# Jan. :SW READING: Nonfiction

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader. Reading non-fiction is empowering, as it opens student's eyes to new worlds and different points of view. this unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas and learn new information about the topics they are reading about.

## Enduring Understandings

Students will understand the structures and features of nonfiction texts, strategies to use during reading, and how to ask questions, decipher vocabulary and identify big ideas within texts.

## Essential Questions

How does a reader successfully approach and read a nonfiction text to understand and synthesize the information within the text?

## Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons
Lesson 1: Getting to Know Nonfiction
uses all unit texts.
Rationale: Readers of nonfiction understand why and how we read nonfiction: for enjoyment and to learn new information. Students will learn how to recognize the three major types of nonfiction texts—reference, biography, and literary nonfiction—and how to use this information and their own background knowledge about a topic to build meaning.
Common Core State Standards: RI.2.1, RI.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/

Collaborating

Lesson 2: Look at Those Features!
uses Tell Me, Tree: All About Trees for Kids by Gail Gibbons.
Rationale: Readers of nonfiction use text features to help them build meaning. Students will examine and identify common nonfiction text features in order to sort, understand, and analyze the information presented in the texts.
Common Core State Standards: RI.2.1, RI.2.5, RI.2.7, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Take Your Time
uses Are You a Grasshopper? by Judy Allen.
Rationale: Readers of nonfiction understand that reading to learn information is often a slower, more deliberate process than reading fiction for enjoyment. Students will learn to think about what they already know, generate questions about what they want to know, and read and reread the words and text features to discover new information and deepen their understanding.
Common Core State Standards: RI.2.1, RI.2.5, RI.2.7, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Using Schema, Questioning, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mentor Texts
Are You a Grasshopper?
by Judy Allen
Follow the Dream: The Story of Christopher Columbus
by Peter Sís
Look Out for Turtles!
by Melvin Berger
Nothing but Trouble: The Story of Althea Gibson
by Sue Stauffacher
Pop! The Invention of Bubble Gum
by Meghan McCarthy
Tell Me, Tree: All About Trees for Kids
by Gail Gibbons
Nonfiction Shared Texts
“Animals That Help”
by Karen Smith and Carey Moore

(Lexile Level: 1020L)
“Are You Going Green?”
by Karen Smith and Carey Moore
(Lexile Level: 870L)
“Hang Tough”
by Alice Bluegrass (Lexile Level:
950L)
“A Long Journey” from Zootles®:
Turtles
by Rachel Young (Lexile Level:
910L)
“M&M’s®”
by Karen Smith and Carey Moore
(Lexile Level: 890L)
“Queen of the Waves”
by Ed Combs (Lexile Level: 560L)
“A Turtle Tot’s Tale” from
Zootles®: Turtles
by Donna Latham (Lexile Level:
720L)
“Types of Turtles” from Zootles®:
Turtles
by John Bonnett Wexo (Lexile
Level: 800L)
“What’s for Lunch?” from
Zootles®: Backyard Birds
by John Bonnett Wexo (Lexile
Level: 890L)
“What’s in Your Backyard?” from
Zootles®: Backyard Birds
by John Bonnett Wexo (Lexile
Level: 740L)

Lesson 4: Organize It!
uses Look Out for Turtles! by Melvin Berger.
Rationale: Readers notice how nonfiction writers organize their texts to communicate information. Students will
explore two important text structures—description and compare and contrast—and learn how knowing the text structure of a nonfiction text can help them identify important information.
Common Core State Standards: RI.2.1, RI.2.4, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 5: Organization Is the Key!
uses Follow the Dream: The Story of Christopher Columbus by Peter Sís.
Rationale: Readers understand that identifying text structures in nonfiction texts helps them navigate important information. Students will explore three additional nonfiction text structures—chronological, problem/solution, and
cause/effect—which will help them in determining important information and deepen their understanding of a topic
or subject.

