

Copy of ELA Grade 2 Module 1

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	1	6 weeks

Grade Level Summary

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author's purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Module Title

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module Overview

In this module, students learn how to determine the main idea when reading multi-paragraph texts. They demonstrate an understanding of the central message, lesson, or moral. Through recounting the major events and challenges of characters, students ask and answer questions to make connections using textual evidence.

In informational writing, students identify and introduce a topic and write pieces that group important information and provide a conclusion. In narrative writing, students establish a situation and introduce a narrator and/or characters. They begin to organize a short sequence of events, use temporal words to signal event order, and provide a sense of closure to their narrative writing.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine the main idea and key details from multi-paragraph informational text and literature to demonstrate understanding
- Ask and answer questions to understand the explicit meaning of informational text and literature
- Use text evidence to make the connection between a character's thoughts and actions to the major events of a story
- Describe the connections between events, concepts and steps when reading nonfiction
- Write informative pieces that identify and introduce an informative topic, group important information and provide a conclusion
- Write narrative pieces that establish a situation and introduce a narrator and/or characters
- Write persuasive pieces using an opinion and supporting details.
- Apply capitalization and end punctuation in both informational and narrative pieces

Focus Standards Addressed in this Module

CC.1.2.2.A

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.3.2.A](#)

Recount stories and determine their central message, lesson, or moral.

[CC.1.3.2.B](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C](#)

Describe how characters in a story respond to major events and challenges.

[CC.1.4.2.B](#)

Identify and introduce the topic.

[CC.1.4.2.D](#)

Group information and provide a concluding statement or section.

[CC.1.4.2.N](#)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.P](#)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

Important Standards Addressed in this Module

[CC.1.2.2.E](#)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.L](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.2.E](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.K](#)

Read and comprehend literature on grade-level, reading independently and proficiently.

[CC.1.4.2.A](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

[CC.1.5.2.A](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.E

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Misconceptions	Proper Conceptions
Questions can be answered with a “yes” or “no.” All questions are good questions.	Good questions tie to the meaning of the text and lead to understanding.
Recounting is the same as retelling.	Recounting summarizes using the main ideas and key details.
Main idea is the same as central message.	Central messages are not always stated explicitly, requiring inference skill development.
Topic is the same as main idea.	A topic is a broad, general subject, whereas the main idea is tethered to the topic and notes the author's most important point(s).

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none">• Main Idea• Theme• Focus for Writing• Content for Writing• Writing Conventions	<ul style="list-style-type: none">• Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.• Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.• Describe the connection between a series of events,	Main Idea Key Details Facts Central Message Topic Moral Challenges Events Character Response

**Procedure
Sequence
Text-based
Evidence
Connections**

- concepts, or steps in a procedure within a text.
- Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe how characters in a story respond to major events and challenges.
- Informational: Identify and introduce the topic.
Opinion: Identify the topic and state an opinion.
Narrative: Establish a situation and introduce a narrator and/or characters.
- Informational: Develop the topic with facts and/or definitions
Opinion: Create an organizational structure that includes reasons and includes a concluding statement.
Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

Assessment(s)

The assessments below include summative assessments (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). The assessments below ask students to ask and answer questions about a text, providing text-based evidence. They also make connections between events and concepts.

Informational Reading and Writing (CC.1.2.2.B, CC.1.2.2.C, CC.1.4.2.B, CC.1.4.2.D)

Using informational text, identify who, what, when, where, why and how to demonstrate understanding of key ideas and details. (CC.1.2.2.B)

- Using a text such as *From Seed to Plant* by Gail Gibbons, students answer who, what, when, where, why, and how questions which are written on color coded sticky notes. Student placement of sticky notes within book will indicate where text-based answers are located.
- Using informational text, develop a model/diagram to demonstrate a procedure or sequence tethered to the text and generate an informational writing piece which identifies the main idea and describes the procedural sequence. (CC.1.2.2.C, CC.1.4.2.B, CC.1.4.2.D)

- Using a text such as *From Seed to Plant* by Gail Gibbons, students will create a seven-step model or diagram of the process of plant growth and development. Then, students generate an informational writing piece which identifies the main idea and describes the procedural sequence.

Literature

Using literature, students determine the central message, lesson, or moral citing textual evidence to support the central message. Students write an informational piece which identifies the central message and textual evidence. (CC.1.3.2.A)

- Using a text such as *The Royal Bee* by Frances and Ginger Park, students determine the correct central message and cite textual evidence for their choice. They may also choose from a selection of options written on sentence strips and cite the textual evidence for their choice.

Using literature, students identify who, what, when, where, why, and how to demonstrate understanding of the story events. (CC.1.3.2.B)

- Using a text such as *The Royal Bee* by Frances and Ginger Park, students complete a graphic organizer demonstrating understanding of the story events by answering who, what, when, where, why and how questions.

Using literature, students connect a character's thoughts and actions to the major events of a story. (CC.1.2.3.C)

- Using a text such as *The Royal Bee* by Frances and Ginger Park, students analyze how Songho's response to events and challenges guides the progression of the story by completing a graphic organizer.

Suggested Strategies to Support Design of Coherent Instruction

Informational Text

1. Read appropriate mentor text aloud and/or watch instructional video clips containing a clear main idea (CC.1.2.2.A), answering who, what, when, where, why, and how questions (CC.1.2.2.B), and developing connections between events, concepts and procedures (CC.1.2.2.C).

Possible mentor texts include *The Life Cycle of a Penguin* by Bobby Kalman (CC.1.2.2.A, CC.1.2.2.B) and [Green Plants](#) (CC.1.2.2.C)

2. Define main idea through discussion.

3. Create a main idea and supporting details anchor chart.

Literary Text

1. Read appropriate mentor text containing a clear central message (CC.1.3.2.A), answering who, what, when, where, why, and how questions (CC.1.3.2.B); and describe the character's response to events and challenges (CC.1.3.2.C) aloud.

Possible mentor texts includes *Peppe The Lamplighter*, by Elisa Bartone and

Classic Starts Series *Pinocchio* by Tania Zamorsky (Adapter), Carlo Collodi (Author)

2. Discuss central message.

3. Identify textual evidence which supports central message.

4. Scaffold completion of the character response [Peppe Graphic Organizer.docx](#), [Pinocchio Graphic Organizer.docx](#)

Modeling Informational Writing

As an important component of developing student skills as writers, teachers use modeling and mentor texts to show students how writers think, plan, and organize information. When a teacher models, he/she shows examples, writes for students, and shares thinking as a guide for how to think and act as a writer.

