

Unit Planning Organizer

Grade: 2

Unit: 4

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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 measure.
- 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	Mid-year check: Reviewing what good readers and writers do					
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.2.5, RL.2.9, RI.2.2, RI.2.5, RI.2.7, RI.2.9, W.2.3
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (DOK 2)
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. (DOK 3)
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)
RI.2.5	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. (DOK 1)

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (DOK 2)
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic. (DOK 3)
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)

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, RL.2.6, RI.2.6, RI.2.8, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.5

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.2.5	Describe	- Story Structure - Beginning introduces the story - End concludes the action	DOK 2
RL.2.9	- Compare - Contrast	- Stories - Different authors - Different cultures	DOK 3
RI.2.2	- Identify - Focus	- Main topic - Multi-paragraph text - Paragraphs - Text	DOK 2
RI.2.5	- Know and use text features - Locate key facts or information	- Captions - Glossary - Icons - Bold print - Index - Subheadings - Electronic menu	DOK 1
RI.2.7	- Explain - Contribute - Clarify	Specific images (diagrams)	DOK 2
RI.2.9	- Compare - Contrast	- Important points - Same topic texts	DOK 3

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	- Write Narratives - Recount - Include details - Use - Provide	- Narratives - Events or sequence of events - Details to describe actions, thoughts, feelings - Temporal words - Event order - Closure	DOK 2,3

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
• How do good writers share a personal experience? • Why do authors use different text features, images, and structures? • How do readers compare and contrast to find similarities and differences between texts or ideas?	• Authors use different forms of writing to communicate ideas and information to an audience. • Authors use different text features, images, and structures to communicate information with the audience. • Using information from two or more sources helps us to widen our understanding of a topic, event, or story elements.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards	
Assessment/Performance Task	Assessed Standards
Pre CFA	RI.2.5, RI.2.7, RI.2.9
Performance Task #1	RI.2.2, RI.2.6, RI.2.8
Performance Task #2	RL.2.5, RL.2.3, RL.2.4
Performance Task #3	RL.2.9, RL.2.3
Performance Task #4	W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.5, RL.2.6
Post CFA	RI.2.5, RI.2.7, RI.2.9

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

Standards: RI.2.5, RI.2.7, RI.2.9

Teacher Directions: Students will read all texts independently. Teachers may read aloud directions for students. If a student has reading or test-taking accommodations, please follow agreed upon procedures for test administration.

Student Directions and Possible Answers: Please read use the images to answer the questions.

Part 1: RI.2.9-Compare and contrast the most important points presented by two texts on the same topic.

Directions: Instruct students to complete the chart comparing/contrasting jobs women and girls completed and jobs men and boys completed. (RI.2.9) Teachers may show the colored pictures from Trueflix book, *The Connecticut Colony*, by Kevin Cunningham.

Part 2: RI.2.7-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Directions: Instruct students to use the images to write a short paragraph about how the illustration helps to clarify the text.

Part 3: RI.2.5-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.

Directions: Instruct students to use the word bank to identify the text features mentioned in the questions.

Answer Key

Student Pre/Post Assessment for Unit 4:

Reviewing what good readers and writer's do.

Part 1: Using the book, *The Connecticut Colony*, by Kevin Cunningham, TrueFlix (13 Colonies tab) OR the printed text is available at the end of this document under student materials, complete the chart by comparing/contrasting jobs women and girls performed and jobs men and boys performed. After reading pages 22 and 24 (or using printed text at the end of this document), compare and contrast women and men in the thirteen colonies. (RI.2.9)

Same	Different
Worked long hours Worked hard Both did chores Preserved dried and salted meat Or any logical answer	Women cooked Women spun wool into yarn Women mended clothing Women sealed vegetables in jars Women used herbs to treat illnesses Men and boys chopped wood and dug ditches Men picked crops in autumn Men plowed and planted fields Men traded for products Or any logical answer.

