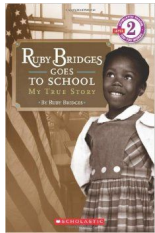
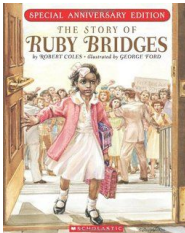
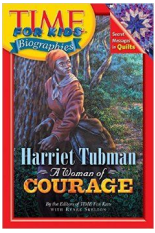
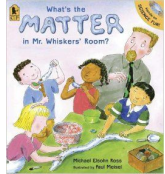
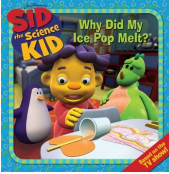
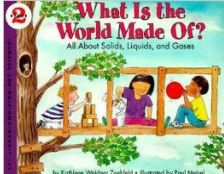
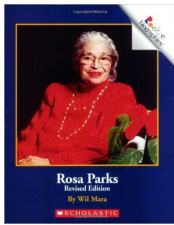

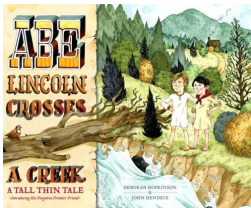


## 2nd Grade Unit 3 Life Before We Were Born

( January 9th, 2017- March 17th, 2017)

### Overview of Unit 3 with Cross-Curricular Connections

<b>ELA</b>	<p>This unit is all about researching and forming an opinion about a person and event that happened in history. Students will be asking and answering questions, comparing and contrasting texts on the same topic, and making connections between series of historical events. At the end of this unit, students will write their opinion about a person and event that they have learned about. The books listed below are SOME of the texts that are used or suggested for this unit.</p>		
	 <p><b><u>Ruby Bridges: My True Story</u></b> By: Ruby Bridges</p>	 <p><b><u>The Story of Ruby Bridges By:</u></b> <b>Robert Coles</b></p>	 <p><b><u>Harriet Tubman: A Woman of Courage</u></b> (Time for Kids)</p>
<b>Integration of Science and Social Studies</b>			
<b>SCIENCE</b>	<p>This unit is heavy in Social Studies. The Science Unit will be more focused on during Unit 4 for Second Grade. However, if you want to read text that tie to the Science Standards, below are some texts that could be used, but that may not be addressed during the ELA unit.</p>		
			
<b>SOCIAL STUDIES</b>	<p>Be looking for these social studies standards that can be addressed in this unit:  <b>C.3.2.2 (attempts to approve communities) E.5.2.2 (goods and services)</b>  <b>E.6.2.3 (goods and services) H.12.2.3 (compare life past/present)</b>  <b>H.12.2.4 (ways people shaped community/nation) H.13.2.1 (Compare accounts)</b>  <b>H.13.2.4 (primary/secondary sources) H.13.2.5(questions about historical events)</b>  <b>H.13.2.6 (changes in community, cause/effect)</b>                  These texts provide background knowledge and connections to lessons taught in the Social Studies Unit.</p>		
	 <p><b>Rookie Books: Biographies</b> Rosa parks, Martin Luther King Jr., Abraham Lincoln, Harriet Tubman</p>	 <p><b>Primary Sources</b> From events like Rosa Parks being arrested, Wanted Ads for Harriet Tubman's Arrest</p>	 <p><b><u>Abe Lincoln Crossing A Creek</u></b> By: Deborah Hopkinson <b>AND Other books about Presidents</b></p>
<b>Phonetic Connections</b>	<p><b>By the end of this quarter, teachers should be finishing UNIT 25 (Contractions) of the weekly lessons.</b></p>		

## Stage 1- Desired Results-REQUIRED

Focus standards are **ASSESSED** in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

### Focus Standards: Words that are in **RED** reflect the new Arkansas ELA State Standards

**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.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.

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

**SL. 2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**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.

**W.2.7-** Participate in shared research and writing projects (e.g., read **variety of print and digital sources** on a single topic to produce a report; record science observations)

### ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 3. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

### Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



**[SAMR Ipad Apps](#):** This link goes to a picture that shows apps that can be used at each level of the SAMR model. When you hover over the app, it tells you a little more information about the app and how it could be used in the classroom.