Identifying and Creating a Topic Sentence

Using a familiar mentor text (text previously read to class) that illustrates the life cycle of an animal, the teacher shows how he/she determines the main idea of the text. (Note: If the class has created an anchor chart on determining main idea and details, reference the chart.) Next, the teacher shows students how he/she turns the main idea into a topic sentence for an informational piece. The teacher emphasizes the importance of incorporating proper sentence structure, punctuation, and spelling.

Determining and Adding Supporting Information

Continuing from the previously composed topic sentence, the teacher shows how he/she refers back to the text to find information that supports the topic sentence. The teacher may record information on a graphic organizer or sticky notes. The teacher explains how he/she thinks about the best way to group the information (e.g., sequential order, similar features). Then, the teacher shows how he/she writes sentences using the information from the text in complete sentences. Note: Model how to refer back to the text to spell content vocabulary correctly.

Concluding an Informational Piece

The teacher rereads the informational piece to review the content and steps he/she has modeled. The teacher explains that a conclusion to an informational piece reviews what the reader has learned about the topic. By orally sharing thinking (think aloud), the teacher shares a few ideas for endings to the piece and determines which conclusion best matches the topic and is interesting for the reader. The teacher writes the concluding sentence and rereads the piece to determine how it sounds.

Peer Revising/Editing

Revising and editing are two different components of the writing process. When writers revise, they focus on the content of the piece. They may add more details, combine sentences, move sentences, or rewrite parts of the piece.

When writers edit, they focus on the conventions of the piece. They look at capitalization, spelling, and punctuation.

It is important to give students a focus for peer revising or editing. This focus should connect to an aspect of writing that students have recently learned during whole group instruction. For example, students may revise pieces to add more interesting verbs or to check for end punctuation.

The following steps may be followed to engage students in peer revising/editing:

- 1. Pair students and ask them to select a piece of writing to share.**
- 2. Ask students to sit next to each other. They may want to find a quiet spot in the classroom to work.**
- 3. Provide students with the focus for their partner work.**
- 4. One student orally reads the piece in its entirety. As he/she reads, the other student listens for or watches for examples of the focus. In essence, the students are looking for examples where their partners are applying the focus.**
- 5. After the reader has finished, the listener points out a few places where the author has applied the skill. The listener may also want to point out one or two places where the author could add the skill.**
- 6. Next, the partners switch roles and repeat steps 4 and 5.**
- 7. The teacher can bring the class together and ask students to share a place where their partners applied the skill.**

Suggestions for Formative Assessments

Identify the main idea of a multi-paragraph text CC.1.2.2.A

Students use a sticky note to write the main idea of a paragraph from a short informational piece.

Students complete a graphic organizer on which they write the main idea from a section of a science or social studies text/passage/section.

Pairs work together to record the focus of specific paragraphs in an informational passage/text/section and then write the main idea of the passage based on the focus of each paragraph.

Ask and answer questions CC.1.2.2.B

During read aloud or small group reading instruction, ask guiding questions to determine student understanding of specific details of the text.

In pairs, students generate (write or share) questions about a text and then answer those questions.

**Describe the connection between a series of events, concepts, or steps
CC.1.2.2.C**

Students complete a graphic organizer showing the connection between two

concepts presented in an informational text.

Pairs sequence cards depicting the procedural steps or series of events from a science or social studies text and then describe the events to each other as peer assessment.

Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.A

Students independently create a visual representation of the moral or lesson in a story and write a few sentences explaining the lesson and why they chose the specific visual representation for this lesson.

After reading a text for small group reading instruction, the students write a recount of the story in their reading journals.

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.B

Students use question cards with the key question words to determine which question word a specific detail from the text might answer.

During a read aloud or shared reading, the students write answers to teacher generated questions on a whiteboard and hold up the answer.

Describe how characters in a story respond to major events and challenges.

CC.1.3.2.C

During a second reading of a story, assign students different major characters in a text and ask them to record how the character reacts to events as the story unfolds.

After reading a story during small group reading instruction, have students complete an exit slip that describes how one character reacted after a specific event in the story.

Identify and introduce the topic. CC.1.4.2.B, Group information and provide a concluding statement or section. CC.1.4.2.D

Students work in pairs to identify the topic in a partner's piece and note which details relate to the topic.

Students engage in a quick write in which they record the topic of an informational text and may also list some facts that support the topic.

Establish a situation and introduce a narrator and/or characters. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.N, CC.1.4.2.P

Students review writing to listen for descriptive language and mark each time they have used descriptive language in a piece.

Peers listen for the use of temporal words as a student rereads a narrative piece and raise hands/thumbs up or write the temporal words they heard.

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be utilized during instruction.

Additional Resources

Sample Lessons

[ELA Grade Pk.2 Module 1 Fiction Retelling Prompts.docx](#)

[ELA Grade Pk.2.Module 1 Nonfiction Retelling Prompts.docx](#)

Created By

Mercer Elementary Staff

Copy of ELA Grade 2 Module 2

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	2	6 weeks

Grade Level Summary

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author’s purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

- Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1
- Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1
- Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1
- Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2
- Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2
- Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Module Title

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module Overview

In this module, students learn how authors develop characters and express different points of view. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They identify and develop an informational topic and write pieces with organized and sequential information including a conclusion. They use narrative writing to describe experiences and events that show the response of characters to different situations.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use text features or elements of different texts to demonstrate and clarify understanding
- Explain the major differences between literature and informational text
- Explain how authors develop characters and express different points of view
- Write organized and sequential informative pieces about a topic with a conclusion
- Write narrative pieces that describe experiences and events based on a character's point of view

Focus Standards Addressed in this Module

[CC.1.2.2.E](#)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.3.2.D](#)

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CC.1.4.2.N](#)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.O](#)

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

Important Standards Addressed in this Module

CC.1.2.2.E

Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.3.2.E

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Misconceptions

Students believe that text features are not essential to understanding the text.

Students believe that facts include personal opinions.

Students think that temporal words only include *first*, *next*, *then*, and *last*.

Students identify the main character's point of view as the only point of view.

Proper Conceptions

Text features are essential to understanding the text.

Facts are statements that are true and can be proven.

Temporal words can also include *after*, *before*, *meanwhile*, *whenever*, *during*, *while*, *later on*, etc.

