

# RI.2.7

This ELA unit provides resources to use while teaching the standard **RI.2.7**, which states that students will be able to **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

# Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

**PI.27- Lesson 1**  
**Pictures in**  
Pictures help give the understanding about  
Examples:  
Diagram Map

This type of image is for...  
This type of image is for...  
This type of image is for...  
This type of image is for...

Names: \_\_\_\_\_  
M  
Names: \_\_\_\_\_  
Photog  
Names: \_\_\_\_\_  
Diag  
Names: \_\_\_\_\_  
Illustration

Here is an example of a map.  
The main purpose of a map is \_\_\_\_\_

Here is an example of a photograph.  
The main purpose of a photograph is \_\_\_\_\_

Here is an example of a diagram.  
The main purpose of a diagram is \_\_\_\_\_

Here is an example of an illustration.  
The main purpose of an illustration is \_\_\_\_\_

2nd Grade Reading: Informational Lesson  
Explain how specific machine works  
Activities to Teach  
Step 1: Teacher will picture pages from 3-4 texts. Students will determine information they are being read about versus information by looking at the images.  
Step 2: Students will work another nonfiction text from will take part in a scavenger hunt looking for 3 images that support the text. They will record what they see.  
Step 3: Students will work through a text given to the image of their reading the text support the text. Then, they will with three others.

**PI.27- Lesson 3**  
**Suggested Reading**  
2nd Grade Informational IMAGES IN  
How Things Work: In the Yard by Lisa Ernst  
Are You an Ant? by Judy Allen  
Seeing Symmetry by Loreen Leedy  
Click the image to a blog post with suggested read-alouds for all standards!

2nd Grade Reading: Informational Lesson  
Explain how specific machine works  
Activities to Teach  
Step 1: Students work with and discuss the most discuss things they've read  
Step 2: Students will draw a fact from the text. This fact is learned from the text, they read it. One at a time facts under the category  
Step 3: Then, they will check classroom library. With the the nonfiction text together when they're finished read Venn diagram about their comes from the text or the images.

Modern Solar System Discoveries  
Scientists have learned more about things about the System that is a brilliant scientist. Technology. Scientists can do planets, moons, Thousands of years helped them observations and satellites even closer look.

A man named Copernicus learned about Earth orbiting the sun.  
Large telescopes were used thousands of years ago to study the universe.  
The Solar System that is studied  
Pluto was discovered in the 20th Century  
Uranus discovered  
Jupiter

What I Learned From the TEXT

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**Pictures in**  
Title of my text:  
Describe the image Page number

**Animal Adaptations**  
Illustrate a picture that best contributes to the text.  
Animals have special traits that help them survive in their environment. These traits are called adaptations. Think about a polar bear. How does a polar bear survive in the arctic? They have translucent fur, which appears white like the snow. It helps camouflage them, but also allows sunlight to pass through and absorb into their black skin. This keeps them warm.  
Other animal adaptations include the shape of birds' beaks. Some birds' beaks allow them to crack open seeds and nuts, while others are shaped to help them catch prey or sip nectar from flowers. Fish have gills that allow them to breathe underwater and bats have ears that allow them to locate their prey with echolocation. How does your favorite animal adapt to survive?

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# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

**Instructional Passages**

**Task Cards for Any Text**

**Card 1**  
Why do authors include \_\_\_\_\_?

**Card 2**  
What do images do in a text?

**Card 3**  
Does the image contribute to the text?

**Card 4**  
Does the image identify the purpose of this image?

**Card 5**  
Does the image give any key details to support the main topic?

**Card 6**  
Does the image give any key details to support the main topic?

**Card 7**  
Name another type of image and identify the purpose of this image.

**Card 8**  
What kind of images in texts do you find most helpful?

**Passages:**

- How Your Brain Works**  
How do you understand the world? How do you breathe without a mouth? Your brain is in charge of everything you do. As you develop, your brain grows but it never stops growing. It wrinkles on its surface and has more neurons than any other animal.
- The Heart**  
The heart is a very important organ. Your heart is in your chest, under your lungs. It pumps blood through veins and arteries in your body. Veins and arteries are like long, skinny tubes that carry blood from your toes to your head. The heart is a round, dome-shaped organ. There is a slit or an opening called a valve that lets blood flow in one direction.
- Observatories**  
Have you ever been to an observatory? They are really interesting buildings that allow you to get a better look at the world. Usually, observatories have a round, dome-shaped roof. There is a slit or an opening called a telescope that lets you look through it.
- New York City**  
New York City is the most populated city in the United States. That means there are more people living in New York City than in any other city in the United States. There are many famous landmarks in New York City, such as the Statue of Liberty, the Empire State Building, and the Central Park. There are also many museums and parks in New York City.
- Animal Eyes**  
Animals can have different types of eyes. Some may be large, while others may be very small. Some may be on the front of their heads, while others may be on the sides. Some animals, however, help the animal see better. For example, a cat's eyes help it see in the dark. A frog's eyes help it see its food. Some animals have special parts to their eyes that help them see better. For example, a frog's eyes have a special part called a nictitating membrane that helps it see underwater.
- Healing**  
Keeping your teeth healthy is important. If you do not keep your teeth healthy, they can get cavities, which can hurt and even lead to tooth loss. There are many ways to keep your teeth healthy, such as brushing your teeth twice a day, flossing, and eating a healthy diet. It is also important to visit your dentist regularly for checkups and cleanings.