Part 2: Read the text and diagram. Explain how the image contributes and clarifies a text. (RI.2.7)

Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen? The earth's **water cycle** begins with a change in temperature. When the sun heats the earth, water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to earth as rain. The rain flows into rivers or streams back to the ocean or lakes again.

The diagram illustrates the water cycle with the following components and processes:

- Sun heats water:** A red arrow points from the sun to the ocean.
- Steam/Water vapour:** Red arrows point upwards from the ocean surface into the air.
- Wind moves clouds:** A red arrow points from a cloud on the right towards the left.
- Rain or snow:** Blue dashed lines represent precipitation falling from a cloud on the left.
- Water flows back into sea:** A blue line shows water flowing from the land back into the ocean.

Student references the water cycle and how the water cycle works as explained by the text and the diagram. Sample student responses may include “The picture helped me visualize the water cycle” (clarify), and/or “The arrows showed me how the water cycle works using directions” (contribute). Other reasonable answers accepted using teacher discretion.

Part 3: Use the text features in the word bank. Use the text features to fill in the blanks for each question. Use each text feature only once. (RI.2.5)

Clashes With Settlers

For the first part of the 1800s, the Sioux and the United States remained at peace. Starting in the mid-1830s, however, American settlers began traveling westward along the Oregon Trail. On the way, they crossed land claimed by the Sioux and other Indian tribes. The Indians considered them trespassers. Warriors mounted on horses began to make lightning-fast raids against settlers. Fighting with both settlers and U.S. Army **cavalry** became more common.

The territories crossed by the Oregon Trail and the Lewis and Clark expedition include many of today's western states.



The Sioux often camped near Fort Laramie in Wyoming.

A Short Time of Peace

In 1851, U.S. government officials asked the Sioux and several other peoples for talks to stop the violence. Both sides signed the Fort Laramie **Treaty**. It recognized the Sioux's rights to their lands in return for the Sioux allowing settlers to pass safely. The United States also agreed to pay \$50,000 per year for 50 years for permission to build forts and roads on lands belonging to the Sioux and others.

Word Bank

Caption

Heading

Bold Print

Map

Illustration

Which text feature would a reader use to find the location of the Oregon Trail? **Map**

Which text feature would a reader use to identify important words? **Bold Print**

Which text feature would a reader use to describe a photograph or illustration? **Caption**

Which text feature would a reader use to identify the main topic? **Heading**

Which text feature would a reader use to help visualize the text? **Illustration**

CFA Scoring Guide

Scoring Guide RI.2.9 (Part 1)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student correctly compares all of the most important points presented by two texts on the same topic. o Student correctly contrasts all of the most important points presented by two texts on the same topic.	o Student correctly compares most of the important points presented by two texts on the same topic. o Student correctly contrasts most of important points presented by two texts on the same topic.	o Student does not correctly compare or contrast any of the important points.
		Comments:	
Scoring Guide RI.2.7 (Part 2)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus: o Students used the text and the images to demonstrate understanding of the text. (RI.3.7)	o Student explains how specific images contribute and/or clarify the text.		o Meets none of the proficient criteria.
		Comments:	
Scoring Guide RI.2.5 (Part 3)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	The student demonstrates understanding of the Priority Standards. o Students know various text features to locate key facts or information in a text efficiently. o Students use various text features to locate key facts or information in a text efficiently. *Student answers 5 out of 5 correctly.	o Meets 3 of 5 questions correctly.	o Meets fewer than 3 of the questions correctly.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Unit Synopsis: You are a playwright researching different cultures and examining Cinderella stories from various cultures. Using what you have learned through researching and examining, you will select a culture and a Cinderella version from that culture. To familiarize yourself with cultures, you will compare/contrast two versions of Cinderella stories. Using what you have learned, you will write a Cinderella play to be used in an upcoming Junior Theater production. Upon completion of your play, you and other playwrights will select a play from the class to submit to Junior Theater for consideration for their upcoming performance season.

Performance Task # 1- In Detail

Priority Standard- RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Supporting Standards: RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.8: Describe how reasons support specific points the author makes in a text.

