

CASD English Language Arts 2nd Grade Curriculum Map

Reading, Writing, Speaking and Listening

5/1/2015

Chambersburg Area School District

Phonics and Word Recognition

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing. **MP #1-4**

CC.1.1.2.D – Know and apply grade-level phonics and word analysis skills in decoding words.

Academic Vocabulary: short and long vowels, vowel pairs, spelling patterns, syllables, prefix, suffix, homophones, contractions

Objectives - Distinguish long and short vowels when reading regularly one-syllable words. - Decode two-syllable words with long vowels and words with common prefixes and suffixes. - Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. - Read grade-appropriate irregularly spelled words.	Guiding Question and Prompts - How do you know if this word has a long or short vowel? - Have you seen other words like this? - How can you use _____ to read/spell _____? - What is the base word? - What is the prefix/suffix? How does it change the base word? - Where can you find that word in the room?
"I can" Statements - I can read and write one syllable words with long or short vowel sounds. - I can recognize and use vowel pairs. - I can read and write two syllable words with long vowel sounds. - I can read and write words with prefixes. - I can read and write words with suffixes. - I can read and write words that don't always sound the way they are spelled. - I can read and write words that don't follow spelling rules.	Whole/Small Group Ideas - Mini-lessons from Sitton Spelling manual - Message Time Plus© - Shared Reading - Developmental Word Knowledge Inventory - Miscue analysis of running records Student Task Ideas - Making words - Word sorts (open and closed sorts) - Differentiated word work stations (see chapter 7, <u>Growing Independent Learners</u>, D. Diller)
Assessments - Sitton Spelling assessments - Student writing - DRA, running records - Ongoing student checklists and anecdotal notes	Teacher Notes - Use the Sitton Spelling scope and sequence. Recommended mentor texts: <u>Guyku</u> by Bob Raczka (syllabication) <u>Dogku</u> by Andrew Clements (syllabication)

Reading Informational Text and Literature: Key Ideas and Details, Text Analysis

These standards support students in reading closely, determining what the text says explicitly and making logical inferences for deep understanding. This will foster interpretations and explanations that include details as well as bigger ideas. **Introduce MP #1 and spiral through MP#2-4**

CC.1.2.2.B & 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.

Academic Vocabulary: key details, infer, text evidence

Objective

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

Guiding Questions and Prompts

- What is our purpose for reading this?
- What questions do we have?
- What are some key details in this text?
- Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text.
- What can we infer about _____? How do we know this?
- What would happen if _____?
- What does this probably mean? What evidence in the text supports that?

“I can” Statements

- I can use clues from the text to answer who, what, when, where, why and how questions from the text.
- I can use evidence from the text to ask who, what, when, where, why and how questions.
- I can read with a purpose to find information.

Whole/Small Group Ideas

- Use a who, what, where, when, why, and how graphic organizer anchor chart
- Think aloud as you model how to find and mark answers in a text using highlighting tape, highlighters, post-it flags, etc.
- Lesson idea on pp. 122-123, Growing Independent Learners by D. Diller
- Use IRA/MTP/shared reading to model rereading and rethinking to find answers in a text
- Possible resource – question matrix (assessmentforlearning.edu.au)

Student Task Ideas

- Stop-and-chat (p. 167, The Common Core Lesson Book K-5 by G. Owocki) – model in guided reading and practice with a partner
- Other Independent Application ideas on pp. 165-170, The

	<u>Common Core Lesson Book K-5</u>, G. Owocki - Find and mark answers in a text using highlighting tape, highlighters, post-it flags, etc. - Key Feature Map (p. 8, <u>The Common Core Lesson Book K-5</u> by G. Owocki)
Assessments - Ongoing student checklists and anecdotal notes - Products from possible tasks above	Teacher Notes - This standard applies to both literature and informational text. Be sure to ask and answer questions using both types of text. Recommended mentor texts: <u>I Wonder Why Zippers Have Teeth and Other Questions About Inventions</u> by Barbara Taylor <u>I Wonder Why Stars Twinkle and Other Questions About Space</u> by Carole Stott <u>I Wonder Why the Sea Is Salty and Other Questions About the Oceans</u> by Anita Ganeri <u>The Wednesday Surprise</u> by Eve Bunting <u>Two Bad Ants</u> by Chris Van Allsburg

Reading Informational Text: Craft and Structure, Text Structure

This standard supports students in learning to use text structure to support meaning making including various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). **Introduce MP #1 and spiral through MP#2-4**

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

Academic Vocabulary: text feature, table of contents, glossary, index, caption, heading, subheading, bold print, electronic menu, icon

Objective Use various text features and search tools to locate key facts or information in a text efficiently.	Guiding Questions and Prompts • Let's preview all the features of this text or website. What text features do you see? • How does this text feature help us find information? • How is this information organized? • Let's see if this text will help us learn about _____.
"I can" Statement • I can use text features to help me locate key information in the text.	Whole/Small Group Ideas • Build a class anchor chart on the text features and their purposes (see examples on p. 111, <u>Growing Independent Learners</u>, D. Diller). • Model how to use text features to locate content in the text and record information (pp. 103-106, <u>Growing Independent Learners</u>, D. Diller and pp. 224-230, <u>The Common Core Lesson Book K-5</u>, G. Owocki) • Preview the text using text features and set a purpose for reading • Model website browsing to find and record information • Create a class/group book with text features Student Task Ideas • Add missing text features (e.g., headings, captions, etc.) to a text that currently doesn't have them • Second grade activity on p. 230, <u>The Common Core Lesson Book K-5</u>, G. Owocki • Independent Application activities on pp. 231-233, <u>The Common</u>

	<u>Core Lesson Book K-5</u>, G. Owocki • Work station ideas on pp. 111-112, <u>Growing Independent Learners</u>, D. Diller
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes • <u>Organizational Features</u>: table of contents, headings, subheads, index • <u>Informational Features</u>: diagrams, charts and graphs, maps, illustrations, captions, labels, bold, italics, colored print, glossary • <u>Features Unique to the Electronic Environment</u>: electronic menu, electronic sidebar, icons, search terms (key words) hyperlinks <i>This standard builds from the 1st grade standard. The 1st grade standard includes headings, tables of contents, glossaries, electronic menus, and icons.</i> Recommended mentor texts: • <u>Amelia Earhart</u> by Caroline Crosson Gilpin (National Geographic Reader) • <u>Penguins!</u> By Anne Schreiber (National Geographic Reader)

Reading Informational Text: Integration of Knowledge and Ideas, Diverse Media

This standard supports students in learning to interpret the visual information featured in a text integrating the written text with features such as charts, graphs, photographs, animations, and interactive elements on web pages. **Introduce MP #1 and spiral through MP#2-4**

