Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 2* / Grade 2 (ELA Regional Curriculum)

Tuesday, November 6, 2012, 1:53PM

Module 6: Text Integration/Literary Analysis (Week 29, 7 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 2nd Grade , Reading: Literature Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ▪ 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ▪ 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. ▪ 11. Make connections between self, text, and the world around them (text, media, social interaction). **FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 2nd Grade , Reading: Informational Text** Integration of Knowledge and Ideas	**SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Reading: Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ▪ 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Describe how characters in a story respond to major events and challenges. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ▪ 5. Describe the overall structure of a story,

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 2nd Grade , Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

FOCUS CCLS:ELA & Literacy in History/Social

including describing how the beginning introduces the story and the ending concludes the action.

6. Assess how point of view or purpose shapes the content and style of a text.

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

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Studies, Science, & Technical Subjects PreK–5, 2nd Grade , Speaking and Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ▪ 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	▪ 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Reading: Foundational Skills** Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. ▪ a. Distinguish long and short vowels when reading regularly spelled one-syllable words. ▪ b. Know spelling-sound correspondences for additional common vowel teams. ▪ c. Decode regularly spelled two-syllable words with long vowels. ▪ d. Decode words with common prefixes and suffixes. ▪ e. Identify words with inconsistent but common spelling-sound correspondences. ▪ f. Recognize and read grade-appropriate irregularly spelled words. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. ▪ a. Read grade-level text with purpose and understanding. ▪ b. Read grade-level text orally with accuracy, appropriate rate, and expression. ▪ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that

	support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ▪ 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ▪ 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

	speaking one at a time about the topics and texts under discussion). ▪ 1b. Build on others' talk in conversations by linking their comments to the remarks of others. ▪ 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ▪ 1d. Seek to understand and communicate with individuals from different cultural backgrounds. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 3. 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. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the

	conventions of standard English grammar and usage when writing or speaking. ▪ 1a. Use collective nouns (e.g., group). ▪ 1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ▪ 1c. Use reflexive pronouns (e.g., myself, ourselves). ▪ 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ▪ 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ▪ 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2a. Capitalize holidays, product names, and geographic names. ▪ 2b. Use commas in greetings and closings of letters. ▪ 2c. Use an apostrophe to form contractions and frequently occurring possessives. ▪ 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). ▪ 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make

	effective choices for meaning or style, and to comprehend more fully when reading or listening. ▪ 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ▪ 3a. Compare formal and informal uses of English. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ▪ 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ▪ 4a. Use sentence-level context as a clue to the meaning of a word or phrase. ▪ 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ▪ 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ▪ 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ▪ 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5a. Identify real-life connections between words and their use (e.g., describe

	foods that are spicy or juicy). ▪ 5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ▪ 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Supporting CCLS and Reading Foundational Skills Grade 2 Module 6

Concepts

Macro-concepts:

- Literary Analysis
- Writing with evidence to argue

Micro-concepts:

- Characters
- Setting
- Plot
- Compare and contrast
- Connections
- Reasoning
- Informative/explanatory writing
- Shared research

Enduring Understandings

Collaborative, self-directed learners obtain, analyze, and synthesize information from a variety of