**[First Grade Adventure Blog](#):** This blog shows ways that SAMR model and ipads can be used in a classroom. The teacher gives a step by step example of using ipads with student writing, science, and math. Great ideas for any K-2 classroom.

Essential Questions: <i>Students will keep considering</i>	Understandings: <i>Students will understand that .</i>
<p><b>Why do we ask questions when we read?</b></p> <p><b>How do writers form their opinions?</b></p> <p><b>Why do we compare and contrast people, events, and ideas in texts?</b></p> <p><i>Essential Questions should be posted in the room and referred to often throughout the unit. The essential questions should be the drivers of the unit.</i></p>	<ul style="list-style-type: none"> <li>• Readers ask questions when they read to help deepen their understanding of the text.</li> <li>• Writers form their opinions through research, based on facts they have learned, and so on.</li> <li>• Readers compare and contrast to gain deeper understanding of the person, event or idea in a text.</li> </ul>

"Knowledge" or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
wh- Question words (who, what, when, where, why, how)	<b>Ask</b> and <b>Answer</b> wh-questions like who, what, when, where, why, and how about an informational text.	<b>1</b>
Connection Historical events	<b>Make</b> connections between historical events that they learned from a text.	<b>2</b>
compare contrast	<b>Compare</b> and <b>Contrast</b> the most important points between two texts on the same topic.	<b>2</b>
opinion reasons linking words conclusion	<p><b>Write</b> an opinion piece</p> <p><b>Introduce</b> the topic(person) and their opinion</p> <p><b>Use</b> reasons to develop their points</p> <p><b>Use</b> linking words</p> <p><b>Provide</b> a conclusion statement or section</p>	<p><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>1</b></p> <p><b>1</b></p>

## Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. Supporting standards will help guide your instruction to meet the focus standards. The **Green highlighted standards** are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year. **Yellow = 1st quarter** **Red = 2nd quarter** **Green = 3rd quarter**

### L.2.1:

- Accurately print all upper and lowercase letters. By the end of grade two, produce some cursive uppercase and lowercase letters.
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Form and use **regular and** irregular verbs.
- Use reflexive pronouns (e.g. myself, ourselves)
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).
- Use conjunctions to form compound subjects and predicates.
- Use prepositions correctly.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the boy).
- Begins in 4th grade
- Taught in Kindergarten and should be reinforced (understand and use question words)

### L.2.2:

- Capitalize holidays, product names, and geographic names.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Use commas in greetings and closings of letters.
- Generalize learned spelling patterns when writing words( e.g. cage- badge; boy- boil).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
  - Reference spelling patterns chart to clarify types of spelling patterns.
  - Consult reference materials, including dictionaries, as needed to check and correct spellings.

**L.2.3-** Students use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Begins in 3rd grade

**L.2.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meanings of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, horsefly, bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5-** Demonstrate understanding of word relationships and nuances in word meanings.

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

**RF.2.1a:** Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

### RF.2.2

- Distinguish vowels (long, short, variant) in spoken single-syllable words.
- Delete phonemes in the initial, medial, and final positions of spoken words including blends.

### RF.2.3:

- Identify words with inconsistent but common spelling-sound correspondences.(e.g. doll/roll, though/cough, some/dome, soot/loot, love/rove, were/here, shall/tall, own/town, hour/tour, want/plant).
- Know the letter/sound correspondences, including distinguishing long and short vowel sounds.
  - Diphthongs (e.g., oi, oy, ou, ow)
  - R-controlled vowels (e.g., er, ir, ur, ar, or).
  - Additional common vowel teams (e.g. ei, ie, igh).
  - Regularly spelled one-syllable words
- Recognize and read grade level appropriate irregularly spelled words.
- Decode words with common prefixes and suffixes.
- Decode words that follow the six syllable types.
  - Closed syllable, Open syllable. Vowel-consonant -e, Vowel teams, R-controlled, consonant-le
- Decode regularly-spelled two-syllable words with long vowels

### RF.2.4:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy appropriate rate, and expression or successive readings.
- Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading a necessary.