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

Academic Vocabulary: diagram, illustration, graphics, photograph, map

Objective Explain how graphic representations contribute to and clarify a text.	Guiding Questions and Prompts • How does the ____ help you understand what you are reading? • What are the ____ for? • How does the text connect with the ____? • What does this image tell us? • How does ____ give us a better understanding than the text alone can give? • Let's use the images to talk through the key ideas. • Where in the text can we find information about this image?
"I can" Statement • I can explain how images relate to the text.	Whole/Small Group Ideas • Review all of the images in a text; then mark the ones that provide more information about the key ideas • Teaching ideas on pp. 261-265, <u>The Common Core Lesson Book K-5</u>, G. Owocki • During an IRA, model and then have students turn & talk about the images using prompts from above Student Task Ideas • Use information from the text to create a chart, diagram, or timeline to share important information from the text • Choose an image from the text or online; students write several sentences to explain what the image teaches • Independent Application activities on pp. 266-268, <u>The Common Core Lesson Book K-5</u>, G. Owocki
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes Recommended Mentor Text: • <u>Save Water</u> by Kay Barnham

Reading Informational Text: Craft and Structure, Vocabulary

This standard supports students in determining the meanings of words and phrases in text by demonstrating understanding of word relationships and nuances in word meanings. **Introduce MP #1& #2 and spiral through MP#3-4**

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

Academic Vocabulary: verb, noun, adjective, adverb, synonym, antonym, multiple meaning, definition, prefix, suffix

Objective

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

Guiding Questions and Prompts

- What does this word mean?
- What is a synonym for this word?
- How does the author describe _____?
- What is a word you would use to describe _____?
- What else can this word mean?
- Use this word in a sentence.

“I can” Statements

- I can use real-life connections to understand the meanings of words I read.
- I can understand the difference between similar verbs and adjectives.

Whole/Small Group Ideas

- Collect adjectives from shared and independent reading; students make categories to sort the adjectives
- Create word splash anchor chart: different words to describe _____
- IRA/MTP© - model using context clues to determine meanings of words

Student Task Ideas

- Refer to word splash anchor chart to use a variety of words during writing
- Paint chips: use a verb or adjective and put shades of meaning words on each color on the paint chip strip
- Put synonyms on sticky notes and organize them according to shades of meaning
- During independent/guided reading time, students write down unknown words and possible meanings based on context clues.

Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks • Student Writing	Teacher Notes • <u>Real-life connections</u>: describe foods that are <i>spicy</i> or <i>juicy</i> • <u>Difference between similar verbs and adjectives (shades of meaning)</u>: <i>toss, throw, hurl; thin, slender, skinny, scrawny</i> • Students should use these words in their writing, as well as their conversational vocabulary. Recommended mentor texts: • <u>Tacky the Penguin</u> by Helen Lester • <u>Glamourpuss</u> by Sarah Weeks
--	--

Reading Informational Text and Literature: Vocabulary, Acquisition and Use

These standards support students as they understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening. **MP #1-4**

CC.1.2.2.J & CC.1.3.2.J – Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.

Academic Vocabulary: definition, meaning, synonym, antonym

Objective

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

Guiding Questions and Prompts

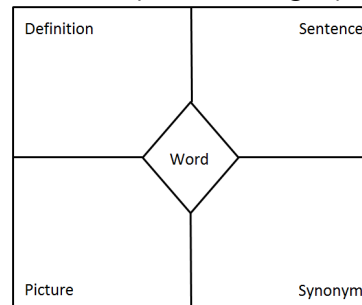
- Use the word _____ in your explanation.
- What does _____ mean? Use it in a sentence.
- What is a word that means the same/opposite?
- Where did you find that word? How do you know what it means?
- This word/phrase means_____.

“I can” Statements

- I can use new words and phrases I have read in text or from being read to.
- I can use new words and phrases I learned from science, social studies, writing, reading, or math.

Whole/Small Group Ideas

- Expanding Vocabulary lesson on pp. 270-271, Growing Independent Learners, D. Diller
- Build a content vocabulary word wall
- Tier 2 words for IRA & MTP©
- Use a Frayer model graphic organizer anchor chart



- Use vocabulary words as entrance/exit tickets

Student Task Ideas

- Use a Frayer model graphic organizer
- Add words to personal dictionaries

	Literacy Stations ideas on p. 273-274, <u>Growing Independent Learners</u>, D. Diller
Assessments - Ongoing student checklists and anecdotal notes - Products from possible tasks - Student Writing	Teacher Notes Recommended Mentor Text: <u>Glamourpuss</u> by Kevin Henkes

Reading Informational Text and Literature: Range of Reading, Fluency

These standards support students in reading and comprehending informational text and literature considered to be within an appropriate range of complexity for their grade level. **MP #1-4**

CC.1.2.2.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.K – Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.1.2.E – Read with accuracy and fluency to support comprehension.

Academic Vocabulary: accuracy, fluency, comprehension, making connections, visualizing, inferring, monitoring, questioning, predicting, summarizing

Objectives

- Read and comprehend literary nonfiction, informational text, and literature on grade level with purpose and understanding, reading independently and proficiently.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guiding Questions and Prompts

- Does that look right/sound right/make sense?
- If what you read doesn't make sense, go back and reread like you think it should be read.
- Change your voice when a different character speaks.
- At the end of a sentence/question, the sound of your voice should be lower/higher.
- What does it look like to read independently?
- How can we build our reading stamina?
- Tell me about what you read.

"I can" Statements

- By the end of the year, I can read a variety of texts on or above grade level on my own.
- I can build stamina by reading for extended periods of time.
- I can select appropriate texts for independent reading.
- I can use reading strategies to help me read.
- I can understand what I read.
- I can read fluently with feeling.

Whole/Small Group Ideas

- Model how to choose good fit books.
- Model and practice reading stamina.
- Model strategies for accuracy, comprehension, and fluency as needed through Shared Reading, Message Time Plus®, Intentional Read Aloud, Guided Reading

Student Task Ideas

- During independent reading time, students will read books from a variety of genres on their independent reading level
- During independent reading time, students will practice strategies for accuracy, comprehension, and fluency.
- Practice reading fluency through reader's theater and poetry.
- During sharing time, students will share strategies they used during their independent reading.
- Use reading journals to respond to reading.

Assessments • Ongoing student checklists and anecdotal notes • DRA, running records • Comprehension rubric	Teacher Notes • The goal is to read and comprehend within the grades 2-3 text complexity band, with scaffolding as needed at the high end of the range. These texts provide many opportunities that support many aspects of early reading, including phonological awareness, word identification, and a variety of comprehension strategies (Duke, 2004). Additionally, as informational text requires more effort to process and comprehend, students need more, not fewer experiences with it (Brozo and Flynt 2008).
---	--

Reading Informational Text: Key Ideas and Details, Main Idea

This standard supports students in learning to summarize the main idea and key details in multi-paragraph text.

