

In consideration of public health and open meeting requirements, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

To view this meeting, the live stream link is: <https://bit.ly/30x5HLo>

***For public participation and to listen to the meeting, please call 1-646-558-8656
PIN 813 8008 2995#***

Board of Education Virtual Meeting
March 16, 2021

7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

REVISED AGENDA

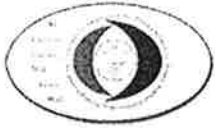
- | | |
|--------|--|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CONSENT AGENDA <ul style="list-style-type: none">• Minutes of March 2, 2021• Donation to Hawley School• Correspondence Report |
| Item 3 | **PUBLIC PARTICIPATION |
| Item 4 | REPORTS <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee Reports• Student Representative's Report• Action on Financial Report Month Ending February 28, 2021 |
| Item 5 | PRESENTATIONS <ul style="list-style-type: none">• First Read of Humanities Curriculum• First Read of Writing through Film Curriculum |
| Item 6 | OLD BUSINESS <ul style="list-style-type: none">• Second Read and Possible Action on<ul style="list-style-type: none">○ Grade 1 Reading Curriculum○ Grade 1 Writing Curriculum○ Grade 2 Reading Curriculum○ Grade 2 Writing Curriculum• COVID-19 Update |
| Item 7 | NEW BUSINESS <ul style="list-style-type: none">• First Read of Policies<ul style="list-style-type: none">○ 5145.11 – Police in Schools/Questioning and Apprehension○ 5145.111 – Probation/Police/Courts• Discussion and Possible Action on Middle School/High School Graduation Programs• Discussion and Possible Action on Cyber Liability Insurance• Discussion and Possible Action on Communications Sub-committee Newsletter |
| Item 8 | **PUBLIC PARTICIPATION |
| Item 9 | ADJOURNMENT |

*****During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us***



5 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identity in the Arts	0	1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38			
The Artist in Society	0	1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38			



Unit Planner: Identity in the Arts Humanities

Wednesday, March 3, 2021, 10:23AM

Newtown High School > 2020-2021 > High School > English Language Arts
> Humanities > Week 1 - Week 8

Last Updated: Monday, February 22, 2021 by Brian Tenney

Identity in the Arts

Cardillo-Skolas, Carol ; Hanna, Elizabeth; Lee, Christopher; Marks, Abigail; Tenney, Brian

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Identity

Concepts: Observation, Perception, Creativity, Analysis, The Arts, Artistic Vocabulary, Artistic Concepts, Artwork, Artist's Intent, Experience, Community, Inner Voice, Conscience, Beliefs, Process, Collaboration, Revision, Product, Close Reading

Note: Throughout this curriculum, references to "the arts" -- including such terms as "art," "artist," and "artwork" -- refer to the full range of creative disciplines encompassed by those terms (i.e., literature, visual arts, performing arts, and digital arts).

Generalizations / Enduring Understandings

1. Creativity forges and sculpts human identity.
2. Common vocabulary and concepts exist among the arts (literature, visual arts, performing arts, etc.).
3. Close reading, observation, and analysis of artwork affect perception and enhance understanding of the artist's intent.
4. Personal experience and community (i.e. environmental & external influences) impact identity and beliefs.
5. Inner voice and conscience (i.e. internal influences) shape identity.
6. Artwork and identity influence and reflect each other.
7. Creating artwork encompasses process, collaboration, and revision to reach a product.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is creativity? (F) (C)
- 1b. Is creativity a uniquely human trait? (P)
- 1c. What is identity? (F)
- 2a. What are "the arts?" (F)
- 2b. What common vocabulary and concepts exist among the arts? (F)
- 2c. How do common vocabulary and concepts compare among the arts? (C)
- 3a. What objective and subjective processes take place when close reading a work of art? (F)
- 3b. How do people analyze, interpret, and evaluate a work of art? (C)
- 3c. Why do people analyze, interpret, and evaluate a work of art? (C)
- 4a. How do circumstances in our lives define who we are? (C)
- 4b. How do external influences impact identity? (C)
- 4c. Does outward appearance reveal identity? (P)
- 5a. What is conscience? (F) (C)
- 5b. How does inner voice shape identity? (C)
- 5c. How does conscience shape identity? (C)

6a. How does artwork influence and reflect identity? (C)
6b. How does identity influence and reflect artwork? (C)

7a. What comprises the artistic process? (F)
7b. How do collaboration, revision, and reflection affect a final product? (C)
7c. How does one know when a work is done? (C)
7d. Is there a universal definition of good art?(P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They come to understand other perspectives and cultures.

