

Unit Planning Organizer

Grade: 2

Unit: 1

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

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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? Ask and answer questions about key ideas and details through personal experience and 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 questions as who, what, where, when, what, and how to demonstrate understanding of key details in a text. (DOK 1,2) |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (DOK 2) |
| RI.2.1 | Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. (DOK 1, 2) |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (DOK 2) |
| W.2.3 | 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. (DOK 2, 3) |
| SL.2.1 (a-c) | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul 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 s needed about the topics and texts under discussion. (DOK 2, 3) |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (DOK 1,2) |

| Iowa Core Standards- Support Standards (to be instructed and assessed) |
|--|
| Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below. |
| RL.2.3, RL.2.4, RI.2.4, SL.2.3, SL.2.4, 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 |

| Reading Standards | | | |
|-------------------|--|--|--------------------|
| Priority Standard | <i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases) | <i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases) | Depth of Knowledge |
| RL.2.1 | <ul style="list-style-type: none"> ● Ask (5W’s and H) ● Answer (5W’s and H) ● Demonstrate understanding | <ul style="list-style-type: none"> ● Questions (5W’s and H) ● Key details ● Text | 1, 2 |
| RL.2.2 | <ul style="list-style-type: none"> ● Recount ● Determine ● Describe | <ul style="list-style-type: none"> ● Stories ● Fables and Folktales ● Diverse Cultures ● Central message, lesson, or moral | 1, 2 |
| RI.2.1 | <ul style="list-style-type: none"> ● Ask (5W’s and H) ● Answer (5W’s and H) ● Demonstrate understanding ● Make, test, revise | <ul style="list-style-type: none"> ● Questions (5W’s and H) ● Key details ● Text | 1, 2 |
| RI.2.2 | <ul style="list-style-type: none"> ● Identify ● Focus | <ul style="list-style-type: none"> ● Main topic ● Multi-paragraph text ● Paragraphs ● Text | 2 |

| Writing Standards | | | |
|-------------------|--|--|--------------------|
| Priority Standard | <i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases) | <i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases) | Depth of Knowledge |
| W.2.3 | <ul style="list-style-type: none"> ● Write narratives ● Recount ● Include details ● Use ● Provide | <ul style="list-style-type: none"> ● Narratives ● Events or sequence of events details to describe actions, thoughts, feelings ● Temporal words ● Event order ● Closure | 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 <ul style="list-style-type: none"> a. Follow, listening, speaking b. Build, linking c. Ask | <ul style="list-style-type: none"> Collaborative conversations Diverse partners Peers Adults Small groups Large groups <ul style="list-style-type: none"> a) Rules, discussions, topics, texts b) Conversations, comments, remarks Explanation, topics, texts, discussion | 2, 3 |
| SL.2.2 | <ul style="list-style-type: none"> Recount Describe Presented orally or through media read aloud | <ul style="list-style-type: none"> Key ideas or details | 1, 2 |

Unit Essential Questions and Big Ideas

| Essential Questions | Big Ideas |
|---|--|
| How do I figure out which pieces of information are important? How will this help me determine the main topic or main idea? | By asking and answering questions I can identify important information that will help me recount the story or identify the main topic. |
| Why is it important to know key details and the main topic of a text? How does this help me recount the story? | |
| How do good writers share a personal experience? | 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 | RI.2.1, RI2.2, RL.2.1, RL.2.2 |
| Performance Task #1 | SL.2.1 (SL.2.3, SL.2.4, SL.2.6) |
| Performance Task #2 | RL.2.1, SL.2.1 (SL.2.3, SL.2.6) |
| Performance Task #3 | W.2.3 |
| Performance Task #4 | SL.2.1 (SL.2.3, SL.2.4, SL.2.6) |
| Post CFA | RI.2.1, RI2.2, RL.2.1, RL.2.2 |

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

Standards: RI.2.1, RI2.2, RL.2.1, RL.2.2

Teacher Directions: Teacher may read aloud the assessment for Unit 1 Pre and Post CFA