Introduce MP#2 and spiral through #3-#4

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

Academic Vocabulary: main idea, key details, facts, paragraph, identify

Objective

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

Guiding Questions and Prompts

- What is the main idea?
- What is this part/paragraph about? What key details helped you figure this out?
- What would be a good heading for this paragraph?
- What is another good title for this book/article/text?

“I can” Statement

- I can identify the main idea of a text with several paragraphs.

Whole/Small Group Ideas

- Create a main idea and key details graphic organizer anchor chart as a class or group (p. 118, Growing Independent Learners, D. Diller or pp. 176-177, The Common Core Lesson Book K-5, G. Owocki); use to retell or recount
- Use IRA to model using sticky notes/ post-it flags to annotate the text marking main ideas and key details

Student Task Ideas

- Use the anchor chart from the whole group lesson to create a main idea and key details graphic organizer; use to retell or recount during sharing time
- During independent reading or guided reading, use sticky notes/post-its flags to mark the main idea and key details
- Literacy stations (p. 119, Growing Independent Learners, D. Diller)

Assessments

- Ongoing student checklists and anecdotal notes
- Products from possible tasks
- Retelling and recounting

Teacher Notes

- Students should be able to use what they learned about key details in the 1st marking period to help identify the main idea.
- Possible resources: readworks.org and newsela.org

Recommended mentor texts:

- What Happens to a Hamburger by Paul Showers
- Behold the Beautiful Dung Beetle by Cheryl Bardoe
- Handle with Care: An Unusual Butterfly Journey by Loree Griffin Burns

Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students in analyzing connections and relationships among individuals, ideas, or events described within a text. **Introduce MP #3 and spiral through MP #4**

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

Academic Vocabulary: connection, events, concepts, procedure

Objective

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

Guiding Questions and Prompts

- Which step comes first? After that?
- What happened first? After that?
- What do you think might happen next? What evidence leads us to believe so?
- What was the result of _____?
- Let's describe the parts of this (event, concept, set of procedures). How does one part influence the next?

"I can" Statements

- I can sequence events or steps within a text.
- I can explain the cause and effect within a text.
- I can explain how the steps of a procedure impact the results.

Whole/Small Group Ideas

- Model how to use sequence, timeline, and cause/effect graphic organizer anchor charts with a variety of texts
- Integrate with science and social studies content reading
- Teaching ideas on pp. 191-201, The Common Core Lesson Book K-5, G. Owocki

Student Task Ideas

- Complete sequence, timeline, and cause/effect graphic organizers with a variety of texts (pp. 194-197, The Common Core Lesson Book K-5, G. Owocki)
- Explain the steps in a procedure and describe its outcome (recipe, how-to article, or science lab report)
- Independent Application ideas on pp. 203-205, The Common Core Lesson Book K-5, G. Owocki

Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes • “Understanding and explaining connections and relationships in text often requires that students have background knowledge on the topic at hand. Therefore, building and activating background knowledge are important parts of the lessons. Another competency for the lessons needed for analysis is holding meaning across the pages of a text” (Owocki, 2012). Recommended mentor texts: • <u>What Happens to a Hamburger?</u> By Paul Showers • <u>Flash, Crash, Rumble, and Roll</u> by Franklyn M. Branley & True Kelley • <u>Thunder Cake</u> by Patricia Polacco • <u>I Am Rosa Parks</u> by Rosa Parks with Jim Haskins
--	--

Reading Informational Text: Integration of Knowledge and Ideas, Analysis Across Texts

This standard supports students in learning how to compare, contrast, and integrate information across texts. The goal is to build knowledge from multiple sources. **Introduce MP#3 and spiral through MP #4**

CC.1.2.2.1 – Compare and contrast the most important points presented by two texts on the same topic.

Academic Vocabulary: compare, contrast, similar, different, topic

Objective

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

Guiding Questions and Prompts

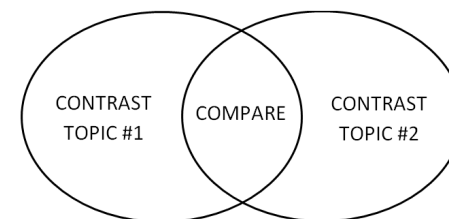
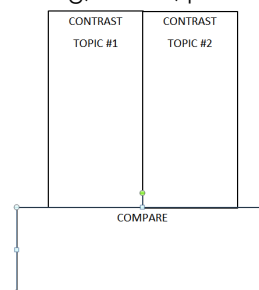
- Let's think back through the important points in the texts.
- What are the important points in this text? How are they the same or different compared to the first text?
- What did we learn about _____ from reading both texts?
- How do we know this information is important?
- Is the information more similar or different?

"I can" Statement

- I can compare and contrast important points from two texts on the same topic.

Whole/Small Group Ideas

- Use a compare/contrast anchor chart graphic organizer to model
As you compare/contrast, focus on one key element at a time (e.g., characters, setting, events, problem, solution/resolution, central message).



Take the information and put it into a written response.

- After two IRAs, model an activity from pp. 283-286, The Common Core Lesson Book K-5 by G. Owocki.
- Intensifying the Instruction idea (p. 287, The Common Core Lesson Book K-5 by G. Owocki)
- Students read or listen to information from two texts on the same topic; they record important points on post-it notes (each text is one post-it note color); students use their post-it notes to create a group compare/contrast graphic organizer
- Double Bubble Comparison (p. 134, Growing Independent Learners, D.

	Diller) - Anchor Charts (p. 137, <u>Growing Independent Learners</u>, D. Diller) Student Task Ideas - Use the information gathered from any task above to write a compare and contrast paragraph(s) - Independent Application activities from pp. 290-292, <u>The Common Core Lesson Book K-5</u> by G. Owocki - Work Station ideas from p. 138, <u>Growing Independent Learners</u>, D. Diller
Assessments - Ongoing student checklists and anecdotal notes - Products from possible tasks	Teacher Notes - Students need to be able to identify the main idea and key details in text prior to comparing, contrasting, and integrating information from multiple sources. Recommended mentor texts: <u>Egg: Nature's Perfect Package</u> by Steve Jenkins; <u>An Egg Is Quiet</u> by Diana Aston <u>Owen and Mzee</u> by Isabella Hatkoff; <u>A Mama for Owen</u> by Marion Dane Bauer <u>The Beetle Book</u> by Steven Jenkins; <u>Beetles</u> by Cheryl Coughlan

Reading Informational Text and Literature: Vocabulary Acquisition and Use

These standards support students in determining the meanings of words and phrases in text and demonstrates understanding of context clues and meaningful word parts while consulting reference materials as appropriate.