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.

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

structure and meaning as well as its aesthetic impact.

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.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to

task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

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.

L.11-12.3. 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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

NCCAS: Music - Music Theory/Composition

NCCAS: HS Proficient

Creating

Imagine

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

MU:Cr1.1.C.1a Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Plan and Make

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

Evaluate and Refine

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question(s): How do musicians improve the quality of their creative work?

MU:Cr3.1.C.1a Identify, describe, and apply teacher- provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Present

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question(s): When is creative work ready to share?

MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

MU:Cr3.2.C.1b Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

Responding

Select

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

MU:Re7.1.C.1a Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

Analyze

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Interpret

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.C.1a Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.C.1a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

MU:Re9.1.C.1b Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Connecting

Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NCCAS: Visual Arts

NCCAS: HS Accomplished

Creating

Investigate - Plan - Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student's existing artwork.

Investigate - Plan - Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Reflect - Refine – Continue

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Responding

Perceive

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Analyze

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.1Ia: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.1Ia: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Students will identify and apply vocabulary and concepts shared among the arts.
2. Students will analyze and compare works of art and determine what makes "good" art.
3. Students will create or curate works of art that connect to themes of identity and demonstrate the elements and principles of design/composition.

Critical Content & Skills

*What students must **KNOW and be able to DO***

English:

1. Compose an autobiographical series of vignettes; in fall semesters compose the college essay.
2. Write reflectively about the artwork to communicate inspiration, ideas, and concepts.
3. Compose analytical essays or engage in seminars that reflect an understanding of identity in readings and media.

Visual Arts:

1. Create artwork that represents something about the students' identity that can use metaphor or symbolism.
2. Observe and write about art and analyze meaning beyond the obvious.
3. Create artwork that successfully applies elements and principles of design.
4. Apply all steps of the creative process in generating original visual artwork, including imagining, planning and making, evaluating and refining, and presenting.

Audio/Music:

1. Create an original audio/music work that engages specific themes featured in the student's original "found poem."
2. Create an original audio/music work or curate a collection of existing music that connects to the student's sense of identity.
3. Create audio/music works that successfully apply elements and principles of composition.
4. Apply all steps of the creative process in generating original audio/music work, including imagining, planning and making, evaluating and refining, and presenting.

Core Learning Activities

Common Experiences

- 34 Words for the Arts
- Found Poem
- Alexie Discussion
- Writing an Artist Statement

Optional Activities

- Visual Introduction
- Seminars (Flash Fiction, Beasts)
- Identity in the Performing Arts (presentation and discussion)

[seminar flash fiction.doc](#)

[beasts seminar.docx](#)

[Alexie guide for discussion.docx](#)

[found poem .docx](#)

[Thirty four words.docx](#)

[artist statement mini lesson 2018.docx](#)

[Found Poem for Audio Music section.pdf](#)

[Slideshow - Identity in the Performing Arts.pdf](#)



[Visual Introduction:](#)

Assessments

Vocabulary Quiz (34 Words) (Required)

Formative: Written Test



[Humanities Vocab Quiz \(34 Words\)](#)

Vignettes for Identity (Required)

Summative: Narrative Writing Assignment

[identity vignettes.docx](#)

Visual Arts Project for Identity (Required for Visual Arts section)

Summative: Visual Arts Project

[Self Portrait in Humanities.docx](#)

Audio/Music Project for Identity (Required for Audio / Music section)

Summative: Personal Project

[Audio Music Project for Identity.pdf](#)

[Rubric-Audio Music Projects in Humanities.pdf](#)

Final Essay (optional)

Summative: Extended Essay

[Humanities Final Essay.docx](#)

Judge a Book by its Cover (optional)

Summative: Visual Arts Project

Resources

Professional & Student

Readings & Film:

