



Knowledge Research

Digital Components | Grade 2

Up, Up, and Away: The Age of Aviation

English

Grade 2

Knowledge Research

Up, Up, and Away: The Age of Aviation

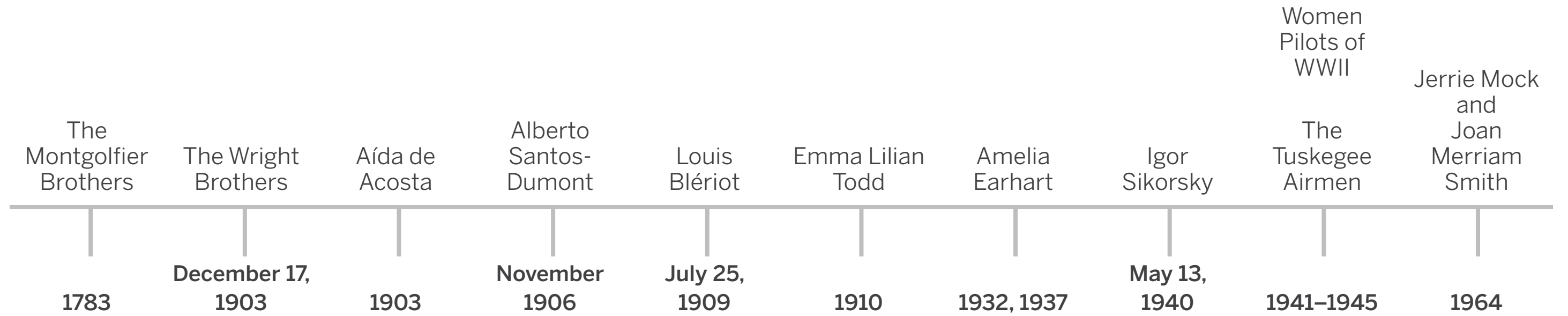
Digital Components

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KWL Chart		
Know	Wonder	Learn

Aviation Timeline



Who, What, When, Where, Why, and How

Create a question about the text using Who, What, When, Where, Why, and How. For example: Who invented the world's first powered airplane?

Who?	
What?	
When?	
Where?	
Why?	
How?	

My Research Plan

Step 1: Choose a research topic.

Step 2: Search for information.

Step 3: Organize information.

Step 4: Prepare the final research project.

Step 5: Present and share the final research.

Compare and Contrast

Similar

Different

How are _____ and
_____ similar?

How are _____ and
_____ different?

They both _____.

One is _____, but the other
is _____.

Good Question Starters	Even Better Question Starters
How ...	If ...
Who ...	Does ...
What ...	Will ...
Where ...	Do ...
When ...	Should ...
Why ...	Could ...
Try adding two together ...	Might ...
How + do ... Where + could ... Who + should ...	Is ...

Creating Better Questions

Questions I have before reading:

I wonder whether this book is about _____.

I wonder whether I will learn about _____.

What do I already know about this topic?

Questions I have while reading:

I wonder ...

How come ...?

Why does ...?

Why is the character ...?

How did ...?

Questions I have after reading:

How were my questions answered?

Which questions were left unanswered?

How can I find answers to my questions?

Aviation Graphic Organizer

Aviator: _____

1) What are three facts about this aviator?

2) What are two important things this aviator has accomplished?

3) What are three words that describe this aviator?

4) Why should people learn about this aviator?

Aviators Hall of Fame



Focus Words

1. aviation
2. innovations
3. designing
4. sputters
5. spherical
6. revise
7. accomplishment
8. contribution
9. persisted
10. barrier
11. quest

Informational Writing Rubric

	Advanced	Proficient	Basic
Composition	<ul style="list-style-type: none"> • My writing includes a clear topic and 3–4 supporting details in each paragraph. • Related information is grouped together. • Details include accurate facts and information. • Clear and supportive linking words and phrases connect details in each paragraph. • A concluding section or statement reflects the topic. 	<ul style="list-style-type: none"> • My writing includes a topic and supporting details. • Information may be grouped together. • Details may include facts or information. • Linking words may be used throughout the report. • A concluding statement may reflect the topic. 	<ul style="list-style-type: none"> • My writing includes a topic and details. • Information is listed in no particular order. • Facts or information are listed. • Linking words may be used, but may confuse the reader. • A concluding statement is made, but may not relate to the topic.
Writing Conventions and Language Standards	<ul style="list-style-type: none"> • I used a variety of complete sentences with subject-verb agreement. • I used correct capitalization at the beginning of sentences and the names of people, places, and things, as well as correct punctuation. • I used correct spelling, including high frequency words, throughout my entire story with no more than 3–4 errors. 	<ul style="list-style-type: none"> • I wrote simple sentences with inconsistent subject-verb agreement. • I used correct capitalization at the beginning of sentences and the names of people, places, and things with 2–3 errors and some use of punctuation. • I used correct spelling throughout my entire story with 5–6 errors. 	<ul style="list-style-type: none"> • I wrote simple, incomplete sentences with no evidence of subject-verb agreement. • I used capitalization at the beginning of sentences and the names of people, places, and things, but have 4 or more errors and inconsistent use of punctuation. • I tried spelling words correctly throughout my writing, but have more than 7 errors.
Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p>The presenter:</p> <ul style="list-style-type: none"> ◦ communicates ideas effectively, ◦ uses language purposefully to convey meaning. 	<p>The presenter:</p> <ul style="list-style-type: none"> ◦ communicates ideas clearly, ◦ uses language to convey meaning. 	<p>The presenter does not do one or more of the following:</p> <ul style="list-style-type: none"> ◦ communicate ideas clearly, ◦ use language to convey meaning.

Peer Editing Checklist

Writer: _____ Editor: _____

Yes	No	Sometimes	What to look for
			Proper capitalization: the beginning of a sentence and proper nouns
			Punctuation where needed: all sentences end with the correct punctuation mark (. ! ?)
			Correct use of grammar: subject and verb agreement, correct verb tense
			Spelling: high-frequency and focus words are spelled correctly

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