Introduce MP#3 and spiral through MP #4

CC.1.2.2.K & CC.1.3.2.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Academic Vocabulary: definition, meaning, multiple meaning, root word, prefix, suffix, context clues, glossary, dictionary

Objective

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

Guiding Questions and Prompts

- How does the rest of the sentence help you determine the meaning of the word (context clues)?
- How does the prefix/suffix change the meaning of the word? What is another word with this prefix/suffix?
- What is the root word? How does it help you figure out the meaning of the word?
- What two words make up this word? What does it mean?
- Which should you use? Glossary or dictionary?

“I can” Statements

- I can use the sentence to determine the meaning of a word or phrase.
- I can determine the meaning of a new word when a prefix or suffix is added to a known word.
- I can use a known root word to understand the meaning of an unknown word with the same root.
- I can use my knowledge of individual words to predict the meaning of compound words.
- I can use a glossary and/or dictionary to determine the meaning of words and phrases.

Whole/Small Group Ideas

- Sitton Spelling mini-lessons
- Teaching ideas on pp. 208-215, The Common Core Lesson Book K-5 by G. Owocki
- Model how and when to use a glossary and dictionary (print or digital)
- During guided reading, students record words that they had to use a strategy to solve; discuss the meanings
- Anchor chart examples on pp. 273-274, Growing Independent Learners, D. Diller

Student Task Ideas

- Engage in word study by breaking words into meaningful parts (e.g., syllables, base words, prefixes, suffixes, roots); use the parts to help figure out the meaning of the unknown words (e.g., Frayer graphic organizer)
- Sort words and build words (e.g., multisyllabic, prefixes, suffixes, roots)
- During independent reading, students record words that they had to use a strategy to solve; discuss during sharing time

	- Independent Application ideas on pp. 216-221, <u>The Common Core Lesson Book K-5</u> by G. Owocki - Literacy Stations ideas on p. 273-274, <u>Growing Independent Learners</u>, D. Diller
Assessments - Ongoing student checklists and anecdotal notes - Products from possible tasks - Sitton Spelling Assessments	Teacher Notes: - Model how and when to use a <i>glossary</i> and a <i>dictionary</i>. This could be done using a mentor text that has a glossary or by using a student-friendly print or digital dictionary. Recommended Mentor Text: <u>Caves and Caverns</u> by Gail Gibbons

Reading Informational Text: Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in learning to identify the reasons and evidence an author gives to support the key points made in a text. **Introduce MP#4**

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

Academic Vocabulary: point of view, evidence/support, convince, main idea, reason

Objective Describe how reasons support specific points the author makes in a text.	Guiding Questions and Prompts - The author pointed out that _____. What reasons does the author give to support that? - What is the reason why the author thinks or believes _____? - What is the main idea the author wants us to consider in this section? What reasons does the author give to support this?
“I can” Statement I can use evidence from the text to explain the author's point.	Whole/Small Group Ideas - Use a key point and evidence graphic organizer anchor chart to collect information to support the author's point from a shared reading - Examine the key point and evidence from the task above; rank the evidence provided from strongest to weakest or most convincing to least convincing - Use an opinion writing exemplar to examine the key point and evidence Student Task Ideas - Make a flap book; cut the top flap into 2-3 sections; record a key point on each flap and write the evidence under each flap; students may use this to retell/recount - Connect to writing by using a key point and evidence graphic organizer to state an opinion and support it with reasons and evidence, then write
Assessments - Ongoing student checklists and anecdotal notes - Products from possible tasks	Teacher Notes - This standard prepares students to evaluate the arguments that the author makes and the sufficiency of their evidence. In turn, this helps students learn how to develop and evaluate their own opinions with support. Recommend Mentor Text: <u>Why Are the Ice Caps Melting?</u> By Anne Rockwell <u>Martin Luther King and the March on Washington</u> by Frances Ruffin <u>A Weed Is a Flower: The Life of George Washington Carver</u> by Alike <u>If the World Were a Village: A Book About the World's People</u> by David Smith <u>Throw Your Tooth on the Roof</u> by Selby Beeler <u>The Story of Ruby Bridges</u> by Robert Coles

Reading Literature: Craft and Structure, Text Structure

This standard supports students in learning to use the literary text structure (plot) to support meaning making. **Introduce MP #1 and spiral through #2-#4**

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.

Academic Vocabulary: story structure, plot, setting, characters, problem, events, solution/resolution, dialogue

Objective Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Guiding Questions and Prompts • Let's examine how the story was introduced. How did we meet the characters? What is the setting? • What words are used to create a picture in the reader's mind? • What happens? How does the author show this? • How/when was the problem established? How/when was it solved? What do the characters do to solve the problem? • How did the author conclude the action?
"I can" Statements • I can use the plot of a story to help me understand what I read. • I can describe the parts of a story.	Whole/Small Group Ideas • Use a plot structure graphic organizer anchor chart to show the development of the plot using literature from an IRA, and/or shared reading • Distribute pictures from the story and have students write captions that describe the picture; as a class or group, order the pictures in sequence based on the plot; read captions in order of the plot Student Task Ideas • Students use a story board to draw pictures and write captions as a representation of the plot of the story • Students match beginning, middle, and ending story cards from familiar stories (use multiple familiar stories) (p. 81, <u>The Common Core Lesson Book K-5</u> by G. Owocki)
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes • This standard describes why a story is a story. • Having an idea about how texts are organized supports students in holding meaning across the pages of the text and in pulling together all the critical pieces of information. For example, when reading stories or dramas, students learn to expect a plot. Knowledge of plot structures provides a mental frame for organizing the material and pulling together the parts of the story (Owocki, 2012). Recommended mentor text: • <u>The Three Little Wolves and the Big Bad Pig</u> by Eugene Trivizas

Reading Literature: Integrations of Knowledge and Ideas, Sources of Information

This standard supports students in integrating and evaluating the different media (words, illustrations, sound or video) featured in text. This means they must consider all the parts that give a text meaning and use those parts to construct an integrated understanding. **Introduce MP #1 and spiral through #2-#4**

CC.1.3.2.G – Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Academic Vocabulary: illustrations, setting, characters, problem, events, solution/resolution

Objective

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

Guiding Questions and Prompts

- Let's discuss what this illustration tells us about the characters/setting/event/problem/solution.
- Find an illustration that tells you how a character is feeling/illustrates the problem/ illustrates the resolution/illustrates the setting. What details made you think that?
- How did the illustrator use shapes, space, color, shading, and size to enhance your understanding of the text?

"I can" Statement

- I can analyze and use information from pictures, print, or digital text to show understanding of the characters, setting, or plot.