Big Ideas:

- Authors use different forms of writing to communicate ideas and information to an audience.
- Authors use different text features, images, and structures to communicate information with the audience.
- Using information from two or more sources helps us to widen our understanding of a topic, event, or story elements.

Essential Questions:

- Why do authors use different text features, images, and structures?
- How do readers compare and contrast to find similarities and differences between texts or ideas?

DOK: 1

Unit Synopsis: You are a playwright researching different cultures and examining Cinderella stories from various cultures. Using what you have learned through researching and examining, you will select a culture and a Cinderella version from that culture. To familiarize yourself with cultures, you will compare/contrast two versions of Cinderella stories. Using what you have learned, you will write a Cinderella play to be used in an upcoming Junior Theater production. Upon completion of your play, you and other playwrights will select a play from the class to submit to Junior Theater for consideration for their upcoming performance season.

Task 1:

Synopsis: Working in small diverse groups, students will choose a culture from a different country or a culture from within the United States to research. Using a graphic organizer, student groups will locate cultural clothing, foods, customs/religion, and traditions.

Teacher Directions:

- Provide baskets of books from different cultures for student groups to explore.
- Groups will come to consensus and choose a culture to research.
- Provide groups with a graphic organizer to record clothing, food, customs/religion, and traditions.

Student Directions: You are a playwright working with a group of other playwrights to research a culture from a different country or the United States. You will choose a culture to research in order to prepare your background information for the setting and characters for your play. You will need to identify the main topic of the text as well as the focus of different paragraphs within the text as you conduct your research. You will use a graphic organizer to share your information with other groups and then share your play with your dramaturge (A dramaturge is the theatre professional primarily responsible for managing the literary aspects of a play's production—i.e. the teacher or a student with a theatre background).

Suggestions for Instruction:

- Utilize technology for research
- Utilize teacher-librarian for resources and information literacy process

Differentiation Option:

- Instead of diverse groups, teachers may choose to do research in leveled groups.
- Provide different levels of readers in the baskets of books.
- Incorporate technology with various student groups.

Resources:

- www.ala.org/offices/resources/multicultural
- www.aact.org/people/playwright.html

Scoring Guide for Collaborative Component RI.2.2			
Exemplar	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 <u>1</u> of the proficient criteria.	O Meets none of the proficient criteria
		Comments:	

Performance Task # 2- In Detail

Priority Standards: RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces a story and the ending concludes the action.

Supporting Standards: RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Big Idea: Authors use different text features, images, and structures to communicate information with the audience.

Essential Question: Why do authors use different text features, images, and structures?

DOK: 2

Unit Synopsis: You are a playwright researching different cultures and examining Cinderella stories from various cultures. Using what you have learned through researching and examining, you will select a culture and a Cinderella version from that culture. To familiarize yourself with cultures, you will compare/contrast two versions of Cinderella stories. Using what you have learned, you will write a Cinderella play to be used in an upcoming Junior Theater production. Upon completion of your play, you and other playwrights will select a play from the class to submit to Junior Theater for consideration for their upcoming performance season.

Task 2:

Synopsis: After receiving feedback from your dramaturge, you will choose a Cinderella story from the culture that your group of playwrights have chosen. You will create an outline of a play using the overall structure of the Cinderella story your group has chosen. Be sure to include how the beginning introduces the story and the end concludes the action. Your teacher will give you a graphic organizer to collect your group's ideas and thoughts.

Teacher Directions: Provide a cultural Cinderella story to coordinate with the different cultures researched from the various playwright groups. Use a graphic organizer to demonstrate story structure of a Cinderella story from a culture/country students have not chosen (GRR—I do).

Suggestions for Instruction:

- Provide background information on playwriting
- Read aloud plays to students demonstrating voices of characters, director's notes, character, setting, point-of view.
- Have students use Reader's theatre plays to investigate how plays are constructed.
- Teach the elements of playwriting (i.e. dialogue, character, setting, point-of-view, director's notes, etc.).