Student Directions and Possible Answers:

- Directions: Write your answer to the following questions using the story *The New Scooter*. The questions, what, why, and how are used to show understanding of the key details in *The New Scooter*. Using *The New Scooter*, write your answers using words from the text to support your understanding. (RL.2.1)
 - Who are the characters? **Matt and Evan**
 - Where does the story take place? **At the park**
 - When does the story take place? **During the day**
 - What is the problem? **The problem is, "Matt suddenly felt bad. He did not share his scooter with Evan."**
 - How was the problem solved? **Matt said, "Sorry I didn't share my scooter before."**
 - Why did Matt feel bad? **Matt felt bad because "Evan handed the plane to Matt."**
- Directions: Create one question to ask a classmate from *The New Scooter* using who, what, when, where, why or how.
- Using the above information, write a recount of the story (RL2.2)
- What is the central message, lesson, or moral people can learn from the story *The New Scooter*? (RL.2.2) **Matt learned that sharing is a part of being a good friend.**

5. Underline the parts of the story that show this is the central message, lesson, or moral you can learn. (Examples of explicit text references for the exemplar criteria) (RL.2.2)

- "No way," Matt said. "It's new. I don't want to share it."
- Matt rode his scooter some more. Then he got bored.
- "Hey Evan," Matt said. "Can I try your plane?"
- "Sure," Evan said. He handed the plane to Matt.
- Matt suddenly felt bad. He did not share his scooter with Evan.
- But Evan shared his plane with Matt.
- "Sorry I didn't share my scooter before," Matt said

Directions: Read the passage, All About Ants. Answer questions 6-10 using the passage.

Directions: Answer the following question based on information in the passage. Circle one choice that correctly answers the question.

6. Identify the main topic of All About Ants. (RI.2.2)

- a. Ants are small and strong
- b. Queen lays eggs.
- c. Ants are amazing.

7. Based on your answer from above, what three key details from the text support your answer? (RI.2.2)

Answers will vary

Directions: Circle the correct answer for the following questions: (RI.2.1)

8. What kind of animal is an ant:

- a. Spider
- b. Insect
- c. Mammal

9. According to the text, what type of ant builds the nest? (RI.2.1)

- a. Queen ant
- b. Worker ants
- c. Male Ants

10. Using the information from the text about Queen Ants, write a question to ask a classmate about Queen Ants.(RI.2.1)

- What do queen ants do?

- What do they look like?
- How many queen ants are there in a colony?
- Who helps the queen ants make eggs?

Directions: Read the following paragraph from the passage, All About Ants:

Ants live in large groups called colonies. Some colonies are made up of millions of ants. Different members of a colony have different jobs. Three main types of ants live in a colony. Learn about each type of ant.

11. Identify the main topic of the paragraph from All About Ants.(RI.2.2)

- Three main types of ants live in a colony.
- Ants live in large groups called colonies.
- Ants are busy animals that work hard.

Scoring Guide RL.2.1 (Questions 1 - 2)

| Proficient | Close to Proficient | Far from Proficient |
|---|---|---|
| <ul style="list-style-type: none"> o Student correctly answers: Who o Student correctly answers: What o Student correctly answers: When o Student correctly answers: Where o Student correctly answers: Why o Student correctly answers: How o Student asks a question about the text. (R.L.2.1) | <ul style="list-style-type: none"> o Correctly answers 6 of the 7 proficient criteria. | <ul style="list-style-type: none"> o Meets less than 6 of the proficient criteria. |
| | Comments: | |

Scoring Guide RL.2.2 (Questions 3 - 5)

| Exemplary | Proficient | Close to Proficient | Far from Proficient |
|--|--|---|---|
| <ul style="list-style-type: none"> o Student provides text evidence to support identified central message, lesson, or moral | <ul style="list-style-type: none"> o Student correctly recounts the story o Student correctly identifies central message, lesson or moral (RL.2.2) | <ul style="list-style-type: none"> o Meets 1 of the proficient criteria. | <ul style="list-style-type: none"> o Meets no proficient criteria. |
| | | Comments: | |