Whole/Small Group Ideas

- Through an IRA, model how authors use illustrations to help the reader understand the characters, setting, or plot.
- As a class, nominate outstanding picture book illustrators and explain why they were chosen (possible awards: best detail, best overall, best match to the story, best creation of mood, best depiction of character, best depiction of setting).

Student Task Ideas

- After determining illustrator awards as a class (see Whole/Small Group Ideas above), students write letters to the illustrators informing them of their award and why they were chosen.
- In a familiar text, students mark illustrations that provide important events, character details, setting details, etc.; students discuss and write to explain their thinking
- Individual Application ideas (pp. 121-125, The Common Core Lesson Book K-5 by G. Owocki)

Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes Recommended mentor texts: • <u>Tuesday</u> by David Wiesner • <u>Make Way for Ducklings</u> by Robert McCloskey (setting)
--	--

Reading Literature: Key Ideas and Details, Theme

This standard supports students in learning how to recount stories and determine the central message or theme. **Introduce MP #2 & #3 spiral through MP #4**

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

Academic Vocabulary: recount, central message, lesson, moral, story elements (setting, characters, problem, events, solution/resolution), making connections, key details, comprehend, inferring

Objective Recount stories and determine their central message, lesson, or moral.	Guiding Questions and Prompts • What is the setting? (Setting is time, place, and environment.) • Who are the characters in the story? What problem, goal, or challenge does the main character face? What does the character do about that? How did the characters resolve/solve the problem in this story? • What are the important events in the order that they happened? How do you know this? • What lesson is this story teaching you? • Authors usually leave it to the reader to infer the theme or message. What can we infer about the theme? What in the text supports that?
“I can” Statements • I can recount a variety of stories from diverse cultures. • I can explain the central message, lesson, or moral of the story.	Whole/Small Group Ideas: • Use a recounting graphic organizer anchor chart to model While modeling, point out how the author introduces the characters, describes the setting, sets up the problem, describes how the characters respond, and describes how the solution is achieved. Then, reflect on the central message, lesson, or moral. • Using books from your Intentional Read Alouds (IRAs) build a class theme (central message, lesson, or moral) board that lists a collection of themes that can be referred to again and again • Four-square graphic organizer with central message at the bottom • Other suggested organizers – see pp. 26-28, <u>The Common Core Lesson Book K-5</u> by G. Owocki) • Shared reading • MTP Student Task Ideas: Scaffolding • Visual Retelling – Students use prompts (e.g., character props, pictures) to help them orally retell then recount in writing. • Sketch to stretch (p. 33, <u>The Common Core Lesson Book K-5</u> by G. Owocki)

	• Conversation cards to support recounting with central message (p. 75, <u>Growing Independent Learners</u> by Debbie Diller) • Dramatic retellings • Students record retell on iPad to help recount stories with central message • iPad apps: Super Duper Storymaker, Explain Everything, Story Creator, Bookabi, Toontastic, Chatter Kid, Tellagami-Edu Culminating • Use response journals to recount stories including central message (recount IRA books, guided reading books, and independent reading books). • After independently recounting stories including the central message, students will use a rubric to self-assess.
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks • Recount Rubrics (MOY & EOY)	Teacher Notes • <i>Refer to DRA MOY and EOY Recount Rubrics.</i> • When introducing this standard, be sure to select books with a logical sequence, clear story structure, and obvious central message (e.g., fairy tales, folk tales, fables). Recommended mentor texts: • <u>If Everybody Did</u> by JoAnn Stover • <u>Sylvester and the Magic Pebble</u> by William Steig • <u>A Chair for My Mother</u> by Vera B. Williams • <u>Chester's Way</u> by Kevin Henkes • <u>The Empty Pot</u> by Demi • <u>Pop's Bridge</u> by Eve Bunting • <u>Fly Away Home</u> by Eve Bunting • <u>Chrysanthemum</u> by Kevin Henkes • <u>Tacky, the Penguin</u> by Helen Lester • <u>Paper Bag Princess</u> by Robert Munsh • <u>Rainbow Fish</u> by Marcus Pfister • <u>A Bad Case of Stripes</u> by David Shannon • <u>The Mightiest</u> by Keiko Kasza • <u>Alexander and the Terrible Horrible, No Good Very Bad Day</u> by Judith Viorst • <u>Enemy Pie</u> by Derek Munson

Reading Literature: Integration of Knowledge and Ideas, Text Analysis

This standard supports students in comparing, contrasting and integrating information from different texts. When working with literature, this involves comparing and contrasting settings, characters, events, plots, and themes.

Introduce MP #3 and spiral through MP #4

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

Academic Vocabulary: compare, contrast, similar, different, version, story elements (setting, characters, problem, events, solution/resolution)

Objective

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

Guiding Questions and Prompts

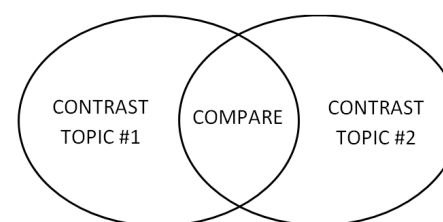
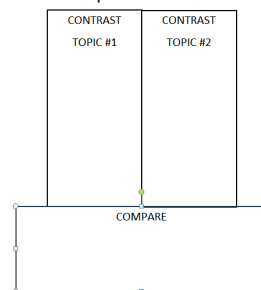
- Overall, what is similar about the two stories? What is different? Let's state in one sentence starting with, "Both stories are about..."
- What is similar/different about setting/characters/events/ theme?
- What major problem or goal do the two main characters face? How are these similar/different? How are their responses to the problem/goal similar/different?
- How are the endings similar or different?

"I can" Statement

- I can compare and contrast two or more versions of the same story.

Whole/Small Group Ideas

- Use a compare/contrast anchor chart graphic organizer to model
As you compare/contrast, focus on one key element at a time (e.g., characters, setting, events, problem, solution/resolution, central message).



Take the information and put it into a written response.