Differentiation Option:

- Student groups may organize information using technology
- Student groups may practice reader's theatre plays to develop an understanding of playwriting

Student Directions: As a playwright, you will choose a Cinderella story from the culture that your group of playwrights have selected. You will use a graphic organizer to record the story structure of your culture's Cinderella story. Be sure to include how the beginning introduces the story and how the ending concludes the action. You will submit your story structure graphic organizer to your dramaturge for suggestions and/or approval.

Scoring Guide RL.2.5

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student correctly describes how the beginning introduces the story. o Student correctly describes how the ending concludes the action.	o Meets 1 of the proficient criteria.	o Meets no proficiency criteria.
		Comments:	

Performance Task # 3- In Detail

Priority Standards: 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.

Supporting Standards: RL.2.3: Describe how characters in a story respond to major events and challenges.

Big Ideas:

- How do good writers share a personal experience?
- Why do authors use different text features, images, and structures?
- How do readers compare and contrast to find similarities and differences between texts or ideas?

Essential Questions:

- Authors use different forms of writing to communicate ideas and information to an audience.
- Authors use different text features, images, and structures to communicate information with the audience.
- Using information from two or more sources

DOK: 3

Unit Synopsis: You are a playwright researching different cultures and examining Cinderella stories from various cultures. Using what you have learned through researching and examining, you will select a culture and a Cinderella version from that culture. To familiarize yourself with cultures, you will compare/contrast two versions of Cinderella stories. Using what you have learned, you will write a Cinderella play to be used in an upcoming Junior Theater

production. Upon completion of your play, you and other playwrights will select a play from the class to submit to Junior Theater for consideration for their upcoming performance season.

Task 3:

Synopsis: As a playwright, it is important to understand the background of your chosen subject. You will compare and contrast the Cinderella story that you have chosen from a different culture and a different author to the traditional Cinderella story told in the United States. You will use a graphic organizer to record how your story is the same and different from the traditional Cinderella story. Some ideas may include: looking at characters, setting, time periods in history, the adventures and experiences of characters, illustrations, telling which version is funnier, happier, scarier, or sadder than the other. You and your group members will each use a different color on the group graphic organizer to display the part(s) you compared/contrasted.

Teacher Directions: Guide students as they read the texts in small groups or read texts aloud to small groups of students. Provide a graphic organizer for completion of this Performance Task for individual use. This will be the students' guide when comparing and contrasting on their own. Provide chart paper for students to record group compare/contrast ideas. Each student will need to record information on the chart paper in a different color (to be used for scoring the RL.2.9 rubric).

Suggestions for Instruction:

- Prior to this performance task, read aloud a traditional version of Cinderella (Performance Task #2) and a fractured version of Cinderella. Lead students in a discussion listing comparisons and contrasting elements in a three-column anchor chart.
- Consider incorporating a discussion of text images, setting, character, and basic story elements.

Differentiation Options:

- You may choose to group students for these tasks into guided reading groups for ease of instruction and group work time.
- This Performance Task may lend itself well to diverse Daily Five rotation groups (not leveled groups).
- Students who demonstrate a need for extension may be assigned the task of comparing and contrasting theme (3rd grade standard RL.3.9).

Resource:

- Compare/Contrast Graphic organizer
- <http://www.readworks.org/lessons/grade2/compare-and-contrast/lesson-3>

Student Directions: As a playwright, it is important to understand the background of your chosen subject. You will compare and contrast the Cinderella story that you have chosen from a different culture and a different author to the traditional Cinderella story told in the United States. You will use a graphic organizer to record how your story is the same and different from the traditional Cinderella story. Some ideas may include: looking at characters, setting, time periods in history, the adventures and experiences of characters, illustrations, telling which version is funnier, happier, scarier, or sadder than the other. You and your group members will each use a different color on the group graphic organizer to display the part(s) you compared/contrasted.