Other character's point of view are important as well.

Concepts

- Text Structure
- Vocabulary
- Point of View
- Content for Writing
- Writing Conventions

Competencies

- Use various text features and search tools to locate key facts or information in a text efficiently.
- Determine the meaning of

Vocabulary

Point of View

Sequence

words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

- Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.
- Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.

Temporal words

Multiple meaning words

Narrator

Closure

Text Features

Search Tools

Facts

Dialogue

Character

Commas

Apostrophes

Proper Nouns

Assessment(s)

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). Students identify differences in the point of views of characters. They use text features and search tools to locate key facts in text. Students also identify and develop an informational topic and write pieces with organized and sequential information including a conclusion. They write a narrative piece describing experiences and events that show the response of characters to different situations.

Informational Reading and Writing (CC.1.2.2.E, CC.1.2.2.F)

Use various text features and search tools to locate key facts or information in text efficiently. (CC.1.2.2.E)

- Using an informational text such as, *Scholastic True or False: Butterflies and Caterpillars* by Melvin and Gilda Berger, students will locate facts using text features with colored highlighter tape or sticky notes.

Determine the meaning of words and phrases as they are used in grade level

text including multiple-meaning words. (CC.1.2.2.F)

- Using an informational text such as, *Bats* by Gail Gibbons, students determine the meaning of words based on how they are used in the text.
 - (What does _____ mean in the sentence? Define the word _____ from the story.)
 - [Multiple Meaning Words \(1\).docx](#)

Literary Reading and Writing (CC.1.3.2.D, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P
CC.1.4.2.R)

Acknowledge difference in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CC.1.3.2.D)

- Using a literary text such as, *Two Bad Ants* by Chris Van Allsburg, *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague, *Cinderella's Rat* by Susan Meddaugh, *Three Little Wolves and the Big Bad Pig* by Eugene Trivizas, students complete a graphic organizer to acknowledge the differences in character's points of view.

Establish a situation and introduce a narrator and/or characters. (CC.1.4.2.N)

Include thoughts and feelings to describe experience and events to show the response of characters to situations. (CC.1.4.2.O)

Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling. (CC.1.4.2.R)

- After listening to literature depicting a personal experience, students write a description of a personal experience or event using thoughts and feelings to describe the experience. Students provide three or more details, demonstrate organization, and provide a sense of closure using proper conventions.
- Suggested literature to use includes: *Thundercake* by Patricia Pollaco, *The Memory String* by Eve Bunting, and *The Relatives Came* by Cynthia Rylant.

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (CC.1.4.2.P)

- After listening to literature depicting a sequence of events, students write a narrative using temporal words to sequence events.
- Suggested literature to use includes: *The Day Jimmy's Boa Ate the Wash* by Trina Hanks Nobel, *Owl Moon* by Jane Yolen and *Fireflies!* By Julie Brinckloe
- Students respond to a narrative writing prompt, using temporal words to sequence events.

Informational Text Instructional Strategy

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

- Read appropriate mentor texts and locate various text features and search tools to locate key facts or information.
- Possible texts include:
 - National Geographic Kids series: Sharks by Anne Schreiber, Dolphins by Melissa Stewart, Weird Sea Creatures by Laura Marsh.
 - Create an anchor chart using pictures of sample text features with explanations of each feature.
 - Ask questions that require students to explicitly locate facts based on text features.

Anchor Chart

An anchor chart is intended to serve as a reference for applying a strategy during independent study. It outlines or describes procedures, and strategies related to a particular theme or topic and is posted in the classroom for reference by students. The charts are created with students. The teacher acts as the scribe while students brainstorm and provide ideas for the teacher to write on the chart. The chart is placed on the wall for students to make additions and modifications as learning progresses.

Vocabulary

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

- Use context clues to determine the correct meaning of the word.

Literary Text Instructional Strategy

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Using an appropriate text, the teacher will model how to identify different points of view.
- Students can participate in Reader's Theater by speaking in a different voice for each character.

Literary Narrative Writing Strategy

CC.1.4.2.N Establish a situation and introduce the narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experience and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Create an anchor chart listing temporal words.
- Teacher and students will collaboratively write (Interactive Writing) a narrative describing a personal experience modeled after a mentor text.

- Suggested mentor text includes: *Thank You, Mr. Faulkner* by Patricia Pollaco, *When I was Young in the Mountains* by Cynthia Rylant, and *Rollar Coaster* by Marla Frazee.

Formative Assessments: Select from these best practice options

- Observations
- Text-based Questioning
- Graphic Organizers
- Peer/Self Assessments
- Discussion
- Practice Presentations
- Visual Representations
- Pairing Activities
- Individual Whiteboards
- Quizzes

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be utilized during instruction.

Additional Resources

Readworks.org

- Common Core aligned, [ReadWorks.org](http://Readworks.org) is a free research-based resource with K-6 reading comprehension lesson plans, and non-fiction reading passages with question sets.

Created By

Mercer Elementary Staff

Copy of ELA Grade 2 Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	3	6 Weeks

Grade Level Summary

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Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

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Module Title

Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1

Module Overview

In this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. They identify and develop informative topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They use narrative writing to describe experiences and events that show the response of characters to different situations. They write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They demonstrate increased proficiency with grade level conventions of language as they write.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explore how ideas or characters are developed in different types of texts
- Examine how an author's choices in the text support meaning
- Write developed informative pieces about a topic with organized and sequential information including a conclusion
- Write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition

Focus Standards Addressed in this Module

CC.1.2.2.G

Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H

Describe how reasons support specific points the author makes in a text.

CC.1.2.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.B

Identify and introduce the topic.

CC.1.4.2.C

Develop the topic with facts and/or definitions

CC.1.4.2.D

Group information and provide a concluding statement or section.

CC.1.4.2.E

Choose words and phrases for effect.

CC.1.4.2.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.N

Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q

Choose words and phrases for effect

CC.1.4.2.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.5.2.D

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Important Standards Addressed in this Module

CC.1.2.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C

Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.E](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.F](#)

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

[CC.1.3.2.G](#)

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.4.2.A](#)

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

[CC.1.4.2.M](#)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.2.T](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.U](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.2.V](#)

Participate in individual or shared research and writing projects.

[CC.1.4.2.W](#)

Recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.2.X](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

[CC.1.5.2.F](#)

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

[CC.1.5.2.G](#)

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Graphic representations are not essential to understanding the text.