Scoring Guide RI.2.1 (Questions 8 - 10)

| Proficient | Close to Proficient | Far from Proficient |
|------------|---------------------|---------------------|
|------------|---------------------|---------------------|

| | | |
|--|--------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> o Student correctly answer questions about text (RI.2.1) o Student asks a question about text to demonstrate understanding of text (RI.2.1) | o Meets 1 of the proficient criteria | o Meets no proficient criteria. |
| | Comments: | |

| Scoring Guide RI.2.2 (Questions 6, 7, 11) | | | |
|--|---|---------------------------------------|---------------------------------|
| Exemplary | Proficient | Close to Proficient | Far from Proficient |
| <ul style="list-style-type: none"> o Student provides text evidence to support identified main topic of multi-paragraph text. | <ul style="list-style-type: none"> o Student correctly identifies main idea of passage | o Meets 1 of the proficient criteria. | o Meets no proficient criteria. |
| | <ul style="list-style-type: none"> o Student correctly identifies main idea of a specific paragraph within the passage | Comments: | |

Step 3: Standards-Based Performance Tasks

| Performance Task Synopses |
|---|
| <p>Task 1: SL.2.1 (SL.2.3, SL.2.4, SL.2.6) Synopsis: After listening to a book written by the author(s) that will be interviewed (Choose from authors who are willing to engage in Skype or email with your students at skypeanauthor.wikifoundry.com), students will work with groups to ask and answer questions about the story. Students will individually use the answers from the questions, along with the story, to create an oral or written recount including its central message.</p> <p>Task 2: RL.2.1, SL.2.1 (SL.2.3, SL.2.6) Synopsis: Using the book from Task 1 students will work in collaborative groups. In the groups students will create questions to ask the author about <u>how good writers share a personal experience</u>. Students will then share these questions with the author through email or Skype.</p> <p>Task 3: W.2.3 Synopsis: Use the information gathered from the author’s interview to help guided the writing of a narrative to enter the PBS Kids writer’s contest http://pbskids.org/writerscontest/ (alternative suggestion: write a narrative for a children’s literary magazine such as Stone Soup http://www.stonesoup.com/)</p> <p>Task 4: SL.2.1 (SL.2.3, SL. 2.4, SL.2.6) Synopsis: Students will share their narratives in collaborative conversations to gather feedback on how to improve their narrative before submitting it to the contest.</p> |

Performance Task # 1- In Detail

Priority Standards: RL.2.1, RL.2.2, SL.2.1, SL.2.2

Supporting Standards (if applicable): SL.2.4, SL.2.6

Essential Questions:

- Why do readers ask questions when they are reading? Why is it important to know key details and the main topic of a text? How does this help me recount the story?
- How do I collaborate with my peers?

Big Ideas:

- Asking and answering questions about the text helps me understand what I am reading. Identifying the key details and main topic help me to recount the story or text.
- When working with a group you follow agreed upon rules so everyone can participate and share.

DOK: 2, 3

Engaging Scenario: Student's in our class will be entering the PBS Kids Writer's Contest. In order to write a winning narrative for the contest students will work in groups to create questions and then interview an author to find out how good writers share a personal experience. Using the information gathered from the interviews students will create their own narratives. Before submitting their narratives to the contest, students will share their narratives with peers for feedback.

Synopsis: After listening to a book written by the author(s) that will be interviewed (Choose from authors who are willing to engage in Skype or email with your students at skypeanauthor.wikifoundry.com), students will work with groups to ask and answer questions about the text followed by a recount of the story with its central message.

Teacher Directions: Teacher will read aloud a book from an author. Students will work with partners to create questions about the text using question starters of who, what, when, where, why and how. Students will then work in collaborative groups to ask their questions and have peers provide answers. As a group they will determine the central message. The final task will be to use this information to give a recount of the story to a partner.

