

Unit Planning Organizer

Grade: 2

Unit: 3

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments.

Table of Contents

Step 1: Unit Standards

.....	p. 3
Iowa Core Standards- Priority Standards	p. 3
.....	p. 3
Iowa Core Standards- Support Standards	p. 3
.....	p. 4
Reading Standards Unwrapped and Depth of Knowledge	p. 4
.....	p. 4
Writing Standards Unwrapped and Depth of Knowledge	p. 4
.....	p. 5
Speaking/Listening Standards Unwrapped and Depth of Knowledge	p. 5
.....	p. 5
Unit Essential Questions and Big Ideas	p. 5

Step 2: Standards-Based Unit Assessments

.....	p. 6
Assessment and Performance Task Alignment of Unit Standards	p. 6
.....	p. 6
Standards-Based Pre and Post Common Formative Assessment (CFA) Teacher Directions, Student Directions and Answers.....	p. 6

Step 3: Standards-Based Performance Tasks

.....	p. 9
Performance Task Synopses	p. 9
.....	p. 9
Performance Task 1- In Detail	p. 9
.....	p. 9
Performance Task 2- In Detail	p. 11
.....	p. 11

Performance Task 3- In Detail p. 12

Performance Task 4- In Detail p. 13

Student and Supplemental Documents.....

p. 15

 Student Pre/Post Assessment for Unit

 3..... p. 16

 Passage: The Human Body: The Skeleton..... p. 17

 Passage: Bare Bones..... p. 18

Teacher Resources

..... p. 21

Notes:

- **Supporting standards *may* be embedded in performance tasks. If they are not embedded, they *must* be assessed through teacher-designed classroom measures.**
- **Supporting standards *will not* be embedded in common formative pre/post assessments.**

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	2 nd Grade					
Title of Standards-Based Unit	What do good readers and writers do? Compare and contrast multiple versions of literary and informational text.					
Estimated Duration of Unit	6 weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
W.2.1	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.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Iowa Core Standards- Support Standards (to be instructed and assessed)	
<i>Note:</i> Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.	
RL.2.3, RL.2.6, RI.2.3, RI.2.6, RI.2.8, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L. 2.1 (a-f), L.2.2 (a-e), L.2.3, L.2.4 (a-e), L.2.5 (a & b), L.2.6	

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Reading Standards			
Priority Standard	“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)	“Unwrapped” Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.2.1	<ul style="list-style-type: none"> ● Ask and answer ● Demonstrate understanding of 	<ul style="list-style-type: none"> ● Questions (who, what, when, where, why, and how) ● Key details in a text 	1, 2
RL.2.9	<ul style="list-style-type: none"> ● Compare ● Contrast 	<ul style="list-style-type: none"> ● 2 or more versions of the same story by different authors or from different cultures 	3
RI.2.1	<ul style="list-style-type: none"> ● Ask and answer ● Demonstrate understanding of 	<ul style="list-style-type: none"> ● Questions (who, what, when, where, why, and how) ● Key details in a text 	1, 2
RI.2.9	<ul style="list-style-type: none"> ● Compare ● Contrast 	<ul style="list-style-type: none"> ● Important points presented by two texts on the same topic texts 	3

Writing Standards			
Priority Standard	“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)	“Unwrapped” Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
W.2.1	<ul style="list-style-type: none"> ● Write ● Introduce ● State ● Use ● Provide 	<ul style="list-style-type: none"> ● Opinion pieces ● Topic or book ● Opinion on topic or book ● Linking words ● Concluding statement or section 	2, 3

Speaking/Listening Standards			
Priority Standard	“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)	“Unwrapped” Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
SL.2.1	<ul style="list-style-type: none"> ● Participate a. Follow b. Build c. c) Ask 	<ul style="list-style-type: none"> ● In collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> a. Agreed upon rules for discussion (e.g., gain the floor in respectful ways, listen to others with care, speak one at a time about the topics and texts under discussion) b. On conversations by linking <ul style="list-style-type: none"> ● comments to remarks of others c. For clarification and further <ul style="list-style-type: none"> ● explanation as needed about the topics and texts under discussion. 	2, 3
SL.2.2	<ul style="list-style-type: none"> ● Recount/Describe 	<ul style="list-style-type: none"> ● Key ideas or details from a text read aloud or information presented orally or through other media 	1, 2