- Selected Poetry, Stories and Songs:
 - "My Papa's Waltz" (Theodore Roethke)
 - "Barbie Doll" (Marge Piercy)
 - "Richard Cory" (Edwin Arlington Robinson) & Simon and Garfunkel music version
 - "The Harlem Dancer" (Claude McKay)
 - "Nikki Rosa" (by Nikki Giovanni)
 - "Monet Refuses the Operation" (Liesl Mueller)
 - "I Go Back to May 1937" (Sharon Olds)
 - "50-50" (Langston Hughes)
 - "The Holy Grail" (Justin Timberlake and JayZ)
 - Excerpts from Arle's Biography, *Lust for Life*
 - "The Secret Life of Walter Mitty" by James Thurber
 - "The Waltz" by Dorothy Parker
 - "The Indian Education" by Sherman Alexie
 - Select *Flash Fiction*
- Films:
 - *Beasts of the Southern Wild* (2012; Director Benh Zeitlin)
 - *Lust for Life* (1956; Director Vincente Minelli)
- Books for Book Circles:
 - *The Glass Castle* by Jeanette Walls
 - *The Lovely Bones* by Alice Sebold
 - *Unbroken* by Laura Hillenbrand

Visual Arts:

- Dorothea Lange, *Migrant Mother*
- Frida Kahlo, *The Two Friedas*
- Norman Rockwell's *Self Portrait*
- Jean Michel Basquiat, *Self Portrait*
- Picasso, *Self Portraits*
- Grant Wood, *American Gothic*
- Jean-Anonie Houdin, *George Washington*
- August Rodin, *The Thinker*
- [Identity Slide Presentation](#)

Music:

- "Infernal Dance" from *The Firebird* (ballet by Igor Stravinsky)
- *Jaws* (main theme) - John Williams
- "Peter's Theme" from *Peter and the Wolf* (Sergei Prokofiev)
- "Luke Skywalker's Theme" and "Force Theme" from *Star Wars Episode IV - "A New Hope"* (John Williams)
- Bob Dylan - "It Ain't Me, Babe"

	<ul style="list-style-type: none"> • Aretha Franklin - "Respect" <p>Multimedia:</p> <ul style="list-style-type: none"> • Daniel Pink Lectures: The Whole New Mind
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking • Written Performance 	<p>Interdisciplinary Connections</p> <p>The connection between English and Fine Arts disciplines is inherent in the course. Generalizations 4 & 5 also connect to the Social Studies course Conversations on Race and Sociology.</p>





Unit Planner: The Artist in Society Humanities

Wednesday, March 3, 2021, 10:31 AM

Newtown High School > 2020-2021 > High School > English Language
Arts > Humanities > Week 9 - Week 16

Last Updated: Thursday, February 18, 2021 by Abigail Marks

The Artist in Society

Cardillo-Skolas, Carol ; Hanna, Elizabeth; Lee, Christopher; Marks, Abigail; Tenney, Brian

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Expression

Concepts: Truth, Perception, Communication, Society, History, Identity, Values, Reality, Culture, Artistic Vocabulary, Artistic Concepts, Change, Observation, Application

Note: Throughout this curriculum, references to "the arts" -- including such terms as "art," "artist," and "artwork" -- refer to the full range of creative disciplines encompassed by those terms (i.e., literature, visual arts, performing arts, and digital arts).

Generalizations / Enduring Understandings

1. Common vocabulary and concepts exist among the arts (literature, visual arts, performing arts, etc.).
2. The artist creates not in isolation, but interconnected with their historical context in the arts and the world.
3. Artwork reflects the societal and cultural forces of the artist's era.
4. The arts empower one to communicate values, assert identity and reality, and create change in society.
5. Observation of events and application of personal values creates one's perception of reality and truth.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What common vocabulary and concepts exist among the arts? (F)
- 1b. How do common vocabulary and concepts compare among the arts? (C)
- 2a. How does historical context impact the creative process in the arts? (C)
- 2b. Is an artist or artwork inextricably linked to their historical context? (P)
- 3a. How do societal and cultural forces influence artwork? (C)
- 3b. Is it possible for the artist to separate themselves from societal and cultural forces? (P)
- 3c. Are artists essential in society? (P)
- 4a. How are one's values and reality conveyed through the arts? (C)
- 4b. How do the arts empower? (C)
- 4c. Can the arts create change in society? (P)
- 5a. Is there a clear definition of truth? (P)
- 5b. How does observation drive one's understanding of reality and truth? (C)
- 5c. How do personal values influence one's perception of reality? (C)

Standard(s)

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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.

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall

structure and meaning as well as its aesthetic impact.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

RL.11-12.8. (Not applicable to literature)

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.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the 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.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),

counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

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.