Suggestions for Instruction:

- Provide instruction on how to create questions about key details in the text.
- Provide instruction on recounting and determining central message.
- Create collaboration rules for class

Differentiation Options: Provide graphic organizer for students to record answers to who, what, where, when, why, how questions and answers. Use the graphic organizer as a tool to give the recount.

Student Directions: After you listen to the story read aloud by your teacher, you will work with a partner to create questions about the book to ask other students. You will be asking who, what, when, where, why, and how questions in order to find out key details from the text to help you determine the central message. After you have determined the central message, you will have to recount the story to a partner.

| Scoring Guide (RL.2.1) | | |
|---|---|--|
| Proficient | Close to Proficient | Far from Proficient |
| <ul style="list-style-type: none"> o Student correctly answers: Who o Student correctly answers: What o Student correctly answers: When o Student correctly answers: Where o Student correctly answers: Why o Student correctly answers: How o Student asks a question about the text. (R.L.2.1) | <ul style="list-style-type: none"> o Correctly answers 6 of the 7 proficient criteria. | <ul style="list-style-type: none"> o Meets fewer than 6 of the proficient criteria. |
| | Comments: | |

| Scoring Guide (RL.2.2) | | | |
|---|--|---|---|
| Exemplary | Proficient | Close to Proficient | Far from Proficient |
| All proficient criteria plus: <ul style="list-style-type: none"> o Student provides text evidence to support identified central message, lesson, or moral | <ul style="list-style-type: none"> o Student correctly recounts the story o Student correctly identifies central message, lesson or moral (RL.2.2) | <ul style="list-style-type: none"> o Meets 1 of the proficient criteria. | <ul style="list-style-type: none"> o Meets no proficient criteria. |
| | | Comments: | |

| Scoring Guide (SL.2.1 a, b, c) | | |
|---|--|--|
| Proficient | Close to Proficient | Far from Proficient |
| Student follows agreed upon rules to effectively collaborate with a group: <ul style="list-style-type: none"> o Gains the floor in respectful ways, listens to others with care, speaks one at a time, or other classroom rules that were developed. o Builds on others' talk in conversations by linking their comments to the remarks of others. o Ask for clarification and further explanation as needed about the topics and texts under discussion. | <ul style="list-style-type: none"> o Student meets 2 of the 3 proficient criteria | <ul style="list-style-type: none"> o Meets fewer than 2 of the proficient criteria. |
| | Comments: | |

| Scoring Guide SL.2.2 (Presenter Scoring Guide) | | |
|--|---|---|
| Proficient | Close to Proficient | Far from Proficient |
| The student demonstrates understanding of the Priority Standards. <ul style="list-style-type: none"> o Student uses key detail to recount interview o Uses relevant facts | <ul style="list-style-type: none"> o Meets one of the proficient criteria. | <ul style="list-style-type: none"> o Meets none of the |

| | | |
|--|-----------|----------------------|
| | | proficient criteria. |
| | Comments: | |

| Performance Task # 2- In Detail | |
|--|--|
| <p>Priority Standards: RL.2.1, SL.2.1</p> <p>Supporting Standards (if applicable): SL.2.3, SL.2.6</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good writers share a personal experience? • How do I collaborate with my peers? <p>Big Ideas:</p> <ul style="list-style-type: none"> • Narrative writing recounts events in order using temporal words and details to describe the event. • When working with a group you follow agreed upon rules so everyone can participate and share. <p>DOK: 1, 2</p> <p>Engaging Scenario: Student's in our class will be entering the PBS Kids Writer's Contest. In order to write a winning narrative for the contest students will work in groups to create questions and then interview an author to find out how good writers share a personal experience. Using the information gathered from the interview about the author's personal experiences, students will create their own narratives based on their own personal experiences. Before submitting their narratives to the contest, students will share their narratives with peers for feedback.</p> <p>Synopsis: Using the book from Task 1, students will work in collaborative groups. In the groups students will create questions to ask the author about <u>how good writers share a personal experience</u>. Students will then share these questions with the author through email or Skype.</p> <p>Teacher Directions: Teacher will reread the mentor text from Task 1. Students will create questions to ask the author in the collaborative group. Once students have generated the questions, they will interview the author of the text. As a class, reflect on the author's responses to questions about <u>how good writers share a personal experience</u>.</p> <p>Suggestions for Instruction:</p> <ul style="list-style-type: none"> • Review collaboration rules for class • Have a reflection piece available (example: T-chart) <p>Student Directions: After listening to the story again, you will work with a group to create who, what, when, where, why, and how questions to ask the author of the book. You are doing this to find out how good writers</p> | |

