Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Tuesday, November 6, 2012, 1:49PM

Module 4: Informational - Author's Craft (Week 19, 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: Informational 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. ▪ 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. 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. 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 year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band	**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. 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. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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

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
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).

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 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

topic.

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

▪ 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.	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. 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. 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 Foundatinal Skills Grade 2 Module 4

Concepts
Macro-concepts: ▪ Author's craft in informational text ▪ Writing with evidence to inform/explain **Micro-concepts**: ▪ Word choice ▪ Text features ▪ Author's purpose ▪ Development of ideas ▪ Purpose ▪ Informative/explanatory writing ▪ Shared research projects
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
RI 2.4 ▪ Readers use a variety strategies to determine the meaning of words and phrases relevant to grade 2 content **RI 2.5** ▪ Nonfiction text has features that help the reader gain meaning from text. **RI 2.6** ▪ Authors have a purpose for writing a text. **RI 2.8** ▪ Authors support arguments or claims with reasons or evidence **RI 2.10**	**RI 2.4** ▪ Learn and apply a variety of strategies to determine the meaning of unknown words in context. **RI 2.5** ▪ Learn various nonfiction text features ▪ Use the learned text features to build comprehension and understanding of content area materials **RI 2.6** ▪ Define author’s purpose (answer, explain or describe) ▪ Identify the author’s purpose for a specific piece of nonfiction text **RI 2.8** ▪ Identify the argument or claim(s) in a text ▪ Determine supporting reasons or details for

▪ Read and comprehend nonfiction text within the grade 2 -3 text complexity band. **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. **SL 2.1** ▪ Readers have conversations about what they have read and learned. **SL 2.3** ▪ Listeners ask and answer questions to clarify comprehension, gather information and deepen understanding.	argument or claim(s) ▪ Describe how reasons support specific points the author makes ▪ Evaluate the validity of the author's reasoning ▪ Evaluate the relevance and sufficiency of evidence **RI 2.10** ▪ Read and understand complex text with scaffolding as needed **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 group 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. **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 **SL 2.3** ▪ 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 ▪ Ask questions to gain new information and deepen comprehension

Vocabulary	
Words, phrases, text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons), key facts, main purpose, answer, explain, describe, opinion, topic, linking words, reasons, concluding statement	
Stage 2: Assessment Evidence	
Assessments	

Formative Assessments
Formative: Performance: Skill Demonstration

Formative assessment for Module 3: Informational -- Unlocking the Text

RI 2.1, RI 2.2, RI 2.3, SL 2.4 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:

- Ask who, what, when, where, why and/or how questions during instruction.
- Ask the student to identify the topic of the piece being read.
- Ask students to state a series of historical events and explain how they are connected.
- Ask students to state a list of scientific ideas and explain how they are connected.
- Ask students to state a series of steps in a technical procedure and explain how they are connected.

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:

- Any of the above mentioned questions could be presented to students in written form
- An exit pass from a specific lesson
- Any check for understanding techniques used within the context of the lesson
- Students could be given a paragraph from a content area article and be asked to identify the main idea and supporting details used by the author.

Summative Assessment
Summative: Test: Common

Summative Assessment Framework components:

Lucy Calkins assessment from Teaching Reading and Writng project.com; Common Core Assessments; Grade 2 Performance Assessments; Second Grade Core Curriculum Assessment.pdf.

http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/performance/2nd%20Grade%20Performance%20Assessments//Student%20Packet%20for%20Reading%20Component.pdf

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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