Graphic representations are essential to understanding the text.

Word choice has no effect on writing.

Word choice has effect on writing.

Speaking audibly in coherent sentences is not important when giving an oral presentation.

Speaking audibly in coherent sentences is important when giving an oral presentation.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none">• Diverse Media• Evaluating Arguments• Organization for Writing• Writing Conventions• Purpose, Audience and Task	<ul style="list-style-type: none">• Explain how graphic representations contribute to and clarify a text.• Describe how reasons support specific points the author makes in a text.• Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.• Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.• Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.• Tell a story or recount an	Diagram Graphic Representations Facts Definition Topic Concluding Statement Temporal Words Proper Nouns Commas Apostrophes Phrases Reference Material

experience with
appropriate facts and
relevant, descriptive
details, speaking audibly in
coherent sentences

Assessment(s)

The assessments below include summative assessment examples (formative assessments are located in the “Suggested Strategies to Support Design of Coherent Instruction”). Students explain how graphic representations contribute to and clarify a text. They describe how reasons support specific points the author makes in a text. Students also acquire and use grade-appropriate words and phrases. They write an informational piece identifying and introducing a topic by developing it with facts and definitions. They group and organize information, chose words and phrases for effect, and provide a concluding statement while using proper conventions.

Summative Assessments

Informational Reading (CC.1.2.2.G, CC.1.2.2.H, CC.1.2.2.J)

Explain how graphic representations contribute to and clarify a text.
(CC.1.2.2.G)

- Select a content related topic to have students create a diagram in which they will label to explain the different parts. (Example: create a diagram to label the steps in the life cycle of an insect.)

Describe how reasons support specific points the author makes in a text.
(CC.1.2.2.H)

- Teacher selects facts from an informational text where the author has a specific point of view. Students decide what evidence in the text supports the facts using a two column chart labeled with author’s point of view, and supporting evidence.

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. (CC.1.2.2.J)

- Assess through formative assessments.

Informational Writing CC.1.4.2.B, CC.1.4.2.C, CC.1.4.2.D, CC.1.4.2.F, CC.1.4.2.E

Identify and introduce the topic (CC.1.4.2.B)

Develop the topic with facts and/ or definitions (CC.1.4.2.C)

Group information and provide a concluding statement or selection.
(CC.1.4.2.D.)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.F)

Choose words and phrases for effect. (CC.1.4.2.E)

- Students write an informational piece based on a content specific topic. They write an informational piece identifying and introducing a topic by developing it with facts and definitions. They group and organize information, chose words and phrases for effect, and provide a concluding statement while using proper conventions.

Literary Writing- Narrative Writing (CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.Q, CC.1.4.2.R)

Include thoughts and feeling to describe experience and events to show the response of characters to situations. (CC.1.4.2.O)

Organize a short sequence of events to show the response of characters to situations. (CC.1.4.2.P)

Choose words and phrases for effect. (CC.1.4.2.Q)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.R)

- Students respond to a personal narrative prompt using thoughts and feelings to describe the experience. They provide three or more details, demonstrate organization, and use words and phrases for effects while using proper conventions.
 - Suggested prompt to use: Tell about a time you received a gift from someone in your family or a friend.

Speaking and Listening (CC.1.5.2.D)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CC.1.5.2.D)

- Students give an oral presentation telling a story or recounting an experience with appropriate facts and relevant, descriptive details, while speaking audibly in coherent sentences.
 - Suggested speaking prompt: Tell about your favorite trip that you've went on, giving at least three details explaining why it was your favorite.

Suggested Strategies to Support Design of Coherent Instruction

[Charlotte Danielson's Framework for Teaching: Domain 3 Instruction](#)

Informational Text

Explain how graphic representations contribute to and clarify a text. (CC.1.2.2.G)

- While reading informational texts, teacher introduces graphic representations (diagrams, maps, graphs) and how they contribute to the text. While working in small groups, students will participate in a graphic representation scavenger hunt. They will locate graphic representations using sticky notes and write how they contribute to the text.

Describe how reasons support specific points the author makes in a text. (CC.1.2.2.H)

- Using an informational short passage that has an author's specific point of view, the teacher will model how to identify reasons that supports the author's view.

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. (CC.1.2.2.J)

Teacher demonstrates through whole and small group instruction. Then practices through collaborative discussions.

Informational Writing

Identify and introduce the topic (CC.1.4.2.B)

Develop the topic with facts and/ or definitions (CC.1.4.2.C)

Group information and provide a concluding statement or selection. (CC.1.4.2.D.)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.F)

Choose words and phrases for effect. (CC.1.4.2.E)

- Mini lesson for choosing words and phrases for effect: Create a word web to brainstorm synonyms to replace simple words from the book, *Digging up Dinosaurs* such as the word "old" replaced with ancient or prehistoric.
- Using an informational text such as *Digging up Dinosaurs* by Alike, the teacher and students collaboratively identify the topic and supporting facts using a graphic organizer.
- Using a content related topic, the teacher and students collaboratively write (interactive writing) an informational piece with supporting facts about that topic using key vocabulary.

Literary Writing Strategy

Include thoughts and feeling to describe experience and events to show the response of characters to situations. (CC.1.4.2.O)

Organize a short sequence of events to show the response of characters to situations. (CC.1.4.2.P)

Choose words and phrases for effect. (CC.1.4.2.Q)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.R)

- Mini lesson for choosing words and phrases for effect: Create a list of strong word choices after reading a book from the Fancy Nancy series by Jane O'Connor to demonstrate how words and phrases can be more effective.
- After reading the story, *Snowmen at Night* by Caralyn Buehner, the teacher discusses what their snowman would do at night and then model how to write a narrative explaining what their snowman would do at night.

-OR-

- After reading aloud, *Get Ready for Second Grade Amber Brown*, or *Just In Time Amber Brown* by Paula Danzinger, the teacher and students have a collaborative discussion about friendship. Then the teacher models how to write a personal narrative about their best friend. Students will then work independently to write their own personal narrative about their best friend.

Speaking and Listening

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CC.1.5.2.D)

- Teacher model giving an oral presentation stating their favorite family activity.

Formative Assessments - Select from these best practice options

- Observations
- Text-based Questioning
- Graphic Organizers
- Peer/Self Assessments
- Discussion
- Practice Presentations
- Visual Representations
- Pairing Activities
- Individual Whiteboards
- Quizzes
- Story Response Journal

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be utilized during instruction.