## Stage 2 - Assessment Evidence- REQUIRED

**It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.**

### Assessment #1- Links to Standards: RI.2.1

*Timeline: 1- 45min. lesson or 2- 30min. lessons -around 3-4th weeks into unit*

Teacher will share a powerpoint with students about Harriet Tubman. Teacher will go over the first 3 slides, then students will write down 3 questions they have about Harriet Tubman and what they might learn about her. Students will share their questions with the teacher and can sort the questions into who, what, when, where, why, and how. The students will finish reading the powerpoint with a partner or in small groups (The student document can be used here as well, but it doesn't include the pictures). Then students will work independently to make a foldable or a different piece of evidence to show their ability to answer one question from each category.

If there is another way that the teacher would like for students to answer the wh- questions that is fine, however, students should work independently. This could include written response using the Wh- questions. Students should have the student document with them when they are working to refer back to and to help find the answers to each question using text based evidence. If there is a text about a different person that the teacher would like to use, that is fine; with the understanding that the text complexity should be similar. The text should be about a person since they are writing a biography for Assessment 3. *\*\*This assessment can be used as a piece of evidence in reporting student progress for Standard RI.2.1 on the report card. The wording on the Rubric also reflects the wording of the report card.*

**Because these are reading standards, students may answer the questions orally or one-on-one with a teacher if teacher feels that writing portion of this assessment is keeping the student from meeting the standards being assessed.**

[Harriet Tubman PowerPoint](#), [Harriet Tubman Student Document](#), [Foldable idea](#), [Teacher Protocols](#), [Rubric OPTION for Asking and Answering Student Document](#), [QR Code for Powerpoint](#)

### Assessment #2- Links to Standards: RI.2.3, RI.2.9

*Timeline: 2- 30-45 min. lessons - around 5<sup>th</sup> week of unit*

Students will read a text with a partner or small group. For example, students will use the text [Ruby Bridges Goes to School: My True Story](#) by Ruby Bridges (Scholastic Reader). Then, based on what they read, students will independently identify 2 events that occurred in the document. They will do a quick write about how those events are connected and why those events would be included in the text. Then the students will read a text about the same topic/person. For example, *Walking Tall: Ruby Bridges* (adapted from Readworks).

The students will then use the information found in the first text and what they heard in the second text to compare and contrast what happened in the two texts, and what they learned from the two texts. If teacher chooses different texts, the lexile levels should be similar, the teacher protocols should be followed, and what the students are asked to produce should be similar- compare/contrast chart, making connections and so on. *\*\*This assessment can be used as a piece of evidence in reporting student progress for Standard RI.2.9 on the report card. The wording on the Rubric also reflects the wording of the report card.*

**Because these are reading standards, students may answer the questions orally or one-on-one with a teacher if teacher feels that writing portion of this assessment is keeping the student from meeting the standards being assessed.**

[Ruby Bridges Student Text Page and Making Connections Response](#), [Teacher Protocols](#), [Walking Tall: Ruby Bridges Student text](#), [Compare and Contrast Student Page](#), [QR Code for Ruby Bridge Goes to School Student Text](#), [QR Code for Walking Tall: Ruby Bridges Student Text](#), [Rubric](#)

**Assessment #3- Links to Standards: W.2.1, W.2.7**

*Timeline: 3-4 days to research and write their - around 7-9<sup>th</sup> week of unit*

Students will complete a graphic organizer based on a person or event they research or have learned about during the unit. For example, the students have learned about Harriet Tubman and freeing the slaves through the Underground railroad, and Ruby Bridges going to school as the only African American student.

Students will write their opinion about either one of those women or another person/event they have learned about. Students can answer the questions:

- Was it a good idea for \_\_\_\_ to \_\_\_\_?

OR

- Why was \_\_\_\_\_ important in history. Or Was \_\_\_\_\_ important in history? Why or Why not?

For example, Was it a good idea for Harriet Tubman to help slaves in the Underground Railroad? OR Why was Harriet Tubman an important person in history? OR Why was the Underground Railroad important in history?