Common Core State Standards: RI.2.1, RI.2.3, RI.2.4, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Be a Word Detective!
uses Nothing but Trouble: The Story of Althea Gibson by Sue Stauffacher.
Rationale: Readers stop and use "fix-up" strategies when what they are reading doesn't make sense or includes unfamiliar words or phrases. Students will learn how to monitor for meaning of a text at sentence and word level
and to use strategies to uncover the meaning of new and/or unfamiliar words.
Common Core State Standards: RI.2.1, RI.2.4, RI.2.5, L.2.4, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 7: What's the Purpose?
uses Look Out for Turtles! by Melvin Berger.
Rationale: Readers of nonfiction recognize and understand different perspectives and points of view about a variety of topics. Students will learn how to identify the author's purpose for writing a text in order to better analyze
the content and make inferences.
Common Core State Standards: RI.2.1, RI.2.6, RI.2.8, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: I Understand, and I Feel . . .
uses Nothing but Trouble: The Story of Althea Gibson by Sue Stauffacher.
Rationale: Readers of nonfiction recall key details from a text by answering who, what, when, where, why, and/or
how questions about a text. Students will demonstrate their understanding of nonfiction texts by learning how to
explain what the text is about, as well as sharing how they feel about a particular topic using evidence from the text.
Common Core State Standards: RI.2.1, RI.2.2, RI.2.3, RI.2.8, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Determining Importance. Making Inferences, Questioning, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons
Lesson 1: Exploring Literary Nonfiction

uses “A Turtle Tot’s Tale” by Donna Latham from Zootles®: Turtles from the Nonfiction Shared Texts.
Rationale: Readers use what they know about the specific types of nonfiction to enhance their enjoyment and understanding of texts. Students will examine the purpose and components of literary nonfiction, including crafting and reporting techniques, to support enduring content understanding.
Common Core State Standards: RI.2.1, RI.2.6, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Exploring Types of Nonfiction – Biography
uses “Queen of the Waves” by Ed Combs from the Nonfiction Shared Texts.
Rationale: Readers understand that knowing the three types of nonfiction texts helps them to construct meaning as
they read. Students will discuss how understanding why and how writers write biographies can deepen their understanding and enjoyment of these texts.
Common Core State Standards: RI.2.1, RI.2.3, RI.2.6, RI.2.10, RI.2.1, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6,
W.2.8

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to
Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: What Can We Learn From Text Features?
uses “What’s in Your Backyard?” and “What’s for Lunch?” by John Bonnett Wexo from the Nonfiction Shared
Texts.
Rationale: Readers of nonfiction use information gleaned from the text and the visual or graphic details to make
meaning. Students will learn how to use the text features found in reference nonfiction texts to activate their prior
knowledge and enhance their understanding of a topic.
Common Core State Standards: RI.2.1, RI.2.5, RI.2.7, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance,
Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: For Example . . .
uses “Animals That Help” by Karen Smith and Carey Moore from the Nonfiction Shared Texts.
Rationale: Readers use their knowledge of key nonfiction text structures to help classify important information.
Students will learn how to identify the description text structure in a nonfiction text to construct meaning at a text
and paragraph level in order to enhance understanding.
Common Core State Standards: RI.2.1, RI.2.2, RI.2.8, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Compare This!
uses “Types of Turtles” by John Bonnett Wexo from Zootles®: Turtles from the Nonfiction Shared Texts.
Rationale: Readers learn that identifying how nonfiction writers organize their texts will help them sort and chunk
important information. Students will learn how to identify a comparison text structure to find answers to questions
and enhance understanding.
Common Core State Standards: RI.2.1, RI.2.2, RI.2.5, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: All in Time
uses “M&M’s®” by Karen Smith and Carey Moore from the Nonfiction Shared Texts.
Rationale: Readers identify when information in a text is presented in time order to enhance their understanding
and recall of key ideas. Students will learn how to identify the chronological text structure in nonfiction texts in order
to make meaning and recall important steps in a process.
Common Core State Standards: RI.2.1, RI.2.3, RI.2.5, RI.2.7, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: What’s the Problem?
uses Pop! The Invention of Bubble Gum by Meghan McCarthy.
Rationale: Readers understand that identifying how writers organize their nonfiction texts helps them stay focused
and keep track of the important information. Students will learn how identifying a problem and solution text structure can help them find answers to questions and enhance understanding.
Common Core State Standards: RI.2.1, RI.2.6, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.8

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaboratinge

Lesson 8: Cause and Effect
uses Follow the Dream: The Story of Christopher Columbus by Peter Sís and “Hang Tough” by Alice Bluegrass from
the Nonfiction Shared Texts.
Rationale: Readers understand that the way nonfiction writers organize their information provides valuable clues for

them. Students will learn how identifying the cause and effect text structure can help them comprehend the writer's
main points.
Common Core State Standards: RI.2.1, RI.2.2, RI.2.6, RI.2.8, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: This Word Means . . .
uses "A Long Journey" by Rachel Young from Zootles®: Turtles from the Nonfiction Shared Texts.
Rationale: Readers monitor for meaning and use word-solving strategies when what they are reading does not make sense. Students will learn to notice new or unfamiliar words and how to use context clues to determine the
meaning of the words.
Common Core State Standards: RI.2.1, RI.2.4, RI.2.5, L.2.4, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Text and
Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 10: What Was Their Purpose?
uses "Hang Tough" by Alice Bluegrass and "Are You Going Green?" by Karen Smith and Carey Moore from the
Nonfiction Shared Texts.
Rationale: Readers understand how reading nonfiction texts allows them to explore different topics from various
perspectives. Students will learn to identify why a writer has written his or her text, whether it is to entertain, to
persuade, and/or to inform, to enhance their understanding of the key ideas and infer the author's message.
Common Core State Standards: RI.2.1, RI.2.6, RI.2.8, RI.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