resources to express information, change perspectives, clarify thinking, and make informed decisions.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
RL 2.7 ▪ Information gained from illustrations and words in a text helps a reader to understand the characters, setting and/or plot of the text. **RL 2.9** ▪ Based upon author and/or culture, there are multiple versions of the same story. **RL 2.10** ▪ Read and comprehend literature within the grade 2 -3 text complexity band. **RL 2.11** ▪ A reader's connections between self, text and world enhance comprehension. **RI 2.7** ▪ Authors use images to support informational text to enhance comprehension. **RI 2.8** ▪ In nonfiction text, authors use relevant details to support their thinking **RI 2.9** ▪ Two texts can be compared and contrasted using important points **W 2.2** ▪ Informational/Expository writing introduces a topic, uses facts and definitions to develop points and includes a concluding statement or section. **W 2.7** ▪ Research projects use information from various sources. **W 2.8**	**RL 2.7** ▪ Use illustrations from text to enhance comprehension ▪ Use print from a text to enhance comprehension ▪ Use digital text to enhance comprehension **RL 2.9** ▪ Understand the difference between compare and contrast. ▪ Describe how two stories are the same. ▪ Describe how to stories are different **RL 2.10** ▪ Read and understand complex text with scaffolding as needed **RL 2.11** ▪ Make text to text connections when reading using text, media and/or social interaction as appropriate ▪ Make text-to-self connections when reading using text, media and/or social interaction as appropriate ▪ Make text to world connections when reading using text, media and/or social interaction as appropriate **RI 2.7** ▪ Identifying specific nonfiction text features ▪ Interpret and gather information from various nonfiction text features **RI 2.8** ▪ Identify the main idea ▪ Identify relevant details ▪ Explain why the author used those relevant detail to support the main idea **RI 2.9** ▪ Identify common important points from two texts on the same topic ▪ Compare and contrast the important points

▪ Questions can be answered from provided sources **SL 2.2** ▪ Listeners can share details and/or key ideas gained from read alouds, instruction or media sources **SL 2.5** ▪ Authors can use technology and multi -media tools to clarify their ideas, thoughts or feelings. **SL 2.6** ▪ Complete spoken sentences with appropriate details aligned to a specific task are used to answer a specific question or to clarify thinking.	from two texts on the same topic **W 2.2** ▪ Write nonfiction text ▪ Define a topic ▪ Define facts and definitions ▪ Define a concluding statement or section ▪ Use facts and definitions to support your main ideas ▪ Write an introductory sentence stating your topic ▪ Write a concluding sentence or sentences **W 2.7** ▪ Collectively read a variety of texts on a single topic ▪ Working as a class or in small collect ideas by researching a variety of sources including observations ▪ Within a class or small group shared writing experience, put researched ideas in sentences to share new learning. **W 2.8** ▪ Use background knowledge to answer a question ▪ Use information from a text read to answer a question ▪ Use information from classroom discussions to answer a question ▪ Use information from various provided media sources to answer a question **SL 2.2** ▪ Follows norms to be a good listener ▪ Discuss what they have learned with a partner, a small group or the entire class **SL 2.5** ▪ Use illustrations to support an oral presentation of ideas, thoughts or feelings ▪ Use multi-media tools to support an oral presentation of ideas, thoughts or feelings **SL 2.6** ▪ Understands the question being asked ▪ Provides an answer that is on topic in a complete sentence including appropriate/ relevant details.

Vocabulary

Illustrations, print text, digital text, connections (text, self, media, social interaction), images, clarify, reasons, compare, contrast

Stage 2: Assessment Evidence

Assessments

Formative Assessments
Formative: Performance: Skill Demonstration

Formative Assessments: Module 6 -- Text Integration/Literary Analysis

RL 2.7, RL 2.9, RL 2.11, RI 2.7, RI 2.9, SL 2.2 and SL 2.6

The format of the assessment may/will include anecdotal notes, observation and checklists. During guided reading and/or content area instruction, the teacher will prompt students individually to respond to the following questions:

- What do the illustrations tell you about the characters or setting or plot in the story read?
- What do the words tell you about the characters or setting or plot in the story read?
- How are the stories the same?
- How are the stories different?
- Have you ever done _____ (action based upon text read)?
- How is this story like another story that you have read?
- Look at the diagram (or other text feature) on page ___? What can your learn from the diagram?
- What is the main idea for this paragraph? What reasons does the author use to support that idea?
- We read two articles/paragraphs on _____ (topic of the content area). What facts are the same in both pieces? What facts are different in both pieces?

These observations may take place over a series of lessons or weeks (within a module).

Student responses will be recorded to guide instructional decision making.