Then students will use the graphic organizer mentioned above and write an opinion piece about the person/event they researched. They need to write an opinion piece in which they introduce a topic and state their opinion, give reasons to develop points, use linking words, and provide a concluding statement or section. This 1st draft will need to be completed individually but then they will need to go through the rest of the writing stages to publish this piece to add detail, revise, and edit this piece.

[Research Graphic Organizer](#), [Graphic Organizer Intermediate](#), [Graphic Organizer Beginner](#), [Research Resources](#), [Teacher Protocols](#), [Research Rubric](#) [Analyzing the Assessment](#)

**\*\*NEW Revised Writing Rubrics\*\* (match report card) **\*\*Updated Annotated Writing Samples\*\*****

### Stage 3- Learning Activities- HIGHLY SUGGESTED

**This section of the document is suggested, not required.** The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently.

### Sample Unit Plan:

This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

Weeks 1 and 2	Week 3 and 4	Weeks 5, 6 and 7	Week 8	Week 9
Reading Module 1 Writing Module 1	Reading Module 1 Reading Assessment 1  Writing Module 1	Reading Module 2 Reading Assessment 2  Writing Module 1	Review or Reteach Reading Skills based on assessments  Writing Module 1 Writing Assessment	Review or Reteach Reading Skills based on assessments  Finish Writing Assessment

Use Reading Foundation and Language Lessons as needed throughout the unit

### Sample Reader's and Writer's Workshop Model:








This document shows 3 days of reader's and Writer's Workshop using the GRR lessons from this unit. This may help clarify and give examples of how to plug the content of the units into this model.

[Second Grade 3 day Sample Plan for Reader's and Writer's Workshop](#)



## Reading Foundations and Language Standard Lessons


*The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.*

Standard	Instructional Moves and Formative Assessment
<b>L.2.1d</b> 	<b>Pronouns - specifically reflexive -myself, ourselves</b> <a href="#">Reflexive Pronoun and Pronoun Sort</a> <a href="#">E- School Model/Guided Lesson: Reflective Pronouns</a> <a href="#">Reflective Nouns Anchor Chart Idea</a>
<b>L.2.2c</b> 	<b>Use commas in greetings and closings of letters</b> <a href="#">E-School Model/Guided Lesson: Letter Punctuation</a> <a href="#">Parts of a Letter Anchor Chart Idea</a> ** There is a natural connection between writing letters and opinion writing. **
<b>L.2.2d</b> 	<b>Spelling Patterns: Generalize learned spelling patterns when writing words</b> <a href="#">E-School Model/Guided Lesson: Common Spelling Patterns</a>
<b>L.2.5a</b> 	<b>Context clues- using prefixes and root words</b> <a href="#">E-School Model/Guided Lesson: Understanding Word Parts</a> <a href="#">Prefixes Matching Activity</a> <a href="#">BrainPopJr Prefix</a>
<b>L.2.5b</b> 	<b>Shades of meaning-</b> using different words for common used words like - said, pretty, like..so on <a href="#">E-School Model and Guided Lesson: Shades of Meaning</a> <a href="#">Sequencing Shades of Meaning Sort</a> <a href="#">Shades of Meaning Lesson Idea/Anchor Chart</a>
<b>L.2.6</b> 	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</b> <a href="#">E-School Model/Guided Lesson: Learn and Use New Words</a>
<b>RF.2.3e</b> <b>RF.2.3f</b> 	<b>6 Syllables types and regularly spelled 2-syllable words with long vowels</b> <b>These two new standards are addressed during the 2nd and 3rd quarter in Phonetic Connections (Units 9-24)</b> <a href="#">E-School Model/Guided Lesson: Animated Phonics Lessons:</a> This link has a long list to choose from- you can scroll to the specific lessons about syllables, prefixes and suffixes. <a href="#">FCRR:Student Center Activity: 6 Way Syllable Sort</a>

## Reading Module 1: Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lessons that build up to Assessment 1 in the 3rd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

**Assessment 1 Synopsis:** Teacher will show, read, and go over a powerpoint with students about Harriet Tubman. Teacher will go over the first 3 slides, then students will write down 3 questions they have about Harriet Tubman and what they might learn about her. Students will share their questions with the teacher and can sort the questions into who, what, when, where, why, and how. After the teacher has finished the powerpoint, students can make a foldable answering one question from each category on their foldable.



Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations RI.2.1	The student will: <ul style="list-style-type: none"> <li>Ask and answer such questions as Who? What? Where? When? Why? And How? To demonstrate understanding of key details in a grade-appropriate text</li> </ul>
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>Ask, answer, detail, questions, text, what, when, where, who, why, how</li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Answer teacher-provided questions such as Who, what, where, when, why, and how to demonstrate understanding of key details in grade appropriate text</li> </ul>
1-a RI.2.1 H.13.2.5 H.12.2.4	<b>Asking wh- questions and Answering wh- questions based on text</b> <a href="#">GRR Lesson: Ask and Answer Wh- questions Lesson</a> This lesson is all about showing students how to ask questions based on text and then how to locate the answers once they have read. It also addresses what happens when all the questions can't be answered from one source. This lends itself to starting the conversation about people that influence lives around them or our nation.
1-b RI.2.1 	<b><a href="#">E-School Model and Guided Lesson: Wh- questions with a Text</a></b> This is an online lesson that follows the GRR model. It can be used on a promethean board and could be a follow up lesson for asking and answering questions. This lesson is from an ebook from the Mcgraw-hill textbook company. <b><a href="#">E-Spark Video: Asking and Answering Questions:</a></b> This video was made for 1st grade, however, it addresses more of the 2nd grade standard. It could be used as an introduction or to reinforce the strategy of asking and answering questions.
1-c RI.2.1 W.2.7 SL.2.2 C.3.2.2 E.5.2.2 E.6.2.3 H.12.2.4 H.13.2.6	<b>Answering questions based on text.</b> <a href="#">Cotton Gin Passage</a> Students will work with a partner or a small group of the Cotton Gin Passage. Then students respond to each question as they work through the document and then have a class discussion about how the Cotton Gin affected slavery in the South. This is also a great economics connection. Students will fill out the student page to answer questions about the text and the effect of the cotton gin on slavery.



## Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lessons that build up to Assessment 2 in the 3rd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.


**Assessment 2 Synopsis:** Students will read a text with a partner or small group. For example, students will use the text [Ruby Bridges Goes to School: My True Story](#) by Ruby Bridges. Then, based on what they read, students will independently identify 2 events that occurred in the document. They will do a quick write about how those events are connected and why those events would be included in the text. Then the Teacher will read a book about the same topic/person. For example, the book [The Story of Ruby Bridges](#) by Robert Coles. The students will compare and contrast what happened in the two texts, and what they learned from the two texts.

Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations RI.2.3	The student will: <ul style="list-style-type: none"> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical process in a grade-appropriate text</li> </ul>
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>Connection, event, idea, procedure, series, text</li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Recognizing or recalling events, ideas, or steps in grade-appropriate texts</li> <li>Map connections using a teacher-provided graphic organizer between series of historical events.</li> </ul>
2-a RI.2.3 H.12.2.5	<b>Using pieces of information to make connections within a text:</b> <u><a href="#">GRR lesson: Describing Connections in a series of Historical events</a></u> This lesson is all about not just identifying what historical events are in a text but how they are connected. Several example texts are given throughout this lesson as well as graphic organizers that could be used. <b>Some of the books included in this lesson do not follow a typical informational text structure. However, the people and events in the books are based on real historical events.</b>
2-b RI.2.3 	<u><a href="#">E-School Model and Guided Lesson: Historical Events</a></u> This model and guided lesson will help reinforce standard 3. This can be used to reteach, introduce, or reinforce making connections in one text.
2-c RI.2.3 	<b>Describing connections between two pieces of information from 1 text: scientific, and technical text</b> <u><a href="#">E-School Model and Guided Lesson -Scientific text</a></u> <u><a href="#">E-School Model and Guided Lesson -Technical text</a></u> These are modeled and guided practice lessons that can be used to introduce how to make connections to scientific and technical texts.
Masters Expectations RI.2.9	The student will: <ul style="list-style-type: none"> <li>Compare and contrast the most important points presented by two-grade appropriate texts on the same topic</li> </ul>
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>Compare, contrast, points, topic</li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Identify the most important points in each of the two grade-appropriate texts on the same topic</li> </ul>
2-d RI.2.9 H.12.2.3 H.13.2.1 H.13.2.4	<b>Compare and contrast 2 texts on same topic</b> <u><a href="#">GRR Lesson: Compare and Contrast Two texts on the Same Topic</a></u> This lesson allows students to have multiple opportunities to compare and contrast the MOST important points/events between 2 texts on the same topic. The lesson gives several examples of text and allows students to practice in groups and individually as needed to help meet the standard.
2-e RI.2.9	<u><a href="#">E-School Model/Guided Lesson: Comparing and Contrasting Two Texts of the Same Topic:</a></u> <u><a href="#">E-Spark Video: Comparing and Contrasting Two Texts on the Same Topic:</a></u> These lessons and videos can be used to introduce, re-teach, or reinforce comparing and contrasting.