Scoring Guide for RL.2.9

Exemplar	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus: o Student compares and contrasts the theme.	o Student compares two or more versions of the same story. o Student contrasts two or more versions of the same story.	o Meets 1 out of 2 proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 4- In Detail

Priority Standard:

W2.3: 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.

Supporting Standards:

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7: 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).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Big Ideas:

- How do good writers share a personal experience?
- Why do authors use different text features, images, and structures?
- How do readers compare and contrast to find similarities and differences between texts or ideas?

Essential Questions:

- Authors use different forms of writing to communicate ideas and information to an audience.
- Authors use different text features, images, and structures to communicate information with the audience.
- Using information from two or more sources

DOK: 2,3

Unit Synopsis: You are a playwright researching different cultures and examining Cinderella stories from various cultures. Using what you have learned through researching and examining, you will select a culture and a Cinderella version from that culture. To familiarize yourself with cultures, you will compare/contrast two versions of Cinderella stories. Using what you have learned, you will write a Cinderella play to be used in an upcoming Junior Theater production. Upon completion of your play, you and other playwrights will select a play from the class to submit to Junior Theater for consideration for their upcoming performance season.

Task 4 Synopsis: You and your co-playwrights will write a play using what you have learned about your chosen culture and the main parts of the Cinderella story. You will go through the drafting, revising, and editing process. You will choose actors from your class to perform your play. You will use technology to record your play to show others. After your class has viewed all of the plays, you will vote to choose one to submit to Junior Theater for consideration in an upcoming production season.

Teacher Directions: Using reader's theatre plays (e.g. *Johnny Appleseed*, by Pleasant DeSpain, Harcourt Trophies), direct students in several plays, discussing playwriting elements.

Suggestions for Instruction (As suggested in Task #2):

- Provide background information on playwriting
- Read aloud plays to students demonstrating voices of characters, director's notes, character, setting, point-of view.
- Have students use Reader's theatre plays to investigate how plays are constructed.
- Teach the elements of playwriting (i.e. dialogue, character, setting, point-of-view, director's notes, etc.).
- Perform for an outside audience (e.g. preschool, senior citizens, or parents).
- Invite a theatre expert to come speak to your classroom about playwriting.

Differentiation Options:

- Students may take roles (i.e. set designer, director, props, etc.)
- Technology options: iMovie, I-Pad/I-Phone, Flip Camera, Video Camera, Students may type plays using a Word Processor,

Student Directions: You and your co-playwrights will write a play using what you have learned about your chosen culture and the main parts of the Cinderella story. You will go through the drafting, revising, and editing process. You will choose actors from your class to perform your play. You will use technology to record your play to show

others. After your class has viewed all of the plays, you will vote to choose one to submit to Junior Theater for consideration in an upcoming production season.

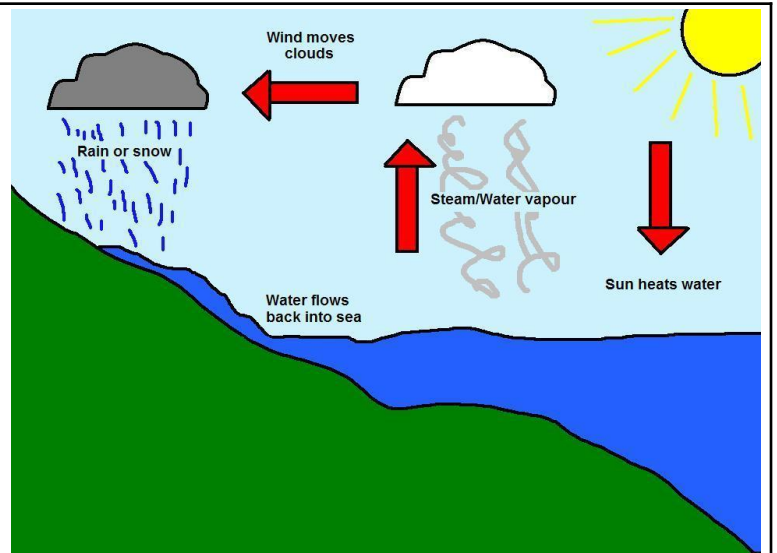
Scoring Guide W.2.3

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	Student demonstrates 3 of the 4 proficiency criteria.	Student demonstrates less than 3 of the proficiency criteria.
		Comments:	