Unit Essential Questions and Big Ideas	
Essential Questions	Big Ideas
Why do readers ask questions when they are reading?	Asking and answering questions about the text helps me understand what I am reading.
How do readers compare and contrast to find similarities and differences between texts or ideas?	Using information from two or more sources helps us to widen our understanding of a topic, event, or story elements.
How do good writers share an opinion?	Authors use different forms of writing to communicate ideas and information to an audience.
How do I collaborate with my peers?	When working with a group you follow agreed upon rules so everyone can participate and share.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA(s)	RI.2.1, RI.2.9
Performance Task #1	W.2.1
Performance Task #2	RL.2.1
Performance Task #3	RL.2.9
Performance Task #4	SL.2.1, SL.2.2
Post CFA	RI.2.1, RI.2.9

Standards-Based Pre- and Post- Common Formative Assessment (CFA)

After creating the Standards-based unit post-Assessment, design the standards-based unit pre-assessment, which will be **aligned** (directly matched to post-assessment, but with fewer questions) and standards-based.

Standards: RI.2.9, RI.2.1

Teacher and Student Directions:

Students should be given the text to complete the pre-assessment independently.

Read *“Bare Bones”* article from Readworks.org. Teacher read aloud to students.

Answer the questions after reading the article..

Read The Human Body: The Skeleton. (Teacher read aloud to students)

Use the article *“Bare Bones”* and The Human Body: The Skeleton to answer the questions following the passages.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Questions:

1. What information in these two texts is the same or similar (close to)?
2. What information is different in these two texts?

Use the chart to show what is the same and what is different in these two texts.

“Bare Bones” (Contrast) (Sample Answers)	Same for both texts (Compare) (Sample Answers)	“The Human Body” (Contrast) (Sample Answers)
<i>The Formation of strong bones gives the body shape.</i>	<i>The skeleton protects the inside of the body.</i>	<i>Cranium (skull) protects the brain.</i>
<i>Bones grow as the body grows.</i>	<i>There are 27 bones in each hand.</i>	<i>Ribs are shaped like a cage to protect heart and lungs.</i>
<i>Cartilage grows at the end of bone sections.</i>	<i>Bones grow.</i>	<i>A body would be floppy without a skeleton.</i>
	<i>Answers may vary- use your judgment.</i>	

New bone growth happens when a bone is broken.

Joints make it possible for bones to move.

Skeletal bones work together miraculously.

Answers may vary- use your judgment.

A skeleton works with muscles to help the body move.

Exercise helps kids grow healthy bones.

More than 1/2 of the skeletal bones are in the hands and feet.

Answers may vary- use your judgment.



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Scoring Guide RI.2.9 (Questions 1, 2)		
Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Student correctly compares the most important points presented by two texts on the same topic. o Student correctly contrasts three of the most important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> o Student correctly compares one of the most important points presented by two texts on the same topic. o Student correctly contrasts 1-2 of the important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> o Student does not correctly compare or contrast any of the important points.
Comments:		

Teachers: The scoring rubric has been changed. The language in the categories has changed from 'student correctly identifies *all most important points* to current language. For the contrast portion of this standard, a quantity has been added. Discuss with grade-level teams other acceptable answers that address the standard and are agreed-upon by your team.

Scoring Guide RI.2.1 (Questions 3 - 9)		
Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Student correctly answers questions about the text. o Student asks a question about text to demonstrate understanding of the text. 	<ul style="list-style-type: none"> o Student meets 1 of the proficient criteria. 	<ul style="list-style-type: none"> o Student meets no proficient criteria.
Comments:		

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

TASK 1: (W.2.1)

Stand Alone Task Engaging Scenario: The library is looking to purchase new books and needs your help! You are a book critic and have been hired to help choose books for the local library. The head librarian wants you to write a review about a book you've read in order to convince him/her to purchase this book for the library.

Synopsis: Students will learn the difference between fact and opinion. Students will then create a book review about a favorite book being sure to include the title and author to introduce their book, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section.

TASK 2, 3, 4: RL.2.1, RL.2.9, SL.2.1, SL.2.2

Tasks Build Upon Each Other Engaging Scenario: You are a defense lawyer. You have been assigned the task of defending a version of a familiar folktale or fairytale. To prepare your defense you will need to supply an opinion and reasons using key details to support your point of view. You will present your point of view in the form of a debate.