share a personal experience. After you create these questions, you will get the opportunity to ask the author yourself as we visit with him or her through Skype!

Scoring Guide (SL.2.1 a, b, c)

| Proficient | Close to Proficient | Far from Proficient |
|---|---|--|
| Student follows agreed upon rules to effectively collaborate with a group: o Gains the floor in respectful ways, listens to others with care, speaks one at a time, or other classroom rules that were developed. o Builds on others' talk in conversations by linking their comments to the remarks of others. o Ask for clarification and further explanation as needed about the topics and texts under discussion. | o Meets 2 of the 3 proficient criteria. | o Meets fewer than 2 of the proficient criteria. |
| | Comments: | |

Scoring Guide (RL.2.1)

| Proficient | Close to Proficient | Far from Proficient |
|---|---|--|
| o Student correctly answers: Who o Student correctly answers: What o Student correctly answers: When o Student correctly answers: Where o Student correctly answers: Why o Student correctly answers: How o Student asks a question about the text. (R.L.2.1) | o Correctly answers 6 of the 7 proficient criteria. | o Meets fewer than 6 of the proficient criteria. |
| | Comments: | |

Performance Task # 3- In Detail

Priority Standard: W.2.3

Supporting Standards (if applicable): Not applicable

Essential Questions:

- How do good writers share a personal experience?

Big Ideas:

- Narrative writing recounts events in order using temporal words and details to describe the event.

DOK: 2, 3

Engaging Scenario: Students in our class will be entering the PBS Kids Writer's Contest. In order to write a winning narrative for the contest, students will work in groups to create questions and then interview an author

to find out how good writers share a personal experience. Using the information gathered from the interviews, students will create their own narratives. Before submitting their narratives to the contest, students will share their narratives with peers for feedback.

Synopsis: Use the information gathered from the author’s interview to help guided the writing of a narrative to enter the PBS Kids Writer’s Contest <http://pbskids.org/writerscontest/> (alternative suggestion: write a narrative for a children’s literary magazine such as Stone Soup <http://www.stonesoup.com/>).

Teacher Directions: For this task, you have the option of using a graphic organizer as a scaffold to help students organize their thinking in order to turn their reflection on the author’s personal responses into a personal narrative. After instruction on what narrative writing is and how to compose narrative writing (see scoring guide for W.2.3 for necessary components of the graphic organizer or teaching points), you will have students work independently (NOT with their collaborative group) to create a personal narrative. Students will need to use temporal words to signal sequence of events and have a sense of closure. Have the students use the self-editing checklist to revise their own work before submitting it for peer review (see Self Editing checklist in the Materials section).

Suggestions for Instruction:

- Examples of temporal words: first, next, then, last, and in conclusion
- Create an anchor chart of temporal words

Differentiation Options: Technology. Work with small groups or individuals at the teacher table if necessary.

Student Directions: For this performance task, you will be creating a personal narrative. Using the information about how to create a personal narrative that you got from your interview with the author, you will create your own personal narrative. You will need to be sure to use details to recount the events of your personal narrative in order, and use temporal words like first, next, then, and last, as well as use a sense of closure in your writing. Once you are finished with your personal narrative, use the self-editing check list to revise your writing. Once you have self-edited, a peer will edit to give you revision suggestions to strengthen your writing.