## Integration of Career Readiness, Life Literacies and Key Skills

Students will be able to explore various real world careers in their nonfiction text selection.

| | |
|---|---|
| 9.1.2.CAP | Career Awareness and Planning |
| | Different types of jobs require different knowledge and skills. |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| 9.4.2.CT | Critical Thinking and Problem-solving |
| | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| 9.4.2.CT.1 | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.4.2.DC | Digital Citizenship |
| | Digital artifacts can be owned by individuals or organizations. |
| 9.4.2.GCA | Global and Cultural Awareness |
| | Individuals from different cultures may have different points of view and experiences. |
| 9.4.2.GCA.1 | Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| | A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. |
| | Digital tools have a purpose. |
| 9.4.2.TL.1 | Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). |

## Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

| | |
|---|---|
| | Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. |
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.DA.2 | Store, copy, search, retrieve, modify, and delete data using a computing device. |
| | The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment. |

## Interdisciplinary Connections

Mentor Texts and individual levled reading choices in the nonfiction genre make natural connections to the disciplines in science and social studies.

| | |
|---|---|
| SCI.K-2.5.2.2.C.a | The Sun warms the land, air, and water. |
| SCI.K-2.5.3.2.B.2 | Compare how different animals obtain food and water. |

| | |
|---|---|
| SCI.K-2.5.3.2.B.a | A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. Plants need light. |
| SCI.K-2.5.3.2.B.b | Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water. |
| SCI.K-2.5.3.2.C | All animals and most plants depend on both other organisms and their environment to meet their basic needs. |
| SCI.K-2.5.3.2.C.2 | Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. |
| SCI.K-2.5.3.2.C.a | Organisms interact and are interdependent in various ways; for example, they provide food and shelter to one another. |
| SCI.K-2.5.3.2.C.b | A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter. |
| SCI.K-2.5.3.2.D.1 | Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring. |
| SCI.K-2.5.3.2.D.2 | Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development. |
| SCI.K-2.5.3.2.D.a | Plants and animals often resemble their parents. |
| SCI.K-2.5.3.2.E.b | Plants and animals have features that help them survive in different environments. |
| SOC.6.1.4 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.4.D.CS4 | The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. |

## Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.

- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate. Level appropriate text will be provided as deemed appropriate.

Additional leveled text will be made available and offered to students requiring additional challenge. Assignments may vary from the traditional.

## Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

DRA and Aimsweb

Linkit testing 3 times a year.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Worksheets associated with the unit

Discussion

Teacher conference

Teacher made assessments

Anecdotal records

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

**Summative assessments for this unit:**

Summative Assessment
Students will read the articles “Welcome to the Rain Forest!” and “An Ape’s Life” from Zootles®: Great Apes in
order to answer selected and constructed response questions.
Nonfiction

Additional assessments in Schoolwide, Inc. unit

Teacher made assessment

## Instructional Materials

Extensive Schoolwide leveled readers classroom library for choice reading.

Schoolwide, Inc. "Reading: Nonfiction" teacher instructional unit

Mentor texts listed above

leveled nonfiction readers for differentiation and choice

## Standards

| | |
|---|---|
| L.WF | Foundational Skills: Writing Language |
| L.WF.2.1 | Demonstrate command of the conventions of writing. |
| L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| L.KL.2.1.B | Compare formal and informal uses of English. |
| L.VL.2.2.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| L.VL.2.2.B | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |
| L.VL.2.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| L.VL.2.2.D | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |

| | |
|---|---|
| L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RL.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. |
| RI.IT.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. |
| RI.TS.2.4 | Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. |
| RI.PP.2.5 | Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. |
| RI.MF.2.6 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.AA.2.7 | Describe and identify the logical connections of how reasons support specific points the author makes in a text. |
| SL.PE.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| SL.PE.2.1.A | Follow agreed-upon norms 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). |
| SL.PE.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |
| SL.PE.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.II.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |