

# RI.2.8

This ELA unit provides resources to use while teaching the standard **RI.2.8**, which states that students will be able to **Describe how reasons support specific points the author makes in 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.

**2nd Grade Reading: Informational Lesson**  
RI.2.8- Lesson 1  
I can describe how the author makes in a text.  
Describe how reasons support specific points in a text.  
Mini-Lesson Focus: What is the Author's Point?  
Activities to Teach:  
Step 1: Teacher will create an anchor chart with students about author's point. Students will participate in the creation of the anchor chart through teaching, questioning, and discussion. Display mini poster and discuss.  
Step 2: Teacher will display an image of a student working with partners to take turns creating one point. The picture may be made from a passage about the important thing video game time. Repeat for all students.

**Author's Point**  
The author's author is trying to...

**Technology in Schools**  
There are many benefits to having technology in schools. Technology includes computers, tablets, cameras and video equipment, 3-D printers, coding tools. Schools that have technology find use provide them with opportunity to learn to use these technologies to experience and real-life skills. Stud these types of technology in their from school and most likely in their education and jobs.  
Students are able to be creative technology. They can be challenged their own level. They can communicate each other and collaborate, or work together. It has also been shown to improve engagement and happiness of schools. The opportunities are endless! Technology in schools provides great benefits!

**Author's Point**  
Name: \_\_\_\_\_  
Test I Chose: \_\_\_\_\_  
What point is the author trying to prove?  
Describe one reason the author gives to prove his or her point.  
Describe another reason the author gives to prove his or her point.

**2nd Grade Reading: Informational Lesson**  
RI.2.8- Lesson 2  
I can describe how the author makes in a text.  
Describe how reasons support specific points in a text.  
Mini-Lesson Focus: Practicing Finding the Point and Reason.  
Activities to Teach:  
Step 1: Teacher will read a nonfiction text aloud in classroom library. Throughout the book, students will have students practice answering questions about the author's point and reasons. If the text is longer text, read just a few pages.  
Step 2: Students will read the passage in partner three times, practicing finding author's expression. Then, students will work with a partner to color code their texts using the crayon cards. They each ask for text evidence to support their reasons.

**Saguaros**  
Saguaros are a very interesting type of cactus. They are only found in the Sonoran Desert. They can grow up to 40 feet tall, with a few "branches" that grow like arms. This is unlike other cacti, that grow straight up from the ground. The Barrel Cactus, for example, grows low to the ground and wide. Saguaro cacti can live for 200 years or more. Another difference is that Saguaros have a long, top part that grows...

**Point: Limiting screen time can help children at home.**  
**Reason: Children get more quality time with friends and family.**

**Point: Doing less than one hour of homework a night is important for young children.**  
**Reason: Reading for thirty minutes a day can strengthen your brain.**

**Point: Getting enough sleep at night is very important.**

**Adopting an animal shelter can save lives.**  
**Leading the United States President is a very important job.**  
**Surviving in a tundra is a very difficult task.**  
**Using reusable bags can help the environment.**  
**Making school lunch is good for students.**

**2nd Grade Reading: Informational Lesson**  
RI.2.8- Lesson 3  
I can describe how the author makes in a text.  
Describe how reasons support specific points in a text.  
Mini-Lesson Focus: Practicing Finding the Point and Reason.  
Activities to Teach:  
Step 1: Teacher will read a nonfiction text aloud in classroom library. Throughout the book, students will have students practice answering questions about the author's point and reasons. If the text is longer text, read just a few pages.  
Step 2: Students will read the passage in partner three times, practicing finding author's expression. Then, students will work with a partner to color code their texts using the crayon cards. They each ask for text evidence to support their reasons.

**Suggested Read Alouds**  
**2nd Grade Informational Focus: AUTHOR'S POINT**  
Boy, Were We Wrong About Dinosaurs! by Houghton Mifflin Books  
Who Says Women Can't Be Doctors? by Tanya Lee Stone  
Turtle Tide: The Ways of Sea Turtles by Stephen R. Swimburne  
If the World Were a Village by David J. Smith  
You Wouldn't Want to be an American Pioneer! by Jacqueline Morley  
George Washington and the General's Dog by Frank Murphy

**Author's Point**  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Our point: \_\_\_\_\_  
Reason for support: \_\_\_\_\_  
Reason for support: \_\_\_\_\_  
Reason for support: \_\_\_\_\_

Use the red crayon to underline where the author states his or her point.  
Use the green crayon to underline where the author describes how students feel about technology.