L.11-12.3. 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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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 considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

NCCAS: Music - Music Theory/Composition

NCCAS: HS Proficient

Creating

Imagine

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

MU:Cr1.1.C.1a Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Plan and Make

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected

experiences, moods, images, or storylines.

Evaluate and Refine

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question(s): How do musicians improve the quality of their creative work?

MU:Cr3.1.C.1a Identify, describe, and apply teacher- provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Present

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question(s): When is creative work ready to share?

MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

MU:Cr3.2.C.1b Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

Responding

Select

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

MU:Re7.1.C.1a Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

Analyze

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Interpret

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.C.1a Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.C.1a Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

MU:Re9.1.C.1b Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Connecting

Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NCCAS: Visual Arts

NCCAS: HS Accomplished

Creating

Reflect - Refine – Continue

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Responding

Perceive

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Analyze

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Connecting

Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

NCCAS: HS Advanced

Creating

Investigate - Plan - Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Investigate - Plan - Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
National Arts Standards

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Students will identify and apply vocabulary and concepts shared among the arts.
2. Students will analyze works of art to interpret each artist's perception of truth and discover their means of expressing that truth.
3. Students will create or curate works of art that connect to themes of truth and expression while demonstrating the elements and principles of design/composition.
4. Students will explore how an artist is interconnected with history, society, and culture.

Critical Content & Skills

What students must **KNOW and be able to DO**

English:

1. Read and participate in book circles and/or drama groups.
2. Analyze and critique the work of artists in discussion and written work.
3. Employ Aristotle's Rhetorical Triangle (Ethos, Pathos, Logos) to compose an effective speech on a timely issue in society.

Visual Arts:

1. Develop a work of art that visualizes students' interpretation of their selected book/play.
2. Observe art and analyze the meaning beyond the obvious.
3. Compose works that apply the elements and principles of design.
4. Create original art that effectively communicates the artist's perception of a chosen societal or cultural issue.
5. Create artwork in the style of an artistic movement that has specific rules (e.g. surrealism, expressionism).
6. Apply all steps of the creative process in generating original audio/music work, including imagining, planning and making, evaluating and refining, and presenting.

Audio/Music:

1. Analyze audio/music works that express each artist's perception of truth, including a variety of examples from popular and concert music.
2. Create an original audio/music work that explores a specific societal or cultural issue.
3. Create audio/music works that successfully apply elements and principles of composition.
4. Apply all steps of the creative process in generating original audio/music work, including imagining, planning and making, evaluating and refining, and presenting.
5. Explore modernism in the arts, including such artistic movements as expressionism and surrealism.

Assessments

Expressionism Speech (Required)

Summative: Speech

The Expressionists used their canvas or pen to convey emotion and provoke a reaction.

To accompany your Expressionist artwork, please compose a speech to inform the class about your issue. Use strong, persuasive language and clearly assert your opinion! You will be delivering it as a speech.

Core Learning Activities

Common Experiences

- Expressionism poems and qualities
- Introduction to Expressionism in the Arts

Optional Activities

- Absurdist Drama Slideshow: Qualities of Plays in the Theater of the Absurd
- Absurd independent (Qualities of Theater of the Absurd- small group work)
- Expressionism Topics with the Books
- German Expressionism in the Arts
- Heaven & Hell Surrealism
- Concept Art Presentation
- Midnight in Paris (film) allusions in literature and art
- Kafka Jigsaw on Metamorphosis
- Exquisite Corpse Poetry and Art Game
- Expressionism: Responding to Meaning
- The Short and Tragic Life of Robert Peace: virtual conversation

[Heaven and Hell Surrealism.docx](#)

[kafka jigsaw on metamorphosis.doc](#)

[absurdist drama.pptx](#)

[absurd independent.docx](#)

[concept art presentation.docx](#)

[The Exquisite Corpse Poetry.docx](#)

[Introduction to Expressionism in the Arts.pdf](#)

[Expressionism topics with the book circles.docx](#)



[Expressionism: Responding to Meaning](#)

[midnight in paris allusions.docx](#)

[Expressionism poems and qualities.docx](#)

[German Expressionism in the Arts.pdf](#)

[the short and tragic life of robert peace \(1\).docx](#)

Resources

Professional & Student
Readings and Film

- Film: *What Dreams May Come* (1998; Director Vincent Ward)
- Film: *Midnight in Paris* (2011; Director Woody Allen)