**Graphic Organizers:**

- Frog**  
A simple line drawing of a frog with labels for its eyes, back, and front legs.
- Heart**  
A simple line drawing of a heart with labels for its left and right ventricles.

**Task Cards:**

1. Explain what you see in the image.
2. Explain how this image contributed to the text.
3. What is the main topic of this text?

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# Extra Resources

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The collage features several overlapping educational templates:

- Graphic Organizers:** Multiple sheets titled "Images in Text" and "Images in a Text". One includes a bar graph titled "Turtle Counts" with data for "Turtles on beach" and "Turtles in water". Another asks to "Find three different types of images in nonfiction text and write about them." and includes fields for "Type of Image:", "Title of Text:", and "How it has contributed to the text:". A third asks "What is the main topic of your text?" and "Explain how this image contributed to the text." with a large writing area.
- Interactive Notebook Templates:** Several pages with decorative borders. One asks "Type of image:" and "Image of \_\_\_\_\_ on page \_\_\_\_\_". Another asks "What do you see in the image?" and "Was the image necessary for the author to include?". A third says "When lift the flap and write to the text." and "Choose one \_\_\_\_\_".
- Task Cards:** One titled "Facts I Learned From the Text" with a large writing area.

Two large pink banners are overlaid on the collage:

- Graphic Organizers** (diagonal banner on the left)
- Interactive Notebook Templates** (diagonal banner on the right)

Small copyright notices "©Tobin, Sept. 2018" are visible on several of the templates.

# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

### Images in a Text

This graphic organizer is titled "Images in a Text" and features a camera icon in the top right corner. It contains three rows of form fields for recording information about images found in a text. Each row includes fields for "Type of Image:", "Title of Text:", and "How it helps contribute to the text:". A large pink diagonal label with the text "Graphic Organizers" is overlaid on the right side of the form.

Type of Image:	
Title of Text:	
How it helps contribute to the text:	
Type of Image:	
Title of Text:	
How it helps contribute to the text:	
Type of Image:	
Title of Text:	
How it helps contribute to the text:	

### Observatories

Have you ever been to an observatory? They are interesting buildings that allow you to get a better look at space. Observatories often have a round, dome-shaped roof. There is a slit or an opening across the top of the dome that allows tools and instruments to be used to look at the sky. Most observatories have a telescope. Telescopes are used to see a clearer, closer view of the stars and sky. This is the most popular part of the building.




This is the Palomar Observatory in California, USA. It houses the Hale Telescope, which was built by astronomer George Elroy Hale.

**Instructional Passages**

# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The collage shows several overlapping worksheets titled "Pictures and Text Assessment". Each worksheet includes a "Name:" field and a series of questions. The questions are:

- 1. How can a picture help a text?
  - a) by giving the reader something to compare
  - b) by giving the reader more detail about the text
  - c) show a different opinion
  - d) to confuse the reader
- 2. Which is not an example of images in texts?
  - a) map
  - b) caption
  - c) illustration
  - d) diagram
- 3. If you see this image in a text, how might it contribute to a text about flowers?  

- 4. If you see this image in a text, how might it contribute to a text about apples?  

- 5. What is the purpose of this text?
  - a) to explain what is at this park
  - b) to describe the events at all school parties
  - c) to identify kids' favorite games
  - d) to explain sidewalks
- 6. How does the image contribute to the text?
  - a) to show what a slide looks like
  - b) to show the layout of the park
  - c) to show the favorite activity
  - d) to show the lifeguard watching the pool
- 7. What type of image is it?
  - a) a diagram
  - b) a photograph
  - c) a graph
  - d) a map
- 8. What is the main topic of this text?  

- 9. What sentence is the image supporting?  
\_\_\_\_\_
- 10. How does the image contribute to the text?  
\_\_\_\_\_

A large pink diagonal banner across the bottom right of the collage reads: **Key Provided for Assessment**. Below this banner, a red text box contains the following text: "The sentence that the image is supporting is 'There is often a constant mist in the air that gets the tourists wet.'" and "This image contributes to the text because it shows tourists in rain jackets because of the mist the text discusses."

# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain

All 6 ELA Domains



**2nd Grade RI (Informational) BUNDLE**

<b>2nd Grade</b> <b>ASK &amp; ANSWER Questions</b>	<b>2nd Grade</b> <b>FINDING THE Main Topic</b>	<b>2nd Grade</b> <b>MAKING Connections</b>
<b>2nd Grade</b> <b>UNKNOWN Vocabulary Words</b>	<b>2nd Grade</b> <b>USING Text Features</b>	<b>2nd Grade</b> <b>FINDING THE Main Purpose</b>
<b>2nd Grade</b> <b>PICTURES &amp; IMAGES in a Text</b>	<b>2nd Grade</b> <b>AUTHOR'S POINT &amp; Reasons</b>	<b>2nd Grade</b> <b>COMPARING Nonfiction Texts</b>

Created by Jessica Tobin

-or-



**ALL-YEAR ELA 2nd Grade**

<b>2nd Grade RI (Informational) BUNDLE</b>	<b>2nd Grade SPEAKING &amp; Listening</b>	<b>2nd Grade RF Foundational Skills BUNDLE</b>
<b>2nd Grade L (Literature) BUNDLE</b>	<b>2nd Grade Language Skills BUNDLE</b>	<b>2nd Grade Common Core WRITING BUNDLE</b>

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