Scoring Guide W.2.3

| Exemplary | Proficient | Close to Proficient | Far from Proficient |
|---|--|--|--|
| All proficient criteria plus: o The student uses dialogue in narrative writing | The student demonstrates understanding of the Priority Standard. o Student recounts events in order o Student includes detail to describe events o Student uses temporal words to signal event order o Student provides a sense of closure | o Student demonstrates 3 of the 4 proficient criteria. | o Student demonstrates less than 3 of the proficient criteria. |
| | | Comments: | |

| | | |
|--|--|--|
| | | |
|--|--|--|

| Performance Task # 4 In Detail |
|---|
| <p>Priority Standard: SL.2.1</p> <p>Supporting Standards (if applicable): SL.2.3, SL. 2.4, SL.2.6</p> <p>Essential Questions:</p> <ul style="list-style-type: none">• How do I collaborate with my peers? <p>Big Ideas:</p> <ul style="list-style-type: none">• When working with a group you follow agreed upon rules so everyone can participate and share. <p>DOK: 2, 3</p> <p>Engaging Scenario: Student's in our class will be entering the PBS Kids Writer's Contest. In order to write a winning narrative for the contest students will work in groups to create questions and then interview an author to find out how good writers share a personal experience. Using the information gathered from the interviews students will create their own narratives. Before submitting their narratives to the contest, students will share their narratives with peers for feedback.</p> <p>Synopsis: After receiving peer feedback to strengthen their personal narrative and making revisions, students will share their narratives in collaborative conversations to gather feedback on how to improve their narrative before submitting it to the contest.</p> <p>Teacher Directions: Teacher will provide a peer-editing chart to assist in the editing process. Once the peer-editing has taken place, students will need to present their personal narrative to the class or in small groups. Classmates will score the presentation using the peer-performance checklist (see student materials). The student that scores the highest will submit their piece to the contest.</p> <p>Suggestions for Instruction:</p> <ul style="list-style-type: none">• Create a writing narrative organizer inspired by 6-traits of writing, Lucy Calkins, etc.• Organize students in small groups to edit each other's work and present to one another <p>Differentiation Options:</p> <p>Work with small groups at the teacher table if needed</p> <p>Student Directions:</p> <p>You will have two different roles for this performance task.</p> <p>The first role you will have is that of peer reviewer. Using the peer-editing checklist, you will need to edit your classmates work to help them strengthen their personal narrative. Once your classmate has revised their work, you</p> |

once again will be a peer reviewer, and will score their performance of the writing piece using the peer performance checklist.

The second role you will have is that of the writer. After your personal narrative is edited by peers, you will need to make recommended revisions. After that is complete you will give an oral presentation of your narrative for peer review. This will be scored on a performance checklist and the student with the highest score will get to submit their piece to the contest!

| Scoring Guide (SL.2.1 a, b, c) | | |
|--|---|--|
| Proficient | Close to Proficient | Far from Proficient |
| Student follows agreed upon rules to effectively collaborate with a group: <ul style="list-style-type: none"> o Gains the floor in respectful ways, listens to others with care, speaks one at a time, or other classroom rules that were developed. o Builds on others' talk in conversations by linking their comments to the remarks of others. o Ask for clarification and further explanation as needed about the topics and texts under discussion. | <ul style="list-style-type: none"> o Student meets 2 of the 3 proficiency criteria | <ul style="list-style-type: none"> o Meets fewer than 2 of the proficient criteria. |
| | Comments: | |

Student and Supplemental Documents

Unit 1 Pre/Post CFA Rubric**Scoring Guide RL.2.1, (Questions 1 - 2)**

| Proficient | Close to Proficient | Far from Proficient |
|---|---|---|
| <ul style="list-style-type: none"> o Student correctly answers: Who o Student correctly answers: What o Student correctly answers: When o Student correctly answers: Where o Student correctly answers: Why o Student correctly answers: How o Student asks a question about the text. (R.L.2.1) | <ul style="list-style-type: none"> o Correctly answers 6 of the 7 proficient criteria. | <ul style="list-style-type: none"> o Meets less than 6 of the proficient criteria. |
| Comments: | | |

