

# RL.2.7

This ELA unit provides resources to use while teaching the standard **RL.2.7**, which states that students will be able to

**“Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot”.**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lessons 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 use 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.

The collage features several overlapping educational documents:

- Lesson Plans:** Multiple copies of "2nd Grade Reading: Literature Lesson" for "PL.2.1- Lesson 1" and "PL.2.1- Lesson 3". The lesson plans include objectives like "I can use information from the illustrations and text to understand story elements" and "I can use information from the illustrations and text to demonstrate understanding of its characters, setting, or plot." They also list activities to teach, such as reviewing wordless books and practicing using information from illustrations.
- Suggested Read Alouds:** A central document titled "Suggested Read Aloud" lists books for 2nd Grade FOCUS: ILLUSTRATIONS IN A TEXT. The books include:
  - Pancakes for Breakfast** by Tomie dePaola
  - Flotsam** by David Wiesner
  - The Snowman** by Raymond Briggs
  - Journe** by Aaron Becker
  - Mr. Wuffles** by David Wiesner
  - Good Night, Gorilla** by Peggy Rathman
- Student Activity Sheets:** Several sheets for students to engage with the read-alouds:
  - My Wordless Book:** A worksheet for retelling a story in their own words and illustrating one event.
  - Illustration:** A sheet for describing characters, setting, and events in an illustration, followed by a prompt to "WRITE A SHORT STORY ABOUT THE ILLUSTRATION".
  - Illustration Explanation:** A sheet for describing what is seen in an illustration and telling a story using the partner's illustration.
- Illustrations:** A grid of six illustrations corresponding to the books listed in the read-aloud document, including a yellow taxi, a man with a dog, a snowman, a girl with a tree, a boy with a dog, and a boy with a girl.
- Additional Resources:** A small graphic at the bottom right says "Click this image to find a blog post with suggested read-alouds for all standards!" with a small image of a book.

# 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**

**Passages:**

- A Funny Place to Eat**
- Mystery Map**
- The Lady in the...**
- Hiking Adventures**
- Racing Games**
- At the Park**
- Field Trip Fun**

**Task Cards:**

- Card 1:** How does the text help you understand the characters in the story?
- Card 2:** How do the illustrations help you understand the characters in the story?
- Card 3:** How does the text help you understand the events in the story?
- Card 4:** How does the text help you understand the events in the story?
- Card 5:** How does the text help you understand the events in the story?
- Card 6:** How do the illustrations help you understand the events in the story?

**Graphic Organizers:**

- 1. What does the text tell you about the events?
- 2. What does the illustration tell you about the events?
- 3. Describe the setting in your own words.
- 2. What does the illustration tell you about the events?
- 3. Describe the character in your own words.
- 3. Describe the events in your own words.

# 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 displays several educational resources:

- Graphic Organizers:** Templates for 'Illustrations', 'Setting', and 'Events'. Each includes a title field, a description field, and a drawing area. The 'Events' organizer has two columns: 'Illustrate one event' and 'Describe the event'.
- Task Cards:** Cards with questions such as 'How do the illustrations help you understand the characters?' and 'How does the text help you understand the events?'.
- Interactive Notebook Templates:** Templates for 'Characters' and 'Setting' with questions like 'How does the text help you understand the characters?' and 'How do the illustrations help you understand the setting?'.

**Graphic Organizers**

**Interactive Notebook 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.

### Illustrations in a Text

What does the printed text tell us about the setting?	
Do the illustrations give more information about the setting?	
What does the printed text tell us about the characters?	
Do the illustrations give more information about the characters?	
What does the printed text tell us about the events?	
Do the illustrations give more information about the events?	


**Graphic Organizers**



### The White House

Abby's family was going on a family trip to Washington D.C. Abby was eager to see the monuments. This was her first visit to the city. She was most excited to see the White House. Abby had studied all about the White House. She had seen pictures of it and it looked like. She knew where the White House was. She had asked her parents about the people that worked there. She had asked her parents if they had ever been to the White House. Her parents had said they had. Her parents drove her to the White House. Abby was so excited to see it. Abby stood at the black gate, staring in awe.

**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.

**Key Provided for Assessment**

**Illustrations A**

Name: \_\_\_\_\_

Alex was my new baby brother. He was a little bit naughty because he was always causing trouble. One night, Mom and Dad heard loud thumps coming from Alex's room. I peeked my head out of my room because I was curious. I couldn't see what had happened, but I heard Mom and Dad telling Alex that he was not allowed to do that.

I did it! I cooked spaghetti all by myself. I boiled the noodles, cooked the meat, stirred in the sauce, and prepared the table for my family. I wanted to be a chef when I grew up. This was my first night of practice. My family was sitting at the table as I walked in. They were clapping as I brought in the spaghetti. They were all very proud of me. When I walked in, though, I tripped on the rug. You won't believe what happened next.

1. How do illustrations help readers?  
a) They give them something to look at.  
b) They give more detail.  
c) They show the reader what the illustrations do not help readers.

2. What can you tell about the character?  
a) The character likes to go to school.  
b) The character has a pet dog.  
c) The character has a new sibling.  
d) The character is funny.

3. What can you tell about the setting?  
a) They were on the road.  
b) They were at the beach.  
c) They went to the museum.  
d) They sat in their kitchen.