- Double Bubble Map (p. 138, [Growing Independent Learners](#), D. Diller)
- After two IRAs, students focus on one element at a time, recording similarities and differences
- Use MTP© to model how to write a compare/contrast paragraph about two texts

	Student Task Ideas • Students use information from a completed compare/contrast graphic organizer to write about the similarities and differences between two texts • Independent Activities (pp. 140-142, <u>The Common Core Lesson Book K-5</u> by G. Owocki)
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes Recommended mentor texts: • <u>Cinderella Text Sets</u> – <i>Cinderella</i> (Marshall), <i>Mufaro's Beautiful Daughters</i> (Steptoe), <i>The Rough-Face Girl</i> (Martin), <i>Sootface</i> (San Souci), <u><i>Seriously, Cinderella Is So Annoying</i></u> (Shaskan), <u><i>The Golden Sandal</i></u> (Hickox) • <u>Little Red Riding Hood Sets</u> – <i>Little Red Riding Hood</i> (Pinkney), <i>Little Red Riding Hood</i> (Hyman), <i>Lon Po Po</i> (Young) • <u>The Three Little Pigs Sets</u> – <i>The Three Little Pigs</i> (Marshall), <i>The True Story of the Three Little Pigs</i> (Scieszka), <i>The Three Little Javelinas</i> (Lowell), <i>The Three Little Wolves and the Big Bad Pig</i> (Trivizas), <i>Three Ninja Pigs</i> (Schwartz)

Reading Literature: Key Ideas and Details, Literary Elements

This standard supports students in considering characters and events and how they interact and develop over the course of a text. **Introduce MP #4**

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

Academic Vocabulary: character, respond, events, challenges, problem, solution/resolution, character feelings/traits

Objective

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

Guiding Questions and Prompts

- What are this character's traits? How do you know?
- What are this character's motivations? How do you know?
- How does this character respond to _____ in the story? Explain. What would you have done if you were the character?
- How does the character influence the sequence of events in the story?
- How does the character change from the beginning to the end of the story? Explain.

“I can” Statement

- I can describe how characters respond to events and challenges in a story.

Whole/Small Group Ideas

- Use a character analysis web and/or challenge - response graphic organizer anchor chart to model how to analyze the character in the story (pp. 41-42, The Common Core Lesson Book K-5 by G. Owocki)
- Create a character anchor chart during an IRA (p. 87, Growing Independent Learners by D. Diller)
- Create a character trait chart (p. 229, The Next Step in Guided Reading by J. Richardson)

Student Task Ideas

- Feelings Map – Students draw 3-5 faces of a character to indicate how the character's feelings change over the course of a story; add captions to describe the images
- Independent Application ideas (pp. 49-52, The Common Core Lesson Book K-5 by G. Owocki)
- Stop at predetermined places in the story; using evidence from the text, have students write from the perspective of the character
- Character Study – Collect quotes, feelings map, list of items important to the character, trait and motivation words, etc. to analyze a character deeply

Assessments • Ongoing student checklists and anecdotal notes • Products	Teacher Notes Recommended mentor text: • <u>Jamaica's Find</u> by Juanita Havill • <u>Something Beautiful</u> by Sharon Dennis Wyeth • <u>Amelia's Road</u> by Linda Jacobs Altman • <u>The Dot</u> by Peter Reynolds • <u>The Most Magnificent Thing</u> by Ashley Spires • <u>The Day the Crayons Quit</u> by Drew Daywalt
--	---

Reading Literature: Craft and Structure, Point of View

This standard supports students in considering the ways in which point of view affect content and style. For elementary students this means considering who is telling the story and how this might affect the way events are described. **Introduce MP #4**

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

Academic Vocabulary: dialogue, point of view (first person, third person), character, narrator, voice

Objective

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

Guiding Questions and Prompts

- Who is telling the story?
- How is the character feeling right now? How would this character sound?
- Which characters do we know about? What are their views? How are they feeling? How would they sound?

“I can” Statement

- I can understand the differences in the points of views of the characters in a story, poem, or drama.

Whole/Small Group Ideas

- Model reading text using voices of the characters; discuss how you changed your voice to match the characters' feelings; students can practice this task with partners
- IRA/MTP/shared reading (plays, poetry, fairy tales)
- Create anchor charts (pp. 104-107, Growing Independent Learners by Debbie Diller or pp. 104-107, The Common Core Lesson Book K-5 by G. Owocki)
- During an IRA, have students use narrator/character cards (p. 95, Growing Independent Learners by Debbie Diller)
- Point of view song – flocaulary.com

Student Task Ideas

- Students sort through books making two piles: stories narrated by the author and stories narrated by a character; students write one sentence from each book that helps show the point of view of the narrator
- Students take on the persona of a character and write responses to a set of interview questions; students could make a mask of the character and wear it when answering questions as the character

	• Students write a letter as a character to another character in the story (<i>Letters from the characters support students in distinguishing among different points of view in the story.</i>) • Students write a diary entry as a character (e.g., Cronin books) • Reader's Theater • Writing fractured fairy tales (p. 97, <u>Growing Independent Learners</u> by Debbie Diller) • Connect to Writing: Narrative – write personal narratives with awareness of point of view • Picture story starters – students write from various points of view
Assessment • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes • Next year in 3rd grade, students need to be able to identify the difference between first and third person point of view. Recommended mentor texts: • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>Pain and the Great One</u> by Judy Blume • <u>Owl Moon</u> by Jane Yolen • For other mentor texts, see p. 99, <u>The Common Core Lesson Book K-5</u> by G. Owocki)

Reading Literature: Craft and Structure, Vocabulary

This standard supports students in determining and interpreting the meanings of key words and phrases in text. Instruction should be focused on an effort to develop a *word consciousness* – an awareness of and an interest in learning and using new words. This is not only critical for vocabulary growth, also it extends reading comprehension. (Owocki, 2012) **Introduce MP #4**

CC.1.3.2.F – Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Academic Vocabulary: rhythm, rhyme, onomatopoeia, alliteration, repetition, imagery

Objective

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

Guiding Questions and Prompts

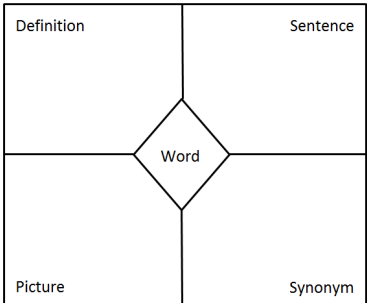
- Let's listen for words that rhyme, have a beat or rhythm.
- Let's listen for onomatopoeia/ alliteration/repetition.
- Let's listen for words or phrases that make us use our senses/create a picture in our head (imagery).
- How does this word or phrase help you understand the story/poem/song?
- Why do you think the author used these words?
- How do the surrounding sentences/words help provide clues to the meaning of the word/phrase?

"I can" Statement

- I can describe words and phrases the author uses to supply rhythm and meaning in a story, poem, or song.

Whole/Small Group Ideas

- Model how to detect key words and phrases using an IRA and shared reading; determine the meaning of the words/phrases and why you think the author chose them
- Use a Frayer or word web to describe the words/phrases.

