

Flying Through Time

Book topic	CCSS.ELA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures, in a text.
	NY SS Unit 2: 2.7	Cause and effect relationships help us recount events and understand historical development. (Standard 1)
	NGSS K-2-ETS1-2	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	TEKS 2 SS 17a-b	Science, technology, and society. The student understands how science and technology have affected life, past, and present. The student is expected to describe how science and technology change communication, transportation and recreation; and explain how science and technology change the ways in which people meet basic needs.

Comprehension strategies lesson	CCSS RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	TEKS G2 6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information
	TEKS G2 13.A	Generate questions for formal and informal inquiry with adult assistance
	CCSS RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	TEKS G2 9.D.i	Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance

Writing activities	CCSS W.2.3	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.
	TEKS G2 12.A	Compose literary texts, including personal narratives and poetry.
	CCSS W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	TEKS G2 12.B	Compose informational texts, including procedural texts and reports.
	TEKS G2 12.C	Compose correspondence such as thank you notes or letters.
	CCSS W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	CCSS W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
TEKS G2 7.E	Interact with sources in meaningful ways such as illustrating or writing.	

F-L-T correlations	Captions	CCSS RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		TEKS G2 10.C	Discuss the author's use of print and graphic features to achieve specific purposes.
	Images	CCSS RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		TEKS G2 9.D.ii	[Recognize] features and graphics to locate and gain information
	Pacing	CCSS RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

		TEKS G2 4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
	Glossary	CCSS L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		TEKS G2 3.A	Use print or digital resources to determine meaning and pronunciation of unknown words