Scoring Guide RL.2.2 (Questions 3 - 5)

| Exemplary | Proficient | Close to Proficient | Far from Proficient |
|--|--|---|---|
| <ul style="list-style-type: none"> o Student provides text evidence to support identified central message, lesson, or moral | <ul style="list-style-type: none"> o Student correctly recounts the story o Student correctly identifies central message, lesson or moral (RL.2.2) | <ul style="list-style-type: none"> o Meets 1 of the proficient criteria. | <ul style="list-style-type: none"> o Meets no proficient criteria. |
| Comments: | | | |

Scoring Guide RI.2.1 (Questions 8 – 10)

| Proficient | Close to Proficient | Far from Proficient |
|--|--|---|
| <ul style="list-style-type: none"> o Student correctly answer questions about text (RI.2.1) o Student asks a question about text to demonstrate understanding of text (RI.2.1) | <ul style="list-style-type: none"> o Meets 1 of the proficient criteria | <ul style="list-style-type: none"> o Meets no proficient criteria. |
| Comments: | | |

Scoring Guide RI.2.2 (Questions 6, 7, 11)

| Exemplary | Proficient | Close to Proficient | Far from Proficient |
|--|--|---------------------------------------|---------------------------------|
| o Student provides text evidence to support identified main topic of multi-paragraph text. | o Student correctly identifies main idea of passage o Student correctly identifies main idea of a specific paragraph within the passage | o Meets 1 of the proficient criteria. | o Meets no proficient criteria. |
| | | Comments: | |

Student Pre/Post Assessment for Unit 1:

What Do Good Readers and Writer's Do? Ask and answer questions about key ideas and details through personal experience and text.

**Teachers may read the passage aloud to students for Unit 1 Pre/Post CFA*

Directions: Read the following passage, *The New Scooter*. Answer questions 1-3 using the passage.

The New Scooter

Matt put on his helmet. He stepped onto his new scooter. The red metal shone in the sun. Matt rode his scooter around the park. The scooter moved really fast. Matt smiled. He loved his new scooter! Matt's friend Evan ran up.

"Matt, can I ride your scooter?" Evan asked.

"No way," Matt said. "It's new. I don't want to share it."

Matt rode his scooter some more. Then he got bored. He looked around the park. Evan was playing with a toy plane.

"Hey Evan," Matt said. "Can I try your plane?"

"Sure," Evan said.

He handed the plane to Matt. Matt suddenly felt bad. He did not share his scooter with Evan. But Evan shared his plane with Matt.

"Sorry I didn't share my scooter before," Matt said.

"No problem," Evan said. "Come on, let's try the plane."

1. The questions who, what, where, when, why, and how are used to show understanding of the key details in *The New Scooter*. Using *The New Scooter*, write your answers using words from the text to support your understanding. (RL.2.1)

Part A.

Who are the characters? _____

Where does the story take place? _____

When does the story take place? _____

Part B.

What is the problem? _____

Why did Matt feel bad? _____

How was the problem solved? _____

2. Create one question to ask a classmate from *The New Scooter* using who, what, when, where, why, or how. (RL.2.1)

3. Using the above information, write a recount of the story. (RL.2.2)

4. What is the central message, lesson, or moral people can learn from the story *The New Scooter*? (RL.2.2)

5. Underline the parts of the story that show this is the central message, lesson, or moral you can learn. (RL.2.2)

Directions: Read the following passage, *All About Ants*. Answer questions 6-10 using the passage.

All About Ants

Ants are busy animals that work hard. They are a type of insect. Insects are animals that have six legs. Ants are amazing! Although ants are small, they are strong! An ant can carry things that weigh 30 times as much as its own body. If you were that strong, you could carry a small car! Ants live in large groups called

colonies. Some colonies are made up of millions of ants. Different members of a colony have different jobs. Three main types of ants live in a colony. Learn about each type of ant.