	 Student Task Ideas • Word Illustrations – Choose three key words or phrases from the text and create visual representations of each • Students use a Frayer or word web to describe important words/phrases encountered in their independent reading. • Reading response journals – Students record phrases that have a great sound or beat or are fun to read • Students find words and phrases that supply rhythm and meaning in their own reading to describe and add to a class word wall or personal word collector
Assessments • Ongoing student checklists and anecdotal notes • Products from possible tasks	Teacher Notes CAUTION: This is not a figurative language or poetry standard. This standard has to do with how words/phrases help a reader understand the meaning of different types literature. Therefore, spending a lot of instructional time on simply identifying types of figurative language is not an appropriate use of time. Recommended mentor texts: • <u>Owl Moon</u> by Jane Yolen • <u>Twilight Comes Twice</u> by Ralph Fletcher

Speaking and Listening: Comprehension and Collaboration

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, & #4**

CC.1.5.2.A – Participate in collaborative conversations with peers and adults in small and larger groups. (Collaborative Discussion)

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. (Critical Listening)

CC.1.5.2.C – Ask and answer questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (Evaluating Information)

CC.1.5.2.G – Demonstrate command of the conventions of Standard English when speaking, based on grade 2 level and content. (Conventions of Standard English)

Academic Vocabulary: audience, collaborate, discuss

Objectives

- Participate in collaborative conversations with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Demonstrate command of the conventions of Standard English when speaking, based on grade 2 level and content.

Guiding Questions and Prompts

- Let's follow some agreed upon rules for discussions (e.g., listen to others with care, speak one at a time, stay on topic).
- What does good listening look like and sound like?
- How do you talk to a partner?
- How do you feel when people are not listening to you?
- How can you add to what someone else says?
- What questions can you ask when you don't understand or need more information?
- Recount what you heard. What are the key details?

"I can" Statements

- I can participate in a discussion.
- I can listen critically to recount or describe key ideas or details.
- I can ask and answer questions about what a speaker says.

Teaching Ideas

- Think, pair, share
- Turn and Talk anchor chart
- Report out from a group discussion
- Reader's and Writer's Workshop sharing
- Individual oral responses or retells
- Carpet procedure anchor chart
- Have the expectation that all students will use complete sentences when speaking.

Assessments

- Ongoing checklists and anecdotal notes
- Random reporter rubric

Teacher Notes

- Students should speak using Standard English in complete sentences with appropriate volume.

Speaking and Listening: Presentation and Integration of Knowledge and Ideas

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, & #4**

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

CC.1.5.2.E – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Context)

CC.1.5.2.F – Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. (Multimedia)

CC.1.5.2.G – Demonstrate command of the conventions of Standard English when speaking, based on grade 2 level and content. (Conventions of Standard English)

Academic Vocabulary: audience, presentation

Objectives

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
- Demonstrate command of the conventions of Standard English when speaking, based on grade 2 level and content.

Guiding Questions and Prompts

- How should you make a presentation to your audience?
- How can you engage your audience?
- How do you respond to someone's question?
- What types of drawings or visual displays will enhance your presentation?
- How can you speak to be heard and understood?

"I can" Statements

- I can tell a story with appropriate facts and relevant, descriptive details.
- I can speak with an appropriate volume in complete sentences.
- I can use drawings and visual displays when presenting.

Teaching Ideas

- Students' share in writer's and reader's workshop
- Oral reports
- Students' presentation to parents/classmates
- Book reviews
- Author's Tea
- Reader's Theater

Assessments

- Ongoing checklists and anecdotal notes
- Teacher created rubrics

Teacher Notes

- Students should speak using Standard English in complete sentences with appropriate volume.

Writing: Informative / Explanatory

This standard supports students in writing informational text (e.g., books, news articles, research reports, how to pieces, lab reports, instructions, web pages, memos) **MP #1, #2, #3, #4**

CC.1.4.2.A – Write informative/explanatory text to examine a topic and convey ideas and information clearly.

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

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

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

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

CC.1.4.2.F – Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions) *see Teaching Notes*

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. (writing process)

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. (technology and publication)

CC.1.4.2.V – Participate in individual or shared research in writing projects. (conducting research)

CC.1.4.2.W – Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC. 1.4.2.X – Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)

Academic Vocabulary:

Objectives

- Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- Identify and introduce the topic. (focus)
- Develop the topic with facts and/or definitions. (content)
- Group information and provide a concluding statement or section. (organization)
- Choose words and phrases for effect. (style)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)- *see Teaching Notes*
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (writing process)
- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. (technology and publication)

Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- What is your topic? Where can you gather your information?
- Compile your information on a graphic organizer.
- Where can you add more information to this piece?
- How should you organize your information/writing?
- How can you use transition words to organize your information?
- How can you hook the reader in your introduction? How can you conclude your writing?

• Participate in individual or shared research in writing projects. (conducting research) • Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)	• What words can you replace to make your writing stronger? What sentences can you combine to make your writing stronger? • How can you begin your sentences in a variety of ways? • Use editing marks when you proofread your writing. • Reread your writing to fix _____. • Use a writing checklist to revise and edit. <u>Resources for Teaching Writing:</u> <i>No More I'm Done</i> (Jennifer Jacobsen) <i>Marvelous Mini-Lessons for Teaching Beginning Writing K-2</i> (Lori Jamison Rog) <i>Trait Crate; Using Picture Books to Teach Writing; 6+1</i> <i>Traits of Writing: Primary Grades</i> (Ruth Culham)
“I can” Statements • I can gather and organize information about a topic. • I can identify and introduce a topic. • I can add more information including facts, definitions, and details. • I can group my information in a logical order using transition words. • I can write using an introduction, body, and conclusion. • I can use words and phrases that create a picture in the reader's mind. • I can revise to make my writing better. • I can use appropriate grammar, capitalization, punctuation, and spelling in my writing. • I can edit to make my writing correct. • I can work with others using technology to publish my writing.	Teaching Ideas • Write about concepts learned in science, social studies, and math • Use exemplars and mentor text to analyze and evaluate informative writing • Transition word anchor chart • All about • How to • Informational articles or books • Captions for pictures; photo essay • Question and answer books about a topic • Lab reports • Anchor charts • Brochures • Informational newsletters • Power Point

Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Second Grade Informative Writing Checklist • Student products from possible tasks	Teacher Notes Students in 2nd grade need to demonstrate command of the conventions in K & 1, as well as the 2nd grade conventions below. <u>Conventions:</u> • Capitalize proper nouns (e.g., holidays, product names, geographic names). • Use commas (e.g., greetings and closing of letters) and apostrophes (e.g., contractions and possessives) appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed to check and correct spelling. • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete, simple, and compound sentences. Recommended mentor texts: • <u>How to Teach a Slug to Read</u> by Susan Pearson • <u>How to Babysit a Grandpa</u> Jean Reagan and Lee Wildish • <u>In November</u> by Cynthia Rylant • <u>Ruby Bridges</u> by Robert Coles and George Ford
---	---

Writing: Opinion / Argumentative

This standard supports students in writing opinions to support claims about topics or texts using valid reasoning and relevant, sufficient evidence. **MP #1, #2, #3, & #4**

CC.1.4.2.G – Write opinion pieces on familiar topics or texts.