RL.2.1

Synopsis: Students will ask and answer questions to demonstrate understanding of key details of two versions of the same story.

RL.2.9

Synopsis: Students will compare and contrast two versions of the same folktale or fairytale. Focus on different authors OR diverse culture of the same story.

SL.2.1, SL.2.2

Synopsis: Students will take on the role of defense lawyer and present their point of view about a text. Students will engage in a debate over different versions of the same story to convince classmates which version is the best.

Performance Task # 1 - In Detail

Priority Standard: W.2.1

Essential Question: How do good writers share an opinion?

Big Idea: Opinion writing uses supporting evidence to state a thought or feeling about a topic.

DOK: 2, 3

Engaging Scenario Synopsis: The library is looking to purchase new books and needs your help! You are a book critic and have been hired to help choose books for the local library. The head librarian wants you to write a review about a book you've read in order to convince him/her to purchase this book for the library.

Synopsis: Students will learn the difference between fact and opinion. Students will then create a book review about a favorite book being sure to include the title and author to introduce their book, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section.

Teacher Directions: Before students create their writing, you will need to use a mentor text or texts to teach: Fact from opinion, how to state an opinion, finding supporting evidence, what are linking words and how to use them to link supporting evidence to the opinion, and how to create an introduction and conclusion. You will need an organizer as a scaffold for writing.

Suggestions for Instruction: Possible Mentor Texts: Fairy Tales, Folk Tales, or any book that you can use to help you teach how to form an opinion about a character, an event, or challenges that have evidence in the text to back up the opinion.

Ideas to consider in book review:

- Title of the book and author
- An introduction to your review
- Your opinion about the book
- Reasons that support your opinion
- Use linking words to connect your opinion and reasons
- A conclusion that supports your previously stated opinion

Scoring Guide W.2.1			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o An organizational structure, listing reasons, is included and linking phrases are present to connect opinion and reasons.	Student demonstrates proficiency of the standard: o Includes statement of an opinion o Reasons that support the opinion o Use of linking words to connect opinion and reasons o An introduction	o Meets 3 out of 5 of the proficient criteria.	o Meets less than 3 of the proficient criteria.
		Comments:	

	o A conclusion that appropriately support the stated opinion.	
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Performance Task # 2 - In Detail

Priority Standard: RL.2.1

Essential Question: Why do readers ask questions when they are reading?

Big Idea: Asking and answering questions about the text helps me understand what I am reading.

DOK: 1, 2

Engaging Scenario: You are a defense lawyer. You have been assigned the task of defending a version of a familiar folktale or fairytale. To prepare your defense you will need to supply an opinion and reasons using key details to support your point of view. You will present your point of view in the form of a debate.

Synopsis: Students will ask and answer questions to demonstrate understanding of key details key details of two versions of the same story.

Teacher Directions: In small groups students will read two versions of the same story by different authors or from different cultures. Next students will collaboratively ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details of two versions of the same story by different authors or different cultures.

Suggestions for Instruction: Teacher provides a graphic organizer or students utilize a technology tool to aid in documenting their answers.

Differentiation Option: Utilize a technology tool to aid in documenting their answers. Provide a graphic organizer for key details as needed.

Scoring Guide RL.2.1

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student refers explicitly to the text as the basis for the answers	o Asks and answers questions such as... 1. who 2. what 3. where 4. when 5. why 6. how ...to demonstrate understanding of key details of two versions of the same story by different authors or different cultures.	o Meets 5 out of 6 proficient criteria.	o Meets less than 5 of the proficient criteria.
		Comments:	

Performance Task # 3 - In Detail

Priority Standard: RL.2.9

Essential Question: How do readers compare and contrast to find similarities and differences between texts or ideas?

Big Idea: Using information from two or more sources helps us to widen our understanding of a topic, event, or story elements.

DOK: 3

Engaging Scenario: You are a defense lawyer. You have been assigned the task of defending a version of a familiar folktale or fairytale. To prepare your defense you will need to supply an opinion and reasons using key details to support your point of view. You will present your point of view in the form of a debate.

Synopsis: Students will compare and contrast two versions of the same folktale or fairytale; focusing on different authors OR diverse culture of the same story.

Teacher Directions: Focus on different authors OR diverse culture of the same story. For example read *Goldilocks and the Three Bears* by James Marshall and compare and contrast the story with another version of Goldilocks (*Rubia and the Three Osos* by Susan Middleton Elya).