4. Write a possible event using the illustration.

5. What does the text tell you about the character?  
a) Alex is perfect.  
b) Alex is naughty.  
c) Alex follows the rules.  
d) Alex is the family's dog.

6. What does the text tell you about the event?  
a) There was a loud thump and Mom and Dad yelled.  
b) Mom and Dad tucked the boy into bed.  
c) Everyone in the house was sleeping.  
d) The family's pet made a loud noise.

7. What does the illustration tell you about the event?  
a) Alex was asleep in bed.  
b) Mom and Dad were in the doorway.  
c) Alex snuck out of his crib.  
d) Mom and Dad ran down the hallway.

8. What does the text tell us about the character?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What does the text tell us about the events?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What does the illustration tell us about the events?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student answers will vary.

**Illustrations B**

Name: \_\_\_\_\_

Alex was my new baby brother. He was a little bit naughty because he was always causing trouble. One night, Mom and Dad heard loud thumps coming from Alex's room. I peeked my head out of my room because I was curious. I couldn't see what had happened, but I heard Mom and Dad telling Alex that he was not allowed to do that.

I did it! I cooked spaghetti all by myself. I boiled the noodles, cooked the meat, stirred in the sauce, and prepared the table for my family. I wanted to be a chef when I grew up. This was my first night of practice. My family was sitting at the table as I walked in. They were clapping as I brought in the spaghetti. They were all very proud of me. When I walked in, though, I tripped on the rug. You won't believe what happened next.

1. How do illustrations help readers?  
a) They give them something to look at.  
b) They give more detail.  
c) They show the reader what the illustrations do not help readers.

2. What can you tell about the character?  
a) Alex is perfect.  
b) Alex is naughty.  
c) Alex follows the rules.  
d) Alex is the family's dog.

3. What can you tell about the setting?  
a) They were on the road.  
b) They were at the beach.  
c) They went to the museum.  
d) They sat in their kitchen.

4. Write a possible event using the illustration.

5. What does the text tell you about the character?  
a) Alex is perfect.  
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6. What does the text tell you about the event?  
a) There was a loud thump and Mom and Dad yelled.  
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7. What does the illustration tell you about the event?  
a) Alex was asleep in bed.  
b) Mom and Dad were in the doorway.  
c) Alex snuck out of his crib.  
d) Mom and Dad ran down the hallway.

8. What does the text tell us about the character?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What does the text tell us about the events?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What does the illustration tell us about the events?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student answers will vary.

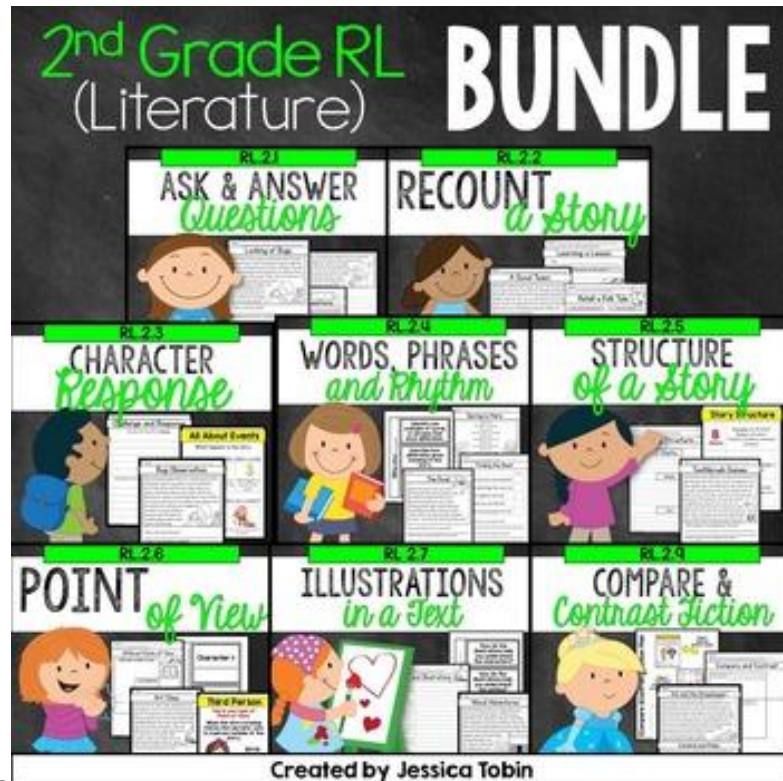
The character cooked dinner for his family and is serving spaghetti.

The character accidentally drops the spaghetti on the floor.

# 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



**2nd Grade RL BUNDLE**  
(Literature)

ASK & ANSWER Questions (RL.2.1)  
RECOUNT a Story (RL.2.2)  
CHARACTER Response (RL.2.3)  
WORDS, PHRASES and Rhythm (RL.2.4)  
STRUCTURE of a Story (RL.2.5)  
POINT of View (RL.2.6)  
ILLUSTRATIONS in a Text (RL.2.7)  
COMPARE & Contrast Fiction (RL.2.9)

Created by Jessica Tobin

## All 6 ELA Domains



**ALL-YEAR ELA**  
2nd Grade

2nd Grade RI (Informational) BUNDLE  
2nd Grade SPEAKING & Listening  
2nd Grade RF Foundational Skills BUNDLE  
2nd Grade RL (Literature) BUNDLE  
2nd Grade Language BUNDLE  
2nd Grade Common Core WRITING BUNDLE

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