Additional Resources

ReadWorks.org

- Common Core aligned, free research-based K-6 reading comprehension lesson plans and non-fiction reading passages and question sets.

Created By

Mercer Elementary Staff

Copy of ELA Grade 2 Module 4

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	4	6 weeks

Grade Level Summary

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author’s purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

- Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1
- Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1
- Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1
- Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2
- Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2
- Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Module Title

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module Overview

In this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They use narrative writing to describe experiences and events that show the response of characters to different situations; they write narrative pieces to establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They show increased proficiency with grade level conventions of language as they write.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine the explicit meaning from informational text and literature to demonstrate understanding
- Demonstrate the ability to recount the text in detail
- Make connection using textual evidence
- Identify the main idea and key details of a multi-paragraph text
- Determine the moral or central message of a story
- Use sequencing to understand and retell the text
- Support an opinion with reasons that include details
- Make a connection between events, concepts or steps in a procedure while using textual evidence
- Demonstrate the ability to identify the author's purpose of the story.

Focus Standards Addressed in this Module

CC.1.2.2.A

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.F

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.3.2.A

Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C

Describe how characters in a story respond to major events and challenges.

CC.1.4.2.H

Identify the topic and state an opinion.

CC.1.4.2.I

Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J

Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.K

Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.5.2.D

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Important Standards Addressed in this Module

CC.1.2.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.K

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.I

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.4.2.G

Write opinion pieces on familiar topics or texts.

CC.1.4.2.T

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.U

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.2.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.2.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.E

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Misconceptions

- A paragraph can only have one main idea.
- Key details are what I find most interesting.
- You don't have to support your opinion with details connected to the stated opinion.
- Word choice has no effect on

Proper Conceptions

- A paragraph may have more than one main idea.
- Key details support the main idea only.
- You need to support your opinion with details connected to the stated opinion.
- Word choice has an effect on

- writing.
- **Speaking audibly in coherent sentences is not important when giving an oral presentation**

- writing.
- **Speaking audibly in coherent sentences is important when giving an oral presentation.**

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • Main Idea • Text Analysis • Theme • Focus for Writing • Writing Conventions • Purpose, Audience and Task 	<ul style="list-style-type: none"> • Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Recount stories and determine their central message, lesson, or moral. • Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters. • Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations. • Informational: Develop the topic with facts and/or definitions Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. • Informational: Choose words and phrases for effect. Opinion: Use a 	<p>Main Idea Key details Events Moral Opinion Topic Concluding Statement Multiple Meaning words</p>

variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.

- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Assessment(s)

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction").

Students determine the explicit meaning of informational text and literature to demonstrate understanding. They demonstrate the ability to recount the text in detail. Students also determine the central message, lesson, or moral. They also make connections using textual evidence. Using an organizational structure that includes a concluding sentence, students identify a topic, state an opinion with reasons that include details connected to the opinion. They also use a variety of words and phrases to appeal to their audience. Their writing demonstrates grade appropriate conventions.

Summative Assessments

Informational Reading ([CC.1.2.2.A](#), [CC.1.2.2.B](#), [CC.1.2.2.C](#), [CC.1.2.2.F](#).)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CC.1.2.2.A)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC.1.2.2.B)

- Using a main idea graphic organizer with a multi-paragraph text such as *All about Ants* from ReadWorks.org, students identify the main idea, and ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in the text.

Describe the connection between a series of events, concepts, or steps in a procedure within a text. (CC.1.2.2.C)

- After listening to a text such as *Milk Makers* by Gail Gibbons, students will write to describe the connection between the steps in the procedure of making milk.

Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. (CC.1.2.2.F)

- Using the book *Milk Makers*, by Gail Gibbons, students will complete the vocabulary graphic organizer to determine the meaning of a word such as,

“spoiled”.

Informational Writing (Opinion Writing) (CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.L)

Identify the topic and state an opinion (CC.1.4.2.H)

Support the opinion with reasons that include details connected to the opinion. (CC.1.4.2.I)

Create an organizational structure that includes reasons and includes a concluding statement. (CC.1.4.2.J)

Use a variety of words and phrases to appeal to the audience. (CC.1.4.2.K)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.L)

- Students will complete an opinion writing prompt, stating their opinion with reasons that support their opinion using words and phrases that appeal to the audience. The writing piece will include a concluding statement and appropriate grade level conventions.

Literary Reading (CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.C)

Recount stories and determine their central message, lesson, or moral. (CC.1.3.2.A)

(CC.1.3.2.A)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC.1.3.2.B)

Describe how characters in a story respond to major events and challenges. (CC.1.3.2.C)

- After reading a fable from Aesop’s Fables, students will identify the moral, and describe how the events in the story lead up to the lesson.

Speaking and Listening (CC.1.5.2.D)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CC.1.5.2.D)

- Students will give an oral presentation recounting an experience with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences.
- Suggested speaking prompt: Tell about your favorite activity to do on the weekend and include facts and relevant details.

Suggested Strategies to Support Design of Coherent Instruction

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 4 Instruction

Informational Text Instructional Strategies

CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- While reading an informational multi-paragraph selection such as *Let's Explore Caves* from ReadWorks.org, the teacher models how to identify the main idea, and supporting details using a graphic organizer. He or she asks questions such as who, what, where, when, why, and how to demonstrate an understanding of the key details in a text.
- Using an informational multi-paragraph selection such as *Is it Time for Another Toothbrush* from ReadWorks.org, the students work in groups to complete a graphic organizer to determine the main idea and supporting details.

CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

- While reading an informational book such as *Recycle- A Handbook for Kids* by Gail Gibbons, the teacher will model how to connect steps in a procedure through a retell and/or written response.

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

- While reading an informational book such as *Recycle- A Handbook for Kids* by Gail Gibbons, the teacher models how to determine the meaning
- Using the book *Recycle-A Handbook for Kids*, by Gail Gibbons, the teacher models how to complete the vocabulary graphic organizer to determine the meaning of the word “landfill.”

Literary Text Instructional Strategies

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

- After reading a fable from Aesop's Fables, the teacher models how to identify the moral and describes how the events in the story lead up to the lesson using a graphic organizer.
-

Informational Writing Strategies

CC.1.4.2.H Identify the topic and state an opinion.