### Writing Module 1: Lessons to Build to Assessment 3

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 3 in the 3rd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

**Assessment 3 Synopsis:** Students will complete a graphic organizer based on a person they research or have learned about during the unit. Based on the person they researched or learned about, they will write an opinion piece that addresses or answers one of the following questions: Was that person was a good leader? Was that person brave? or Did that person affected the nation?

Assessment Standard	Instructional Moves and Formative Assessment
3-a W.2.7 W.2.1	<b>Asking questions, gathering information and sharing what we've learned-</b> <a href="#">Read, Write, Think Lesson Plan</a> The link to the site is a week's worth of mini-lessons lessons. Different texts could be used, but the basic lesson plan format is there.
3-b W.2.7 W.2.8 W.2.1	<b>Listen, Look, Learn: An Information-gathering Process-</b> <a href="#">Read, Write, Think Lesson Plan</a> The link to the site has 2 mini-lessons. Different texts could be used, but the basic lesson plan format is there. The informational wheel that it references in the lesson is available for free in the lesson and can be used in other lessons as necessary or desired. <a href="#">E-School Model/Guided Lesson: Using the Research Process</a>
Masters Expectations W.2.1	<b>The student will demonstrate their ability to write an informative piece:</b> <ul style="list-style-type: none"> <li>• Introduce a topic</li> <li>• Use facts and definitions to develop points</li> <li>• Provide a concluding statement or section</li> </ul>
Progressing Towards the Standard	<b>The student will recognize or recall specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• Informative writing, introduce, point, topic, definition, fact, concluding statement</li> </ul> <b>The student will perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>• Write an informative piece using a teacher provided template or graphic organizer to write their informative piece</li> </ul>
3-c W.2.1	<b>Fact and Opinion Sort:</b> This is one way to help students transition from writing informative pieces to opinion pieces. When students understand that facts and opinions are different, students will have a better understanding of what the purpose is for writing opinions.
3-d W.2.1 	<b>What does Opinion Writing Need?</b> <a href="#">GRR Mini-Lesson: Elements of Opinion Piece</a> This lesson will help students identify elements of opinion writing and what should be included when they write opinions. <a href="#">E-School Model/Guided Lesson: Writing Your Opinion about a Topic</a>
3-e W.2.1	<b>Writing an Introduction and Conclusions for Opinion Piece:</b> <a href="#">GRR Mini-lesson: What Introductions and Conclusions Can We Use?</a> This lesson helps students think about ways they can start and end their opinion piece, and gives them opportunities to use the graphic organizer that is used in Assessment 3.
3-f W.2.1	<b>Convincing Your Reader:</b> <a href="#">GRR Mini-Lesson: Providing reasons or evidence for your opinion</a> This lesson helps students understand what reasons are and how they can and should be used to support their opinions. Teacher will use the same organizer from the previous lesson in this lesson to help students see how to use the graphic organizer.
3-g W.2.5	<b>Writing Conventions-</b> Teachers should be referring to and revisiting the writing convention during guided reading, shared reading, and writer's workshop. <a href="#">Writing Conventions Resource</a> <a href="#">E-School Model/Guided Lesson: Writing Process: Revising and Editing</a>

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at [mvenable@sdale.org](mailto:mvenable@sdale.org)