Other possible formative assessments:

Thoughts for formative assessment from The Common Core Lesson Book:

- Students review all of the illustrations provided, choosing and describing three that provide helpful or telling images of the characters.
- Students review all of the illustrations provided, choosing and describing three that provide good images of the setting.
- Students review all of the illustrations provided, choosing and describing three that show important events.
- Students review all of the illustrations provided, choosing and describing three that help show the problem and resolution.
- Students write a retelling of one page of the text, using the illustration as a guide.

Illustrator Awards

Students work in teams of two to create an illustrator award for a book in the classroom library. To get started, work with students to brainstorm a list of possible awards, such as the following:

- best overall
- best detail
- best match to the story the author tells
- best parallel storytelling
- best creation of mood
- best depiction of a character
- best depiction of a setting

Awards may be created in the form of certificates, ribbons, or medals and displayed with the books. Hold an awards ceremony to share the awards.

Students work together to compare and contrast two versions of the same story on one key element (topic, characters, setting, problem/goal). Students should write enough detail to show both similarities and differences. Provide templates that may be reproduced on large chard paper or given to each student for documentation.

Let students know that they will be comparing two versions of the same story. Ask students to draw the main character of one of the stories-at one point in time-using as much detail as possible. They then draw the same main character from the other version-at the most similar point in time-again using as much detail as possible. Students then describe in writing what is happening in each of their illustrations, showing the similarities and differences.

- After working with the teacher to identify a key point in a text and to discuss the reasons or evidence given, students work together on large chart paper to draw or write the key reasons/evidence. They may label their drawings.
- After working with the teacher to identify a key point in a text and to discuss the reasons or evidence given, students review all of the illustrations from the text, each choosing and drawing and writing about one.

Flap Book

Students fold two or three pieces of paper in half (long way) and staple along the fold. They cut up to the staples two times, ending up with a book containing three flapping sections. On the top of each flap, they record a key point from a text, and on each flap underneath, they describe a reason/evidence provided by the author. The flap book is used to understand how an author builds a set of key points with reasons, and is also used for rethinking or retelling.

Point out a connection between two texts and show students how you can record it by drawing or writing on chart paper. It can help to start with a question. For example, "what are the life cycle stages of a grasshopper?" shows students that both texts provide information about the concept, but that you can gain unique information from each. Show students how you document information from both texts to help answer your question. Then ask students to read a designated section of each text, continuing to

document a response to the guiding question.

Ask groups or teams to share what they have learned about the topic by connecting two texts.

Students work together to compare and contrast two texts focused on the same topic. Students should write enough detail to show both similarities and differences. Provide templates that may be reproduced on large chart paper or given to each student for documentation.

Science Writers

As *science writers*, the whole class works together to create a text that others could use to learn about an important topic, concept, or procedure relating to your content-area curriculum. Each student creates one to two pages of the text. All students are required to use at least two sources of information.

After reading or listening to two texts focused on the same topic, students make a key statement about the concept followed by at least three bulleted details or examples. They create an illustration to help explain the concept.

Summative Assessment
Summative: Test: Common

Summative Assessment Framework Components:

- The teacher will identify a topic for this assessment that aligns with a content area concept being presented.
- The teacher will identify a piece of literature and a nonfiction text or article that both address the identified content area concept.
- The students will read both pieces of text.
- The teacher will develop a bank of multiple choice questions for each piece of text.
- The teacher will develop at least one text dependent short answer question to answered by the students in complete sentences.
- The teacher will develop an extended response question that will require the students to use information and/or details from both pieces to address the prompt.

Stage 3: Learning Plan

Learning Activities	Resources
	The Common Core Lesson Book K-5: Working With Increasingly Complex Literature, Informational Text, and Foundational Reading SKills, by Gretchen Owocki: Heinemann, 2012 www.readwritethink.org

	See links for additional resources Regional CCLS ELA Curriculum WORD doc format Grade 2 Resources.docx

<< Previous Year

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