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- The teacher models how to plan and write an opinion piece. Using a given prompt, the teacher models how to state an opinion and support the opinion with reasons that support their opinion using words and phrases that appeal to their audience. The teacher demonstrates, using a concluding statement and appropriate grade level conventions.
- Suggested prompt to use: Why is teaching an important job?

Speaking and Listening Instructional Strategies

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- The teacher will model giving an oral presentation stating their favorite restaurant.

Formative Assessments

Select from these best practice options:

- Observations
- Text-based Questioning
- Graphic Organizers
- Peer/Self Assessments
- Discussion
- Practice Presentations
- Visual Representations
- Pairing Activities
- Individual Whiteboards
- Quizzes

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be utilized during instruction.

Additional Resources

Readworks.org

- Common Core aligned, **ReadWorks.org** is a free research-based resource with K-6 reading comprehension lesson plans, and non-fiction reading passages with question sets.

Created By

Mercer Elementary Staff

Copy of ELA Grade 2 Module 5

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	Module 5	6 Weeks

Grade Level Summary

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author's purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts,

Part 2

Module Title

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module Overview

In this module, students learn how authors craft differences in the points of views of characters. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They write informational pieces that introduce a topic that includes facts and/or definitions. Their writing is organized and includes carefully chosen words and phrases that add to the writing. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explain how authors craft differences in the points of views of characters.
- Use textual features or elements to demonstrate and clarify understanding of the author’s message
- Use an organized structure to write informative pieces
- Apply grade level conventions of language in their writing
- Carefully chose words and phrases to enhance their writing

Focus Standards Addressed in this Module

CC.1.2.2.F

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.G

Explain how graphic representations contribute to and clarify a text.

CC.1.3.2.D

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.B

Identify and introduce the topic.

CC.1.4.2.C

Develop the topic with facts and/or definitions

CC.1.4.2.D

Group information and provide a concluding statement or section.

CC.1.4.2.E

Choose words and phrases for effect.

CC.1.4.2.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.T

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.V

Participate in individual or shared research and writing projects.

Important Standards Addressed in this Module

CC.1.2.2.E

Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.E

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.K

Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.4.2.A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.W

Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.2.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.E

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.G

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Misconceptions

- Students believe that text features are not essential to understanding the text.
- Students believe that facts include personal opinions.
- Students think that temporal words only include first, next, then and last.
- Students identify the main character's point of view as the only point of view.
- Students believe their first draft of writing is a completed published piece.
- Students believe that researching a topic includes their own prior knowledge.

Proper Conceptions

- Text features are essential to understanding the text.
- Facts are statements that are true and can be proven.
- Temporal words can also include after, before, meanwhile, whenever, during, while, later on, etc.
- Other character's point of view are important as well.
- First drafts have many editing steps before publishing.
- Personal knowledge can not be used as a research tool.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> • Diverse Media • Vocabulary • Point of View • Vocabulary Acquisition and Use • Focus for Writing • Content for Writing • Organization for Writing • Production and Distribution of Writing • Writing Style • Writing Conventions • Conducting Research 	<ul style="list-style-type: none"> • Explain how graphic representations contribute to and clarify a text. • Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. • Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. • Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters. • Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations. • Informational: Develop the topic with facts and/or definitions Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide 	<p>Editing Revising Point of View Sequence Temporal words Multiple meaning words Narrator Closure Text Features Search tools Dialogue Research Context Clue</p>

- a sense of closure.
- **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
- **Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.**
- **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
- **Participate in individual or shared research and writing projects**

Assessment(s)

The assessments below include summative assessment examples (formative assessments are located in the “Suggested Strategies to Support Design of Coherent Instruction”).

Students will determine how authors craft differences in characters’ point of view. They will also use textual features or elements to demonstrate and clarify the understanding of the author’s message. Using an organized structure, students will write informative pieces while using grade level conventions of language and carefully choosing words and phrases to enhance their writing.

Summative Assessments:

Informational Reading ([CC.1.2.2.F](#), [CC.1.2.2.G](#))

Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. (CC.1.2.2.F)

- **After listening to a section of informational text, such as *Water Habitats* by Bobbi Calman students will determine the meaning of a vocabulary word using the Frayer Model graphic organizer.**
-

Explain how graphic representations contribute to and clarify a text. ([CC.1.2.2.G](#))

- **Using an on-level informational text, students will locate text features and will explain how it help to clarify the text.**
-

Literary Reading ([CC.1.3.2.D](#), [CC.1.3.2.J](#))

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CC.1.3.2.D)

- After listening to the story *Seven Blind Mice* by Ed Young, students will complete the characters' point of view graphic organizer to identify differences in characters' point of view.
-

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ([CC.1.3.2.J](#))

- Using a book such as *Gumption* by Elise Broach, students will complete the context clue graphic organizer to determine the meaning of a two given words.
-

Informational Writing ([CC.1.4.2.B](#), [CC.1.4.2.C](#), [CC.1.4.2.D](#), [CC.1.4.2.F](#), [CC.1.4.2.E](#), [CC.1.4.2.T](#), [CC.1.4.2.V](#))

Identify and introduce the topic. ([CC.1.4.2.B](#))

Develop the topic with facts and/or definitions ([CC.1.4.2.C](#))

Group information and provide a concluding statement or section ([CC.1.4.2.D](#))

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling ([CC.1.4.2.F](#))

Choose words and phrases for effect. ([CC.1.4.2.E](#))

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ([CC.1.4.2.T](#))

- Students will plan, write, and edit an informational piece based on a content specific topic. They will develop the topic with facts and definitions, while using grade appropriate conventions and using words and phrases for effect. With guidance and support from the teacher and peers, students will strengthen their writing by revising and editing.

Participate in individual or shared research and writing projects ([CC.1.4.2.V](#))

- While working in small groups, students will research a content specific topic (i.e. Landforms), and individually write an informational piece on their topic.

Suggested Strategies to Support Design of Coherent Instruction

Informational Reading Strategies:

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

- After reading an informational text such as *The Life Cycle of a Sea Turtle* by Bobbi Calman, the teacher will model how to complete the Frayer Vocabulary Model. Using this model will allow the teacher to demonstrate how to determine the meaning of unknown words.
- After reading another informational text, students will work in small groups or pairs to complete a Frayer Vocabulary Model to determine the meaning of unknown words.

[CC.1.2.2.G](#) Explain how graphic representations contribute to and clarify a text.