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

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

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

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

CC.1.4.2.L – Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

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. (writing process)

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. (technology and publication)

CC.1.4.2.V – Participate in individual or shared research in writing projects. (conducting research)

CC.1.4.2.W – Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC. 1.4.2.X – Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)

Academic Vocabulary:

Objectives

- Write opinion pieces on familiar topics or texts.
- Identify the topic and state an opinion. (focus)
- Support the opinion with reasons that include details connected to the opinion. (content)
- Create an organizational structure that includes reasons and includes a concluding statement. (organization)
- Use a variety of words and phrases to appeal to the audience. (style)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (writing process)
- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. (technology and publication)

Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- What is your opinion? What are your reasons? Support with evidence.
- Compile your information on a graphic organizer.
- Where can you add more information to this piece?
- How should you organize your opinion writing?
- How can you use transition words to organize your information?
- How can you hook the reader in your introduction? How can you conclude your writing?

• Participate in individual or shared research in writing projects. (conducting research) • Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)	• What words can you replace to make your writing more convincing? What sentences can you combine to make your writing stronger? • How can you begin your sentences in a variety of ways? • Use editing marks when you proofread your writing. • Reread your writing to fix _____. • Use a writing checklist to revise and edit. <u>Resources for Teaching Writing:</u> <i>No More I'm Done</i> (Jennifer Jacobsen) <i>Marvelous Mini-Lessons for Teaching Beginning Writing K-2</i> (Lori Jamison Rog) <i>Trait Crate; Using Picture Books to Teach Writing; 6+1</i> <i>Traits of Writing: Primary Grades</i> (Ruth Culham)
“I can” Statements • I can identify the topic and state an opinion. • I can support my opinion with reasons. • I can include details connected to my topic and reasons. • I can group my opinion and reasons in a logical order using transition words. • I can write using an introduction, body, and conclusion. • I can use words and phrases that appeal to the audience. • I can revise to make my writing better. • I can use appropriate grammar, capitalization, punctuation, and spelling in my writing. • I can edit to make my writing correct. • I can work with others using technology to publish my writing.	Teaching Ideas • Use exemplars and mentor texts to analyze and evaluate opinion writing • Opinion writing based on science and social studies content • Transition word anchor chart • Response to literature • Persuasive letters • Blogs • Advertisements • Book reviews
Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Second Grade Opinion Writing Checklist	Teacher Notes Students in 2nd grade need to demonstrate command of the conventions in K & 1, as well as the 2nd grade conventions below.

Student products from possible tasks	<u>Conventions:</u> - Capitalize proper nouns (e.g., holidays, product names, geographic names). - Use commas (e.g., greetings and closing of letters) and apostrophes (e.g., contractions and possessives) appropriately. - Spell words drawing on common spelling patterns. - Consult reference material as needed to check and correct spelling. - Use collective nouns (e.g., group). - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). - Use reflexive pronouns (e.g., myself, ourselves). - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - Produce, expand, and rearrange complete, simple, and compound sentences. Recommended mentor texts: <u>Earrings</u> Judith Viorst <u>A Pig Parade Is a Terrible Idea</u> by Michael Ian Black <u>The Greatest Dinosaur Ever</u> by Brenda Guiberson
--	---

Writing: Narrative

This standard supports students in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **MP #1, #2, #3, & #4**

CC.1.4.2.M – Write narratives to develop real or imagined experiences or events.

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

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

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

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

CC.1.4.2.R – Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

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. (writing process)

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. (technology and publication)

CC.1.4.2.W – Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources)

CC. 1.4.2.X – Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)

Academic Vocabulary:

Objectives

- Write narratives to develop real or imagined experiences or events.
- Establish a situation and introduce a narrator and/or characters. (focus)
- Include thoughts and feelings to describe experiences and events to show the response of characters to situations. (content)
- Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (organization)
- Choose words and phrases for effect. (style)
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)
- With guidance and support from adults and peers, focus

Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- What is your point? What do you want your reader to know and understand?
- Focus on a moment, not the whole day.
- That sounds like a list, not a story. How can you make your writing sound like a story?
- Put the story in order on a graphic organizer.
- Where can you add more details to this piece?
- How should you organize your story?
- How can you use transition words to keep your story flowing?
- How can you hook the reader in your introduction? How can you conclude your story?

on a topic and strengthen writing as needed by revising and editing. (writing process) • With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. (technology and publication) • Recall information from experiences or gather information from provided sources to answer a question. (credibility, reliability, and validity of sources) • Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (range of writing)	• What words can you replace to make your writing come alive? What sentences can you combine to make your writing stronger? • How can you begin your sentences in a variety of ways? • Use editing marks when you proofread your writing. • Reread your writing to fix _____. • Use a writing checklist to revise and edit. <u>Resources for Teaching Writing:</u> No More I'm Done (Jennifer Jacobsen) Marvelous Mini-Lessons for Teaching Beginning Writing K-2 (Lori Jamison Rog) Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Primary Grades (Ruth Culham)
"I can" Statements • I can write about real or imagined events. • I can establish the setting and introduce the characters. • I can elaborate to describe the characters' experiences and the story events. • I can describe the characters' thoughts and feelings. • I can organize events in order using transition words. • I can write using an introduction, body, and conclusion. • I can use words and phrases to make my story come to life. • I can revise to make my writing better. • I can use appropriate grammar, capitalization, punctuation, and spelling in my writing. • I can edit to make my writing correct. • I can work with others using technology to publish my writing.	Teaching Ideas • Use exemplars and mentor texts to analyze and evaluate narrative writing • Brainstorm topics to keep in a writing folder • Write about a shared event in the classroom • Use a who, what, when, where graphic organizer and/or plot graphic organizer • Sketch the beg., middle, end, and write • Model & practice writing in the style of an author (e.g., Patricia Polacco, Cynthia Rylant, David Shannon) • Use a sensory details chart • Transition word anchor chart • Add speech bubbles to illustrations • Personal narrative • Memoir • Biography • Narrative fiction

Assessments • Ongoing checklists and anecdotal notes • Teacher-created rubrics • Second Grade Narrative Writing Checklist • Student products from possible tasks	Teacher Notes Students in 2nd grade need to demonstrate command of the conventions in K & 1, as well as the 2nd grade conventions below. <u>Conventions:</u> • Capitalize proper nouns (e.g., holidays, product names, geographic names). • Use commas (e.g., greetings and closing of letters) and apostrophes (e.g., contractions and possessives) appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed to check and correct spelling. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete, simple, and compound sentences.
---	---