> Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; All About Maps, 90–93; Artifacts, 132; Learning About the Past (using sources), 168–171; Review and Assessment, 194 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 43, 44, 66–68, 115, 116, 127, 128, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod A: Theodore Roosevelt: The Adventurous President; Performance-Based Assessment: Informative Task: Write a Biographical Sketch, 142-149; Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>
<p>➤ Students will examine continuities and changes over time in their community using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>	<p><b>SE:</b> Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; All About Maps, 90–93; Artifacts, 132; Learning About the Past (using sources), 168–171; Review and Assessment, 194 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 43, 44, 66–68, 115, 116, 127, 128, 129, 130, 150; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; Analyze Primary and Secondary Sources, 131</p>	<p><b>TG:</b> For supporting material please see: Unit 3: Mod B: Change Makers; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; Unit 6: Mod A: 68 Ways to Save the Planet Before Bedtime</p>

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<p>➤ Students will develop a time line for their community including important events, such as when the school was built.</p>	<p><b>SE:</b> Reading a Timeline, 166-167 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 127-128</p>	<p>Outside the scope of the program.</p>
<p><b>2.7 Cause-and-effect relationships help us recount events and understand historical development.</b></p>		
<p>2.7a Cause-and-effect relationships help us understand the changes in communities.</p>	<p><b>SE:</b> Reading Skills (lessons): Cause and Effect, 112-113; also see: Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183 <b>TG:</b> Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140</p>	<p><b>TG:</b> Unit 1: Mod A: Snowshoe Hare’s Winter Home; Mod B: The House on Maple Street; Unit 3: Mod B: City Green; Unit 6: Mod A: On Meadowview Street</p>
<p>➤ Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).</p>	<p><b>SE:</b> Reading Skills (lessons): Cause and Effect, 112-113; also see: Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183 <b>TG:</b> Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod A: Snowshoe Hare’s Winter Home; Mod B: The House on Maple Street; Unit 3: Mod B: City Green; Unit 6: Mod A: On Meadowview Street</p>

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<p><b><i>Economic Systems</i></b></p>		
<p><b>2.8 Communities face different challenges in meeting their needs and wants.</b></p>		
<p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p>	<p><b>SE:</b> Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p>	<p><b>TG:</b> Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday; A Chair for My Mother; Poetry: “Money Matters”; Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Mod B: Money Matters!; I Wanna Iguana; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>
<p>➤ Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.</p>	<p><b>SE:</b> Deciding What to Produce, 59; Resources, 60–61; Our Environment, 108–111; Earth’s Resources, 114–117 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 40, 41, 42, 80, 81, 82, 85, 86, 87</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod B: Performance-Based Assessment: Informative/Explanatory Task, Compare and Contrast Communities, 282-289</p>
<p>➤ Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).</p>	<p><b>SE:</b> Deciding What to Produce (farming), 59; Resources, 60–61; Our Environment (suburban and urban environments), 108–111; Earth’s Resources, 114–117; Life Then and Now, 184; Transportation Then and Now, 185 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 80, 81, 82, 85, 86, 87, 89, 90, 93, 142</p>	<p><b>TG:</b> Unit 2: Mod B: Money Matters!; I Wanna Iguana; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>

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<p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p>	<p><b>SE:</b> Trading for Goods and Services, 70–73; Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 50–52, 53– 55, 58</p>	<p><b>TG:</b> Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Mod B: Money Matters!</p>
<p>➤ Students will explore economic decision making and the use of money.</p>	<p><b>SE:</b> Trading for Goods and Services, 70–73; Making Choices About Money, 74–77; Review and Assessment, 80 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 50–52, 53– 55, 58</p>	<p><b>TG:</b> Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Mod B: Money Matters!</p>
<p>2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</p>	<p><b>SE:</b> Scarce Resources, 52; also see: Making Good Choices, 54–57; Price, 71; Making Choices About Money, 74–77; Review and Assessment, 78, 80 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 36, 37, 38, 39, 51, 53, 54, 55, 57, 58</p>	<p><b>TG:</b> Unit 2: Mod A: Alexander, Who Used to Be Rich Last Sunday; A Chair for My Mother; Poetry: “Money Matters”; Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Mod B: Money Matters!; I Wanna Iguana</p>
<p>➤ Students will examine how consumers react to changes in the prices of goods.</p>	<p><b>SE:</b> Prices, 55, 59, 71 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 38, 41, 51</p>	<p><b>TG:</b> Unit 2: Mod A: A Chair for My Mother; Poetry: “Money Matters”; Performance-Based Assessment: Narrative Task, Write About a Decision, 142-149; Mod B: Money Matters!; I Wanna Iguana</p>
<p>2.8d Taxes are collected to provide communities with goods and services.</p>	<p><b>SE:</b> Community &amp; State Government (taxes and services), 30–31 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 19</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Money Matters!</p>



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<p>➤ Students will explore the purpose of taxes and how they are collected in their community.</p>	<p><b>SE:</b> Community &amp; State Government (taxes and services), 30–31 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 19</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Money Matters!</p>
<p><b>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</b></p>		
<p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p>	<p><b>SE:</b> Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52</p>	<p><b>TG:</b> Unit 2: Mod A: A Chair for My Mother; Mod B: Money Matters!; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>
<p>➤ Students will distinguish between goods and services and identify goods produced in their community.</p>	<p><b>SE:</b> Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 43, 44, 45, 46, 47, 52</p>	<p><b>TG:</b> Unit 2: Mod A: A Chair for My Mother; Mod B: Money Matters!; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>
<p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police provide services.</p>	<p><b>SE:</b> Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46, 47</p>	<p><b>TG:</b> Unit 2: Mod A: A Chair for My Mother; Mod B: Money Matters!; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed</p>

**A Correlation of myWorld Social Studies, We Do Our Part, ©2013  
to the  
New York State Social Studies Framework**

<p style="text-align: center;"><b>New York State Social Studies Framework Grade 2: My Community and Other Communities</b></p>	<p style="text-align: center;"><b>Savvas myWorld Social Studies We Do Our Part, Grade 2</b></p>	<p style="text-align: center;"><b>ReadyGEN Text Collection</b></p>
<p>➤ Students will identify different types of jobs performed in their community.</p>	<p><b>SE:</b> Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46, 47</p>	<p><b>TG:</b> Unit 2: Mod A: A Chair for My Mother; Mod B: Money Matters!; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; “Planting a Tree,” “Trees”</p>
<p>➤ Students will explain the services provided by community workers.</p>	<p><b>SE:</b> Service Workers and Their Jobs, 64–67 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46, 47</p>	<p><b>TG:</b> Unit 2: Mod B: Money Matters!; Unit 5: Mod A: John Chapman: Planter and Pioneer; Johnny Appleseed; “Planting a Tree,” “Trees”</p>
<p>2.9c At times, neighboring communities share resources and workers to support multiple communities.</p>	<p><b>SE:</b> Service Workers and Their Jobs, 64–67 Trading for Goods and Services, 70–73 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46, 47, 50–52</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod B: Friends Around the World; Unit 3: Mod B: Change Makers</p>
<p>➤ Students will explore how communities share resources and services with other communities.</p>	<p><b>SE:</b> Service Workers and Their Jobs, 64–67 Trading for Goods and Services, 70–73 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 45, 46, 47, 50–52</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Mod B: Friends Around the World; Unit 3: Mod B: Change Makers</p>