

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 23-26, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.</p> <p>ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.</p> <p>ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.</p> <p>ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.</p> <p>ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Teacher Planning Day		
RW -UoS	If/Then Reading Fairytales (U5)	If/Then Reading Fairytales (U5)	If/Then Reading Fairytales (U5)	If/Then Reading Fairytales (U5)	Teacher Planning Day		
LT	<p>I can notice predictable roles in fairytales and fables.</p> <p>I am learning to recognize character types and think of other stories with the same type.</p>	<p>I can notice predictable roles in fairytales and fables.</p> <p>I am learning to compare and contrast different versions of the same fairytale.</p>	<p>I can learn lessons from the books I read.</p>	<p>I can share lessons that I have learned from the characters in my books.</p>			
SC	<p>I know I am successful when...</p> <p>-I can notice different character types in my story (villain, hero, heroine, sidekick, fairy godmother, etc.).</p> <p>-I can notice similar character types in stories (evil stepmother, fairy godmother, big bad wolf, etc.).</p> <p>-I can act out the different character types found in my books.</p> <p>-I can compare and contrast the two characters.</p>	<p>I know I am successful when...</p> <p>-I can imagine a new version of fairytales, folktales, and fables.</p> <p>-I know that the characters, setting and time period influences the story line or plot.</p> <p>-I can compare the characters, setting, problem and solution in my books.</p> <p>-I can act out the different character types found in my books.</p>	<p>I am successful when...</p> <p>-I can notice behaviors or actions that contribute the character's trouble.</p> <p>-I can ask myself "Whose point of view pays off in this story?", "What lesson did I learn?", "What character do I relate to?"</p>	<p>I know I am successful when...</p> <p>-I can imagine how I can live my own life differently because of what my characters have learned.</p>			

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 23-26, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	<p>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	Teacher Planning Day		
WW - UoS	<p>Writing Adaptations of Fairy Tales</p> <p>Now that we have planned our characters and setting, begin drafting a fairy tale by first thinking through the plot (problem and solution) and then writing the beginning, middle, and end.</p>	Writing Adaptations of Fairy Tales	Writing Adaptations of Fairy Tales	Writing Adaptations of Fairy Tales	Teacher Planning Day		
LT	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	Teacher Planning Day		
SC	<p>I know I am successful when...</p> <p>~I can plan the beginning, middle, and end.</p> <p>~I can think about what my villain wants.</p> <p>~I can think about what problem my character is facing and how it will be solved.</p>	<p>I know I am successful when...</p> <p>~I can begin with a great introduction to hook my readers.</p> <p>~I can write, write, write.</p> <p>~I can get my ideas down on paper.</p> <p>~I can make sure to read and reread so that my fairy tale makes sense.</p>	<p>I know I am successful when...</p> <p>~I can write, write, write.</p> <p>~I can get my ideas down on paper.</p> <p>~I can make sure to read and reread so that my fairy tale makes sense.</p> <p>~I can add details, descriptions, and dialogue to make it more interesting.</p> <p>~I can write a great ending.</p>	<p>I know I am successful when...</p> <p>~I can revise and edit my writing to correct all my mistakes and make it better.</p> <p>~I can capitalize names (of people, places, holidays, towns, etc.) and punctuate each sentence correctly.</p> <p>~I can correct any spelling mistakes.</p> <p>~I can share my writing with others.</p>	Teacher Planning Day		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 23-26, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Teacher Planning Day		
Phonics - UoS	LC Units of Study: Mini-Unit 3 Parts of Speech Yes, They Can: Exploring Parts of Speech Extension Lessons UOS in Phonics - (Word Work) Review Different Parts of Speech	LC Units of Study: Mini-Unit 3 Parts of Speech Yes, They Can: Exploring Parts of Speech Extension Lessons UOS in Phonics - (Word Work) Review Different Parts of Speech	LC Units of Study: Mini-Unit 3 Parts of Speech Yes, They Can: Exploring Parts of Speech Extension Lessons UOS in Phonics - (Word Work) Review Different Parts of Speech	LC Units of Study: Mini-Unit 3 Parts of Speech Yes, They Can: Exploring Parts of Speech Extension Lessons UOS in Phonics - (Word Work) Review Different Parts of Speech	Teacher Planning Day		
LT	We are learning to identify different parts of speech. We are learning to identify the subject and predicate of a sentence.	We are learning to identify different parts of speech. We are learning to identify the subject and predicate of a sentence.	We are learning to identify different parts of speech. We are learning to identify the subject and predicate of a sentence.	We are learning to identify different parts of speech. We are learning to identify the subject and predicate of a sentence.	Teacher Planning Day		