Supporting Documents and Student Materials

Part 2: Read the text and diagram. Explain how the image contributes and clarifies a text. (RI.2.7)

Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen? The earth's **water cycle** begins with a change in temperature. When the sun heats the earth, water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to earth as rain. The rain flows into rivers or streams back to the ocean or lakes again.



Part 3: Use the text features in the word bank. Use the text features to fill in the blanks for each question. Use each text feature only once. (RI.2.5)

Clashes With Settlers

For the first part of the 1800s, the Sioux and the United States remained at peace. Starting in the mid-1830s, however, American settlers began traveling westward along the Oregon Trail. On the way, they crossed land claimed by the Sioux and other Indian tribes. The Indians considered them trespassers. Warriors mounted on horses began to make lightning-fast raids against settlers. Fighting with both settlers and U.S. Army **cavalry** became more common.

The territories crossed by the Oregon Trail and the Lewis and Clark expedition include many of today's western states.



The Sioux often camped near Fort Laramie in Wyoming.

A Short Time of Peace

In 1851, U.S. government officials asked the Sioux and several other peoples for talks to stop the violence. Both sides signed the Fort Laramie **Treaty**. It recognized the Sioux's rights to their lands in return for the Sioux allowing settlers to pass safely. The United States also agreed to pay \$50,000 per year for 50 years for permission to build forts and roads on lands belonging to the Sioux and others.

Word Bank

Caption

Heading

Bold Print

Map

Illustration

Which text feature would a reader use to find the location of the Oregon Trail? _____

Which text feature would a reader use to identify important words? _____

Which text feature would a reader use to describe a photograph or illustration? _____

Which text feature would a reader use to identify the main topic? _____

Which text feature would a reader use to help visualize the text? _____

Text for Part 1, *The Connecticut Colony*, by Kevin Cunningham

Farm work

Early colonial families worked hard. Every member did his or her part to help with chores. Men and boys got up before sunrise to chop wood and dig ditches. They plowed and planted the fields in the spring. They picked the crops in autumn. Farmers sold the food not needed by the family in town markets. They also traded for products such as glass, guns, and metal tools.

Women and girls also worked long hours. They cooked and spun wool into yarn. They also made and mended clothing. Women sealed vegetables and fruits in jars in the fall for use during the winter. Families preserved meat by drying and salting it. The women also used herbs and other home medicines to treat illnesses because few physicians lived in the colony.

Teacher Resources:

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.

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.

RI.2.7 Learning Targets:

I can use information from illustrations to demonstrate understanding of characters, setting or plot

I can explain how specific images contribute to and clarify a text

RI.2.5 Learning Targets:

I can use text features to locate specific facts and information in a text.

I can explain how various text features help readers gain information from a text (e.g., bold print is used to give emphasis to text).

I can select the best text feature to find a piece of information.

I can explain how text features relate to the overall passage.

RL.2.5 Learning Targets:

I know the structure of a story is how the story is organized.

I know stories have a plot that includes, characters, setting, problem, solution.

I know a story has a beginning, middle, and end.

I know the beginning or introduction usually tells me about important characters and the problem the characters have.

I know the conclusion (resolution or ending) usually tells how the characters solve their problem.

W.2.3 Learning Targets:

I know a narrative is a story about an event or sequence of events.

I know an event is an activity or action that happens in a certain place during a specific period of time.

I know details are the elements that make a story unique.

I know temporal words are phrases that show the passage of time (e.g., later, in the evening, before I went to school).

I know closure is a sentence or statement that summarizes the thoughts and feelings presented in a narrative story.

RI.2.9 Learning Target:

I can compare and contrast the most important points presented by two texts on the same topic.