Male ants help the queen make eggs so that new ants will be born. There are a few males in a colony. Male ants are small, and some have wings.

Queen ants lay eggs. There is usually only one queen in each ant colony. Most queen ants are larger than the other ants in a colony.

Worker ants build the nest, search for food, and take care of baby ants. There are many workers in each ant colony. Worker ants are small and are always female.

Directions: Answer the following question based on information in the passage. Circle one choice that correctly answers the question.

6. Identify the main topic of All About Ants. (RI.2.2)

- a. Ants are small and strong.
- b. Queen lays eggs.
- c. Ants are amazing.

7. Based on your answer from above, what three key details from the text support your answer? (RI.2.2)

Directions: Circle the correct answer for the following questions: (RI.2.1)

8. What kind of animal is an ant?

- a. Spider
- b. Insect
- c. Mammal

9. According to the text, what type of an ant builds the nest? (RI.2.1)

- a. Queen Ant
- b. Worker Ants
- c. Male Ants

10. Using the information from the text about Queen Ants, write a question to ask a classmate about Queen Ants. (RI.2.1)

Directions: After reading this passage, read the question and circle one choice that correctly answers the question.

“Ants live in large groups called colonies. Some colonies are made up of millions of ants. Different members of a colony have different jobs. Three main types of ants live in a colony. Learn about each type of ant.”

11. . Identify the main topic of the paragraph from All About Ants. (RI.2.2)

- a. Three main types of ants live in a colony.
- b. Ants live in large groups called colonies.
- c. Ants are busy animals that work hard.**

Performance Task #3 Materials

Self Editing Checklist

___ I stayed on topic.

___ I gave two or more sequenced events.

___ I included details about the events.

___ I used temporal words to signal event order.

___ I provided some sense of closure.

___ I used capitalization, punctuation, and spelling correctly.

Teacher Note: The following checklists are intended to be used as part of the Panel review for Performance Task #3. The panel will score the article using the "Peer Editing Checklist". The panel will score the presentation using the "Peer Performance Checklist". Each criterion from each checklist is worth one point. The total amount of points from both checklists combined is 14 points. The student that scores the highest points is the student that would have their piece published.

Peer Editing Checklist

____ The story stays on topic.

____ The story has two or more sequenced events.

____ The story included details about the events.

____ The story used temporal words to signal event order.

____ The story provided some sense of closure.

____ Capitalization, punctuation, and spelling are used correctly.

Peer Performance Checklist

| | |
|---|----------|
| Speaks clearly and audibly. | YES / NO |
| Introduces the topic. | YES / NO |
| Recounts events in order. | YES / NO |
| Provides more detail or clarification when asked. | YES / NO |
| Speaks in complete sentences. | YES / NO |
| Uses detail to recount the interview. | YES / NO |
| Stays on topic. | YES / NO |

| | |
|--|----------|
| Concludes the presentation with a closing statement. | YES / NO |
|--|----------|

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.2.2 Learning Targets

- I can use key details to develop a story's central message, lesson, or moral and lead to a better understanding of other perspectives and cultures.
- I can use key details support the main topic in a paragraph or text.
- I can identify central message, lesson, or moral (what the author wants us to learn from the text.
- I can identify key details in texts from diverse cultures that teach similar central messages, lessons, or morals.

RI.2.2 Learning Targets

- I can identify the focus of each paragraph in a multi-paragraph text supports the main topic of the entire text.
- I can identify the main topic of a paragraph (the most important idea communicated by the author.)
- I can use multiple paragraphs that work together to gain information about a topic.

W.2.3 Learning Targets

- An author reflects on his/her life by writing a narrative to convey an experience or event.
- I can use narrative elements such as: details about actions, thoughts, and temporal words to communicate events or feelings.
- I can include details that bring events/people to life for the reader.

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).

L.2.5.a: Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

L.2.5.b: Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).