SC	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take the place of a noun. - I can identify nouns (people, places, and things) - I can identify verbs (action words). - I can identify adjectives (describing words). - I can identify the naming part (subject) and action part (predicate) of a sentence.	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take the place of a noun. - I can identify nouns (people, places, and things) - I can identify verbs (action words). - I can identify adjectives (describing words). - I can identify the naming part (subject) and action part (predicate) of a sentence.	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take the place of a noun. - I can identify nouns (people, places, and things) - I can identify verbs (action words). - I can identify adjectives (describing words). - I can identify the naming part (subject) and action part (predicate) of a sentence.	I know I will be successful when: - I can identify an adverb (describes a verb) - I can identify pronouns (takes the place of a noun) - I can explain that a pronoun can take the place of a noun. - I can identify nouns (people, places, and things) - I can identify verbs (action words). - I can identify adjectives (describing words). - I can identify the naming part (subject) and action part (predicate) of a sentence.	Teacher Planning Day		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 23-26, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
<b>GSE</b>	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 2.NBT.2 Count within 1000; skip-count by 5s3, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 2.NBT.2 Count within 1000; skip-count by 5s3, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Review 2.NBT.2, 2.NBT.5, 2.NBT.6 2.NBT.2 Count within 1000; skip-count by 5s3, 10s, and 100s. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Teacher Planning Day		
<b>EM - Module</b>	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Review Module 8 Time, Shapes, and Fractions as Equal Parts of Shapes End of Module Assessment Task	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Review Equal Parts of Shapes Small Groups - Math Activity Centers	Module 8 Application of Fractions to Tell Time Review - Solve elapsed time problems involving whole hours and a half hour. Small Groups - Math Activity Centers	Application of Fractions to Tell Time Review - Solve elapsed time problems involving whole hours and a half hour. Small Groups - Math Activity Centers	Teacher Planning Day		
<b>LT</b>	I am learning to recognize that equal parts of an identical rectangle can have different shapes.	I am learning to recognize that equal parts of an identical rectangle can have different shapes.	I am learning how to solve word problems that involve elapsed time. I am learning how to relate a.m. and p.m. to time of day.	I am learning how to solve word problems that involve elapsed time. I am learning how to relate a.m. and p.m. to time of day.	Teacher Planning Day		
<b>SC</b>	I can divide a shape into equal parts in more than one way. I can prove the equality of halves with different shapes. I can partition a rectangle into two squares, two rectangles, or two triangles. I can describe the parts of a whole as halves, thirds, or fourths. I can create multiple shapes using equal shares.	I can divide a shape into equal parts in more than one way. I can prove the equality of halves with different shapes. I can partition a rectangle into two squares, two rectangles, or two triangles. I can describe the parts of a whole as halves, thirds, or fourths. I can create multiple shapes using equal shares.	I can tell time using an analog clock. I can solve elapse time problems using whole hours and a half hour. I can use subtraction to solve word problems involving time intervals. I can determine how much time has passed between each interval. I can tell the time interval in days. I know that 60 minutes = 1 hour. I know that 30 minutes = a half hour. I know that 15 minutes = a quarter hour. I can determine whether the time shown would be a.m. or p.m.	I can tell time using an analog clock. I can solve elapse time problems using whole hours and a half hour. I can use subtraction to solve word problems involving time intervals. I can determine how much time has passed between each interval. I can tell the time interval in days. I know that 60 minutes = 1 hour. I know that 30 minutes = a half hour. I know that 15 minutes = a quarter hour. I can determine whether the time shown would be a.m. or p.m.	Teacher Planning Day		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 23-26, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Teacher Planning Day		
GSE							
Science Resources	<a href="#">Scaredy Squirrel At The Beach</a> <a href="#">Scaredy Squirrel At the Beach</a> Directive Drawing	<a href="#">Life Cycle of A Jellyfish</a> <a href="#">Wild Kratts Jellyfish</a> Life Cycle & Craft	<a href="#">The Watermelon Seed</a> <a href="#">Watermelon Madness</a> Life Cycle & Craft	<a href="#">Read Aloud A Letter From Your Teacher</a> End of Year Memory Book	Teacher Planning Day		
LT	I am learning to ask and answer questions to clarify understanding of a text.	I am learning to ask and answer questions to clarify understanding of a text.	I am learning to ask and answer questions to clarify understanding of a text.	I am learning to ask and answer questions to clarify understanding of a text.			
SC	I can retell a story by describing the characters, setting, plot, and resolution. I can summarize the text by answering who, what, where when, why, & how.	I can retell a story by describing the characters, setting, plot, and resolution. I can summarize the text by answering who, what, where when, why, & how.	I can retell a story by describing the characters, setting, plot, and resolution. I can summarize the text by answering who, what, where when, why, & how.	I can retell a story by describing the people, places, and events that take place throughout a school year. I can summarize the text by answering who, what, where when, why, & how.			