Suggestions for Instruction: Have half of the class read versions of Cinderella and the other half read Little Red Riding hood. Have students compare and contrast individually to prepare for performance task #4.

Differentiation Options:

- Consider reading level/lexile when choosing texts.
- Utilize technology: BookFlix, Learn360, Vocaroo (recordable site), MyOn Reading, etc.

Scoring Guide RL.2.9

Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student compares and contrasts the a. themes, b. settings, and c. plot of two versions of the same story.	Student: o Compares and contrasts two versions of the same folktale or fairytale with an emphasis on identifying all similarities and differences in characters and story structure. *Please note: Due to the variety of texts used to meet the performance task, it is up to the teacher/grade level team to determine what constitutes as all for proficient	Student: o Compares and contrasts two versions of the same folktale or fairytale with an emphasis on identifying some, but not all similarities and differences in characters and story structure.	o Unable to identify the similarities and/or differences in characters and story structure.
		Comments:	

and some for close to proficient.

Performance Task # 4 - In Detail

Priority Standards: SL.2.1, SL.2.2

Essential Question: How do I collaborate with my peers?

Big Idea: When working with a group you follow agreed upon rules so everyone can participate and share.

Engaging Scenario: You are a defense lawyer. You have been assigned the task of defending a version of a familiar folktale or fairytale. To prepare your defense you will need to supply an opinion and reasons using key details to support your point of view. You will present your point of view in the form of a debate.

Synopsis: Students will take on the role of defense lawyer and present their point of view about a text. Students will engage in a debate over different versions of the same story to convince classmates which version is the best.

Teacher Directions: Students will participate in collaborative conversations with diverse partners about folktales/fairytales. In preparation for the debate students will need to recount or describe key ideas or details from the chosen text from performance task #3(folktale/fairytale). During the debate students will follow agreed-upon rules such as: gaining the floor in respectful ways, listening with care, speaking one at a time about topics and texts under discussion; building on other's talk and conversations but linking their comments to others; asking for clarification and further explanation as needed based upon the topics and texts under discussion.

Suggestions for Instruction:

- **Option:** Have 4 mixed-ability groups prepare 4 different fairytales/folktales. Two groups will debate and the other two groups will be the audience. This leaves the option for students to evaluate the debating skills of the other two groups.
- **Option:** Consider having the "winning" team debate against another classroom's "winning" team.

Format, roles, and rules resource:

<http://www.yourlocalheritage.ca/Report.php?ListType=Documents&ID=2637>

Planning worksheet resource:

<http://www.yourlocalheritage.ca/Report.php?ListType=Documents&ID=2638>

Peer Evaluation resource:

<http://www.yourlocalheritage.ca/Report.php?ListType=Documents&ID=2639>

Audience Skills Checklist resource:

<http://www.yourlocalheritage.ca/Report.php?ListType=Documents&ID=2640>

Ideas for roles: Team captain, argument presenter, rebuttal presenter, closing statement presenter, moderator

Differentiation Options: Consider student abilities for roles in debate. Examples: moderator can be a student instead of a teacher, consider having a "team captain."

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Scoring Guide SL.2.1			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Asks for clarification on information presented -or- o Explains their own ideas and understandings in light of the on-going discussion.	Participates in collaborative conversations with diverse partners about folktales/fairytales: o Follow agreed-upon rules for discussion (such as: gaining the floor in respectful ways, listening with care, speaking on at a time about topics and texts under discussion) o Build on other’s talk and conversations but linking their comments to others o Ask for clarification and further explanation as needed based upon the topics and texts under discussion.	o Meets 2 out of 3 of the proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

Scoring Guide SL.2.2		
Exemplar	Proficient	Far from Proficient
All proficient criteria plus: o Student is able to determine main idea and supporting details.	o Student recounts or describes key ideas or details from the chosen text (folktale/fairytale) read aloud or through other media.	o Student does not meet proficient criteria.
		Comments:

Possible Interdisciplinary Connections and Related Priority Standards Specific to Task #4
Technology, Social Studies, Science

Student and Supplemental Documents

Name: _____

Student Pre/Post Assessment for Unit 3:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

Texts for Informational text:

- Article from Readworks.org: *Bare Bones* (Free online)
- Book: *The Human Body: The Skeleton* by Kathleen Elgin (excerpt typed below). (Lexile 680)

Students should be given the text to complete the pre-assessment independently.