- Using an informational text such as National Geographic Kids: Weird Sea Creatures, the teacher will model how to locate text features and use them to help clarify the text.
- Working in small groups, students will read an on level, informational text such National Geographic Kids: Dolphins, and will collaboratively complete the non-fiction text features graphic organizer.

Literary Reading Strategies

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- After reading the story *The Three Little Wolves and the Big Bad Pig*, the students describe the point of view of the wolves and of the pig.
 -
- Students will work in small groups to read and perform a reader's theater while using a difference voice for each character.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

- Using a book such as *Misery is a Smell in Your Backpack* by Harriet Ziefert, the teacher will model how to use the context clue graphic organizer to demonstrate the understanding of an unknown word.
 - Additional resources to practice this skill include: *Behold the Bold Umbrellaphant: And Other Poems* by Jack Preltsky.

Informational Writing Strategies:

CC.1.4.2.B Identify and introduce the topic.

CC.1.4.2.C Develop the topic with facts and/or definitions

CC.1.4.2.D Group information and provide a concluding statement or section

CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling

CC.1.4.2.E Choose words and phrases for effect.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- While reading a how to, informational text such as *How to Make an Apple Pie and See the World* by Marjorie Priceman, the teacher will identify the steps in how to make an apple pie through a think aloud and/ or chart.
 - While working in small groups, students will select a how to topic such as their morning routine, and complete a how to graphic organizer.
 -

CC.1.4.2.V Participate in individual or shared research and writing projects

- The teacher will demonstrate and model the research process: choosing a topic, finding, organizing, and presenting information on a content related topic such as identifying state symbols.
 - Suggested documents to use:

Formative Assessments: Select from these best practice options

- Observations
- Text-based Questioning
- Graphic Organizers
- Peer/Self Assessments
- Discussion
- Practice Presentations
- Visual Representations
- Pairing Activities
- Individual Whiteboards
- Quizzes

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be used during instruction.

Additional Resources

Readworks.org

- Common Core aligned, ReadWorks.org is a free research-based resource with K-6 reading comprehension lesson plans, and non-fiction reading passages with question sets.

Created By

Mercer Elementary Staff

Copy of ELA Grade 2 Module 6

Subject	Grade	Module	Suggested Timeline
English Language Arts	2	Module 6	6 weeks

Grade Level Summary

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author's purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Module Title

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Module Overview

In this module, students closely examine and use specific aspects of texts, including graphic representations or different versions of the same story, to describe the key ideas or characters. Specifically, they explore how authors use these elements across texts. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They write opinion pieces that include details and support connected to the opinion in an organized manner that includes reasons and a concluding statement. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use graphic representations or different versions of the same story to describe the key ideas or characters
- Compare how different authors use elements within and across texts.
- Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure
- Write informative pieces that include a clear topic supported by facts with a coherent structure
- Apply grade appropriate punctuation, grammar, and spelling to their writing

Focus Standards Addressed in this Module

CC.1.2.2.G

Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H

Describe how reasons support specific points the author makes in a text.

CC.1.2.2.I

Compare and contrast the most important points presented by two texts on the same topic.

CC.1.2.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.H

Compare and contrast two or more versions of the same story by different authors or from different culture.

[CC.1.3.2.J](#)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.4.2.B](#)

Identify and introduce the topic.

[CC.1.4.2.C](#)

Develop the topic with facts and/or definitions

[CC.1.4.2.D](#)

Group information and provide a concluding statement or section.

[CC.1.4.2.E](#)

Choose words and phrases for effect.

[CC.1.4.2.F](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.H](#)

Identify the topic and state an opinion.

[CC.1.4.2.I](#)

Support the opinion with reasons that include details connected to the opinion.

[CC.1.4.2.J](#)

Create an organizational structure that includes reasons and includes a concluding statement.

[CC.1.4.2.K](#)

Use a variety of words and phrases to appeal to the audience.

[CC.1.4.2.L](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

Important Standards Addressed in this Module

[CC.1.3.2.G](#)

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.3.2.I](#)

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.K

Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.4.2.A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.G

Write opinion pieces on familiar topics or texts.

CC.1.4.2.U

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.2.W

Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.2.A

Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.E

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.G

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Misconceptions

Text features do not contribute to the meaning of the text.

Proper Conceptions

Text features contribute to the meaning of the text.

Two texts on the same topic will present the same important main ideas.

Two texts on the same topic may present different important main ideas.

You don't have to support your opinion with details connected to the stated opinion.

You need to support your opinion with details connected to the stated opinion.

Word choice has an effect on writing.

Word choice has no effect on writing.

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> Vocabulary Acquisition and Use Diverse Media Evaluating Arguments Analysis Across Texts Text Analysis Vocabulary Acquisition and Use Focus for Writing Content for Writing Organization for Writing Writing Style Writing Conventions 	<ul style="list-style-type: none"> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. Explain how graphic representations contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic. Compare and contrast two or more versions of the same story by different authors or from different cultures. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters. Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include 	<p>Text features</p> <p>Photograph</p> <p>Illustrations</p> <p>Heading</p> <p>Main idea</p> <p>Supporting details</p> <p>Venn diagram</p> <p>Compare</p> <p>Contrast</p> <p>Temporal words</p> <p>Anchor chart</p> <p>Opinion</p> <p>Argumentative</p> <p>Informational writing</p>

thoughts and feeling to describe experience and events to show the response of characters to situations.

- **Informational:** Develop the topic with facts and/or definitions **Opinion:** Create an organizational structure that includes reasons and includes a concluding statement. **Narrative:** Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- **Informational:** Choose words and phrases for effect. **Opinion:** Use a variety of words and phrases to appeal to the audience. **Narrative:** Choose words and phrases for effect.
- **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

Assessment(s)

The assessments below include summative assessment examples (formative examples are located in the "Suggested Strategies to Support Design of Coherent Instruction"). Students will use graphic representations or different versions of the same story to describe the key ideas or characters. They will also compare how different authors use elements within and across different texts. Students will write opinion pieces that include supportive reasons, a variety in word choice, with an organizational structure. They will also write informative pieces that include a clear topic supported by facts with a coherent structure. Students will apply grade level appropriate punctuation, grammar, and spelling to their writing.

Summative Assessments:

Informational Reading ([CC.1.2.2.G](#), CC.1.2.2.H, CC.1.2.2.I)

Explain how graphic representations contribute to and clarify a text.
(CC.1.2.2G)

- After reading an informational text on students' academic level, they will

complete an exit ticket demonstrating how graphic representations add to and clarify a text. The informational piece should include photographs / illustrations, and headings.