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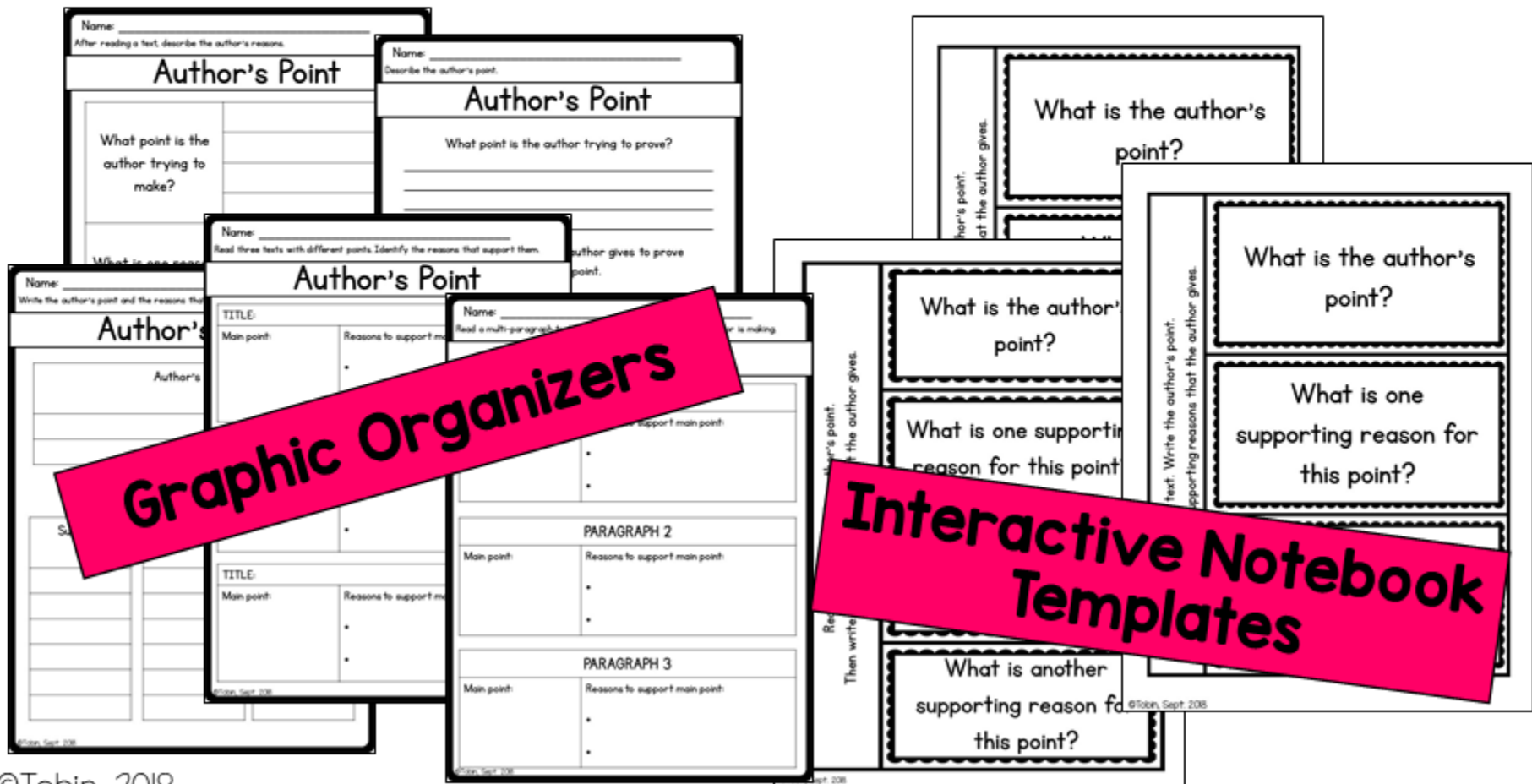
# Extra Resources

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.

The collage features several reading passages with titles like "The Clear Choice", "Getting Enough Sleep", "Seatbelts", "Having a Good Night's Rest", "What's an Okapi?", "Fast Food", "Camouflage", and "Brushing Your Teeth". Each passage includes a "Name:" field and a short text block. There are also task cards with prompts such as "After reading your text, describe the main reason..." and "Describe why an author includes...". A large pink banner across the center reads "Task Cards for Any Text". Another pink banner in the bottom left corner reads "Instructional Passages".

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# 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.

The screenshot shows a Google Slide titled "Author's Point". The slide contains a graphic organizer template with a yellow header box labeled "Author's Point", a green box labeled "Support", and three empty rectangular boxes for notes. A pink diagonal banner with the text "Graphic Organizers" is overlaid on the slide. A small copyright notice "©Jessica Tobin-ElementaryNest" is visible in the bottom right corner.

The screenshot shows a Google Slide titled "Bike Safety". The slide contains a passage about bike safety and an image of children riding bicycles. A pink diagonal banner with the text "Instructional Passages" is overlaid on the slide. The passage text is as follows: "There are several ways to stay safe while riding a bike. One way to stay safe is to wear a helmet. This protects your head from getting hurt. Your head could be injured in a bike crash if you fall. Another way to stay safe on a bike is to wear your knee and elbow pads. These pads protect your knees and elbows in a wreck. Wearing reflective clothing is also important when you're riding your bike at night. You could use a reflector on your helmet. This will help drivers to see you at night." The image shows three children riding bicycles on a path. A small copyright notice "©Jessica Tobin-ElementaryNest" is visible in the bottom left corner.

# 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 image shows several overlapping worksheets for an 'Author's Point' assessment. Each worksheet has a 'Name' field at the top. The text on the worksheets includes:

- Text 1:** "You should use reusable grocery bags to transport your groceries home. These are cloth bags that you bring to the store with you. Your groceries go into these cloth bags instead of the store's plastic bags. Collecting all those plastic bags can be bad for the environment. Instead of using plastic bags and throwing them in the trash when you get home, you could reuse one cloth bag over and over."
- Text 2:** "Going to college will help your future. College is where students get an education after high school. At college, people can study about a specific job. There are many possibilities on what you can study. For example, someone may go to college to learn about nursing. Graduating from college and getting a degree will help you get a great job when you grow up."

The worksheets contain multiple-choice questions and short-answer prompts. A large pink diagonal banner across the bottom right of the collage reads: **Key Provided for Assessment**. Below the banner, some possible answers are visible, such as "Possible point- Playg... children. Accept other..." and "Possible point- Reading is very important for children. Accept other logical answers."

# 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>

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**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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