Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Tuesday, November 6, 2012, 1:28PM

Module 2: Literature - Author's Craft (Week 7, 6 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 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, 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. 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. **FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 2nd Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis	**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. 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

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.

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).

Responding to Literature
11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

- 11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 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 cultures.

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
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.

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

larger groups.	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. 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. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 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. 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. 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. **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 2

Concepts

Macro-concepts:

- Author's craft in literature

- Writing with evidence

Micro-concepts:

- Word choice
- Voice
- Point of View
- Compare/Contrast
- Text structure
- Opinion writing
- Narrative writing

Enduring Understandings

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. (ODE, second grade, ELA model curriculum, 2011)

Critical Content	Skills
RL 2.4 ▪ Words and/or phrases provide stories, poems or songs with rhythm and meaning. **RL 2.5** ▪ Stories have a clear beginning, middle and end. **RL 2.6** ▪ Different characters have different points of view. **RL 2.10** ▪ Read and comprehend literature within the grade 2 -3 text complexity band. **W 2.1** ▪ Opinion writing includes the introduction of the topic, states an opinion, provides reasons to support the opinion and has a concluding statement. **W 2.3** ▪ Narrative writing consists of a recounting of a well-developed single event or a sequence of events, have a clear beginning, middle and	**RL 2.4** ▪ Identify word/sentence patterns in stories, poems or songs read ▪ Describe how using word/sentence patterns gives meaning to stories, poems or songs **RL 2.5** ▪ Describe the beginning, middle and end of the story ▪ Identify the beginning, middle and ending of a story read. **RL 2.6** ▪ Identify the point of view for the character(s) in a story, poem or song. ▪ Interpret the point of view for the character(s) in a story, poem or song ▪ Demonstrate the point of view of the character(s) in stories, poem or songs by reading orally with appropriate expression and tone. **RL 2.10** ▪ Read and understand complex text with scaffolding as needed **W 2.1**

end; includes details to describe actions, thoughts, feelings uses the writing uses transition words to connect ideas. **W 2.7** ▪ Research projects use information from various sources. **W 2.11** ▪ Readers respond in a variety of ways; poem, narrative, play, art work or personal response) **SL 2.1** ▪ Readers have conversations about what they have read and learned.	▪ Understand the difference between a fact and opinion ▪ Introduce the topic or book about which you are writing your opinion ▪ State your opinion ▪ Use reasons to support your opinion ▪ Use linking words to connect opinions and reasons (because, and, also) ▪ Write a concluding statement or section to your opinion piece **W 2.3** ▪ Narrative writing consists of a recounting of a well-developed single event or a sequence of events, have a clear beginning, middle and end; includes details to describe actions, thoughts, feelings uses the writing uses transition words to connect ideas. **W 2.7** ▪ Collectively read a variety of texts on a single topic ▪ Working as a class or in small groups 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 or information. **W 2.11** ▪ Create a response to a particular author or theme (writing poems, narratives, plays, art work or personal response) ▪ Define/review the elements of narrative writing as a response to literature ▪ Create a sequence of events taken from a piece of literature read or heard ▪ Describe characters actions, thoughts and feelings ▪ Writing has a clear beginning, middle and end ▪ Know and use transition/temporal words (first, next, last, then) ▪ Include details to support actions, thoughts and feelings ▪ Present the created response to an audience **SL 2.1** ▪ Learn and follow the rules for a classroom discussion ▪ Learn to be good listeners and respect the opinions of all ▪ Make connections to and build upon the remarks of others

	▪ Learn to ask questions for clarification

Vocabulary

Words and phrases (regular beats, alliteration, rhymes, repeated lines), rhythm, meaning, story structure, conclude, concluding statement, point of view, opinion, reason, linking words

Stage 2: Assessment Evidence

Assessments

Formative Assessments
Performance: Skill Demonstration

Formative assessment: Module 2-Literature- Author's Craft

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

RL 2.4, RL 2.5, RL 2.6, and SL 2.1

- What are words or phrases that add rhythm and/or meaning to the piece that we are reading?
- What happened in the beginning, middle or end of the story?
- Read the following sentences as if you were the character.
- Monitor student participation in comprehension discussions during the guided reading lesson.

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:

- Students could create a story board for the piece that is read.
- Students could be asked to read a specific portion of the text and talk about the special words that the author used to "paint a picture" for the reader. Talk about this with a partner.

Summative Assessments
Summative: Test: Common

Summative assessment framework components:

Option 1:

- Teacher will identify a piece of children's literature that has two distinct points of view (for example: "City Mouse, Country Mouse")
- The literature will either be read by the student or read to the students based upon text complexity.
- The teacher will create a bank of 5 – 10 multiple choice questions that are text dependent, focus on literal comprehension skills and literary components mentioned in the focus standards.
- Students will identify the point of view they prefer and supply reasons to support their answer. The student may respond orally or in written form to this question.

Option 2:

- The teacher will identify two pieces of literature that have two different endings.
- The teacher will create a bank of 5 – 10 multiple choice questions that are text dependent, focus on literal comprehension skills and literary components mentioned in the focus standards.
- Students choose their favorite ending and describe what makes it a good ending and give reason(s) why it is their preferred ending. The student may respond orally or in written form to this question.

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 Poetry: www.angelfire.com/md/byme/pocket/poetry1.html See links for additional resources Regional CCLS ELA Curriculum WORD doc Grade 2 Resources.docx

<< Previous Year

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