Describe how reasons support specific points the author makes in a text. (CC.1.2.2.H)

- Using an informational text or article, students will use the main idea graphic organizer to show how an author uses reasons to support specific points in a text.

Compare and contrast the most important points presented by two texts on the same topic. (CC.1.2.2.I)

- Using two informational texts on the same topic, the students will complete the venn diagram comparing and contrasting the most important points presented in the text.

Literary Reading (CC.1.3.2.H, CC.1.3.2.J)

Compare and contrast two or more versions of the same story by different authors or from different culture. (CC.1.3.2.H)

- After the teacher reads two versions of the same story such as *Honestly, Red Riding Hood Was Rotten! The story of Little Red Riding Hood as Told by the Wolf* by Trisha Speed Shaskan, and *Little Red Riding Hood* by Trina Schart Hyman, the students will complete a venn diagram to compare and contrast the stories.

Informational Writing (CC.1.4.2.B, CC.1.4.2.C, CC.1.4.2.D, CC.1.4.2.F, CC.1.4.2.E)

Identify and introduce the topic. (CC.1.4.2.B)

Develop the topic with facts and/ or definitions. (CC.1.4.2.C)

Group information and provide a concluding statement or section. (CC.1.4.2.D)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.F.)

Choose words and phrases for effect. (CC.1.4.2.E)

Model text features appropriate to the informational writing. (CC.1.4.2.A)

- Using a content related topic given by the teacher, the students will write an informational piece that identifies a topic that is developed with facts and/ or definitions. They will group information and provide a concluding statement while using grade appropriate conventions and choosing words for effect.

Opinion / Argumentative Writing (CC.1.4.2.G, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.L)

Write opinion pieces on familiar topic or texts. (CC.1.4.2.G)

Identify the topic and state an opinion. (CC.1.4.2.H)

Support the opinion with reasons that include details connected to the opinion. (CC.1.4.2.I)

Create an organizational structure that includes reasons and includes a concluding statement. (CC.1.4.2.J)

Use a variety of words and phrases to appeal to the audience. (CC.1.4.2.K)

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.2.L)

- After reading the story *Hey Little Ant* by Phillip and Hannah Hoose, the students will write an argumentative piece/ opinion piece about what they think should happen to the ant.

Suggested Strategies to Support Design of Coherent Instruction

Suggested Strategies to Support Design of Coherent Instruction

[Charlotte Danielson's Framework for Teaching: Domain 4 Instruction](#)

Informational Reading Strategies:

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

- After reading an informational text from Scholastic News, the teacher will model how graphic representations contribute to and clarify a text through the use of questioning.
 - Suggested prompts:
 - Look at the photo/ illustration on page ____ . What did you learn?
 - Do the pictures or graphics add to your understanding of the book? How or why not?
 - What text features did you notice in the book? How did they help you understand the book?

CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

During an informational read aloud, using a text such as *National Geographic Kids: Weird Sea Creatures*, the teacher will model the author's purpose for writing the book and the important points the author makes.

- Through continued practice, the teacher will model how to identify the author's purpose for writing a book and the important points they make to support specific points.
- Sample question stems:
 - What is the author's point?
 - What does the author want us to know?
 - What reasons supports the authors point?
 - Based on what we read, what makes you think that?
 - Based on the text, why do you think the author wants us to know this information?

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

- The teacher will create an anchor chart including a visual of a venn diagram to explain the difference between comparing and contrasting.
- Using two informational texts such as *Amelia Earhart A Short Biography for Kids* by Josephina Madden and *Who was Amelia Earhart* by Kate Boehm Jerome, the teacher will model how to complete a venn diagram comparing the most important points presented in two texts.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.

- Through a mini lesson, the teacher will introduce the concept of a word collector chart used to track new and interesting vocabulary words. This chart will be utilized daily across the curriculum.
 - The students can also have an individual chart to keep and complete for their own use.
 -

Literary Reading Strategies

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.

- The teacher will review the venn diagram previously created to compare and contrast.
- After reading two versions of the same story by different authors such as *Trust Me, Jack's Beanstalk Stinks!* By Eric Braun, and *Jack and the Beanstalk* by Steven Kellogg the teacher will model how to compare and contrast the stories using a venn diagram.
 -

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.

- The teacher will review the purpose of the word collector chart, to acquire and use grade appropriate conversational, general academic, and domain specific words and phrases. After reading literary text, new words will be added daily.

Informational Writing Strategies:

CC.1.4.2.B Identify and introduce the topic.

CC.1.4.2.C Develop the topic with facts and/ or definitions.

CC.1.4.2.D Group information and provide a concluding statement or section.

CC.1.4.2.F. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.2.E Choose words and phrases for effect.

- Review process for writing an informational piece as stated in module 1.

- The teacher will read a book such as *From Wheat to Bread (Start to Finish, Second Series: Food)* by Stacy Taus-Bolstad, and model how to write an informational piece that includes a topic that is supported with facts and/or definitions using the suggested graphic organizer for planning.

Argumentative / Opinion Writing Strategies

CC.1.4.2.G Write opinion pieces on familiar topic or texts.

CC.1.4.2.H Identify the topic and state an opinion.

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

- Teacher will review with the students the procedure for writing an opinion piece. Refer back to module 4.
- After reading a literary text with a strong character opinion such as *The Perfect Pet* by Margie Palatini, *I Wanna Iguana* by Karen Kauffman-Orloff, *Earrings* by Judith Viorst, the teacher will model how to write an opinion/argumentative piece.
 - Suggested prompt to use: Write to a person (such as a parent, grandparent, teacher, friend) asking for something specific and stating why they think they deserve it.

Formative Assessments: Select from these best practice options

- Observations
- Text-based Questioning
- Graphic Organizers
- Peer/Self Assessments
- Discussion
- Practice Presentations
- Visual Representations
- Pairing Activities
- Individual Whiteboards
- Quizzes

Differentiation

Based on the individual needs of all students, changes will be made as necessary for optimal student achievement.

Interdisciplinary Connections

A cross-curricular approach will be utilized during instruction.

Additional Resources

[Readworks.org](https://www.readworks.org/)

- Common Core aligned, [ReadWorks.org](https://www.readworks.org/) is a free research-based resource with K-6 reading comprehension lesson plans, and non-fiction reading passages with question sets.

Created By

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