Read "*Bare Bones*" article from Readworks.org. Teacher read aloud to students.

Answer the questions following the passages.

Read The Human Body: The Skeleton. (Teacher read aloud to students)

Use the article "*Bare Bones*" *and* The Human Body: The Skeleton to answer the questions following the passages.

Name: _____

Student Pre/Post Common Formative Assessment for Unit 3:

The Human Body: The Skeleton

Your skeleton is your foundation and your framework. Its 206 bones of various sizes and shapes are the support for your body.

The formation of these strong bones gives you your shape. Your head, neck, arms, legs, and backbone give you your human form. The bones of the skeleton help protect the soft inner parts of your body.

As you grow taller and bigger, your bones grow too. They grow thicker by putting on extra layers. They grow longer by putting on cartilage in the sections before their ends.

This cartilage grows and gradually changes to bone, until you have reached full size, when your bones are fully grown.

Even then, bone can grow new tissue. When a bone is broken, new-grown bone material heals the fracture.

There are 27 bones in each hand and its fingers. These bones are small and delicate and have different shapes.

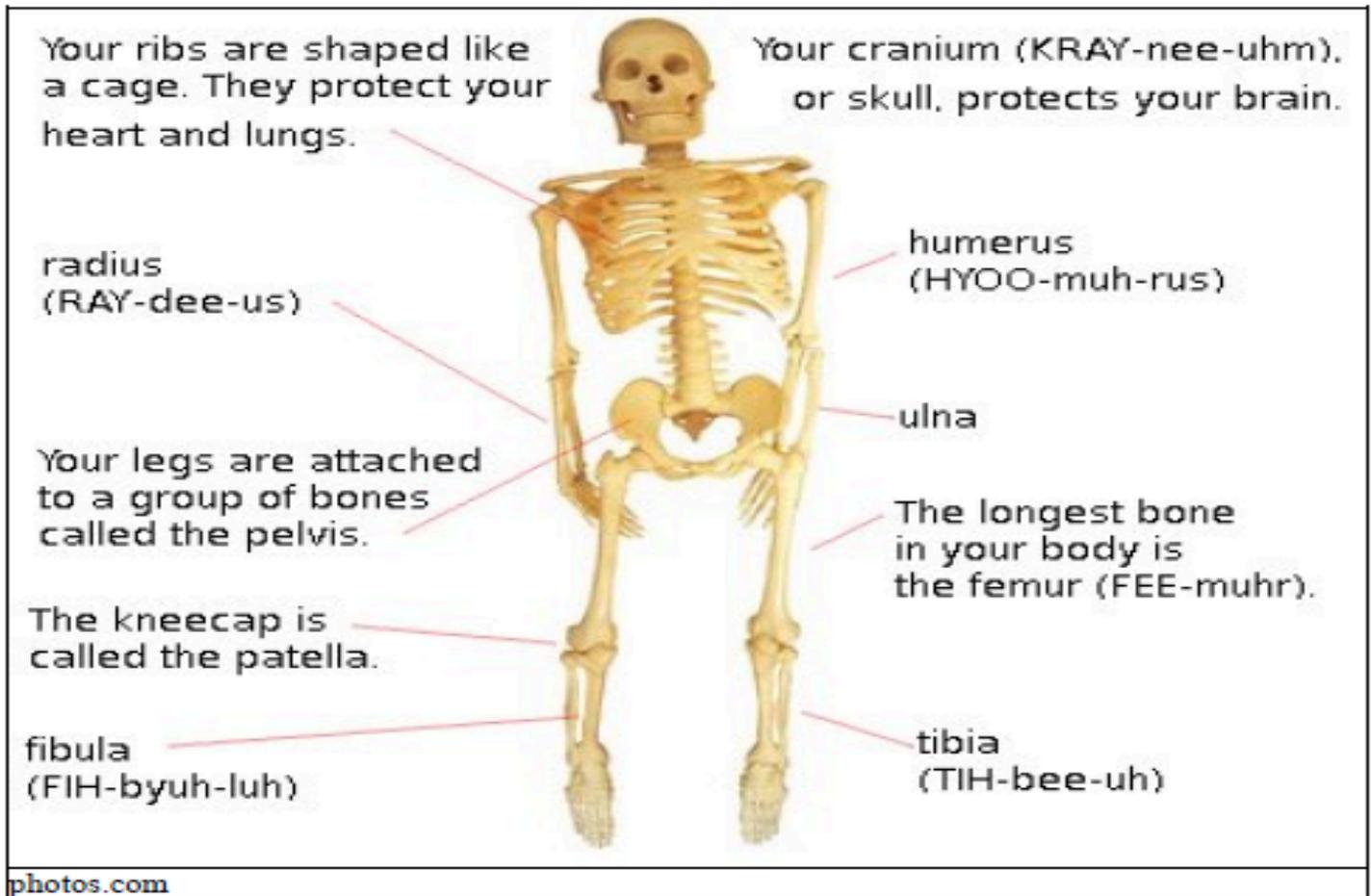
There is a hinge joint at the wrist, and there are three joints in each finger and two in each thumb. These joints make it possible for you to bend your thumb and fingers and use your hand in many ways.

The parts of the skeleton work together miraculously.

Bare Bones

What You Need to Know to Protect Your Skeleton

Make no bones about it! Without your skeleton, you'd be as floppy as a wet noodle. Your skeleton doesn't just hold you up; it also protects your organs and works with your muscles so you can move around.



Children's bones grow and change. Recent studies have found that exercise can help kids grow healthy bones. The studies also show that kids who exercise have stronger bones as adults. "The exercise will help their bones now and in later life," says researcher Miryoung Lee.

Did You Know?

More than half of the bones in the human body are in the hands and feet. Each hand has 27 bones; each foot has 26 bones.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Questions:

1. What information in these two texts is the same or similar (close to)?
2. What information is different in these two texts?

"Bare Bones" (Contrast)	Same for both texts (Compare)	"The Human Body" (Contrast)

Use the chart to show what is the same and what is different in these two texts.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

Directions: Please read the sentence below and then write the word or phrase that best answers the questions.

At an early age, children can grow healthy bones by exercising.

3. Who? _____
4. What can children grow? _____
5. When? _____
6. How? _____
7. Why is exercising important? _____

Directions: Please read the sentences below and then write the word or phrase that best answers the questions.

More than half of the bones in the human body are in the hands and feet. Each hand has 27 bones; each foot has 26 bones.

8. Where are bones found? _____

9. Create one question to ask a classmate from “Bare Bones” or “Skeleton” using who, what, when, where, why, or how.

Scoring Guide RI.2.9 (Questions 1, 2)		
Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Student correctly compares the most important points presented by two texts on the same topic. o Student correctly contrasts three of the most important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> o Student correctly compares one of the most important points presented by two texts on the same topic. o Student correctly contrasts 1-2 of the important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> o Student does not correctly compare or contrast any of the important points.
Comments:		

Teachers: The scoring rubric has been changed. The language in the categories has changed from ‘student correctly identifies *all most important points* to current language. For the contrast portion of this standard, a quantity has been added. Discuss with grade-level teams other acceptable answers that address the standard and are agreed-upon by your team.

Scoring Guide RI.2.1 (Questions 3 - 9)		
Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Student correctly answers questions about the text. 	<ul style="list-style-type: none"> o Student meets 1 of the proficient criteria. 	<ul style="list-style-type: none"> o Student meets no proficient criteria.
Comments:		

- | | |
|--|--|
| <ul style="list-style-type: none">o Student asks a question about text to demonstrate understanding of the text. | |
|--|--|

Teacher Resources

Ideas for Teacher Scaffolding:

RL.2.1 and RI.2.1 Learning Targets

- I can **ask and answer questions to help build comprehension in a text**
- *I can use who, what, where, when, why and how questions to ask and answer to gain meaning while reading.*
- *I can ask and answer questions to help me to think deeper about the text.*

RL.2.9 and RI.2.9 Learning Targets:

- I can ask questions to compare two versions of the same topic.
- I can ask questions to contrast two versions of the same topic.

W.2.1 Learning Targets

- I can introduce a topic.
- I can provide statement of opinion.
- I can provide reasons to support an opinion.
- I can use linking words to connect opinion and reasons.
- I can provide a concluding section or statement.

SL.2.1 Learning Targets

- I can follow agreed upon rules to effectively collaborate with a group.
- I can build off of others ideas by asking questions or expanding on topics.

SL.2.2 Learning Targets:

- I can use key details from what I learned to tell someone about it (by speaking or talking to others).