[expressionism speech 2017.docx](#)

Visual Arts Project for "The Artist in Society"
(Required for visual arts section)

Summative: Visual Arts Project

[Expressionistic Art Project.docx](#)

Museum Hunt (Required for visual arts section)

Summative: Visual Arts Project

[Museum Hunt with withoutTrip.docx](#)

Audio/Music Project for "The Artist in Society"
(Required for audio/music section)

Summative: Personal Project

[Audio Music Project for The Artist in Society.pdf](#)

[Rubric-Audio Music Projects in Humanities.pdf](#)

Expressionistic Short Story (optional)

Summative: Narrative Writing Assignment

[Expressionistic Short Story.docx](#)

No Exit Theatre Workshop (optional)

Summative: Group Project

[no exit theater workshop.doc](#)

Absurdist Play Dramatization (optional)

Summative: Group Project

[absurd play dramatization 2017.docx](#)

Essay: No Exit and What Dreams May Come
(optional)

Summative: Written Test

[essay no exit what dreams may come.docx](#)

Surrealist Composition (optional)

Summative: Visual Arts Project



SURREALIST COMPOSITION

Heaven or Hell Visual Project (optional)

Summative: Visual Arts Project



Title: Portrayal of Heaven and Hell: Surrealism

- Excerpts or full script *The Rhinoceros* by Eugene Ionesco, *No Exit* by Jean-Paul Sartre, *Waiting for Godot* by Samuel Beckett
- Excerpts from *Who's Afraid of Virginia Wolf?* (Edward Albee), *The Birthday Party* (Harold Pinter), *The Chairs* (Eugene Ionesco)
- *Spring* (Edna St. Vincent Millay)
- *The Hollow Men* (T.S.Eliot)
- *Grass* (Carl Sandburg)
- *Indra* (August Strindberg)
- *O Captain! My Captain!* (Walt Whitman)
- *A Hunger Artist* (Franz Kafka)
- *Metamorphosis* (Franz Kafka)
- *Metamorphosis: A Graphic Novel* (Peter Kuper)

Book Circles:

- *Ten Days in a Madhouse* by Nellie Bly
- *The Jungle* by Upton Sinclair
- *The Short and Tragic Life of Robert Peace* by Jeff Hobbs
- *Silent Spring* by Rachel Carson
- *Educated* by Tara Westover
- *Culture Jam* by Kalle Lasn

Themes for the books

Visual Arts:

Surrealist Devices

Expressionistic Slides with examples from artists

Surrealism

Museums

Modern Art "isms"

- <https://smarthistory.org/modern-art-reality/>
- <https://smarthistory.org/expression-modern-art/>
- <https://smarthistory.org/surrealism-intro/>
- <https://smarthistory.org/expressionism-intro/>

Audio/Music:

- Protest music examples (e.g., Bob Dylan's "Blowin' in the Wind," Marvin Gaye's "What's Going On," James Brown's "Say It Loud -- I'm Black and I'm Proud")
- Examples of modernism in concert music (e.g., Arnold Schoenberg's "Pierrot Lunaire")
- Sources of contemporary podcast examples (e.g., NPR, This American Life, Radiolab, StoryCorps)

Metamorphosis - Full Text

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Interdisciplinary Connections

The connection between English and Fine Arts disciplines is inherent in the course.

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. Privacy Policy



3 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
College Essay	0	1-3									
Language of Film	0	4-5	6-8								
The Changing Face of Film	0		9-10	11-12	13-14						
Film in Society	0	1-2	3-5	6-10	11-15	16-19	20-21	22-24	25-29	30-32	33-38



Unit Planner: College Essay

Writing Through Film

Wednesday, March 3, 2021, 10:30AM

Newtown High School > 2020-2021 > High School > English Language Arts
> Writing Through Film > Week 1 - Week 3

Last Updated: Thursday, February 18, 2021 by Abigail Marks

College Essay

Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Identity

Concepts: identity, individualism, perception, truth, memory, language, college essay, personal stories, audience

Generalizations / Enduring Understandings

1. Writing personal stories yields investigation and discovery of personal truth.
2. Memories and the interpretations of them shape an individual's identity.
3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience.
4. Writing college essays requires acute awareness of the audience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How is a college essay different from a memoir or personal narrative? (F)
- 1b. Why do authors write about themselves? (C)
- 1c. How do authors decide what to include in a college essay? (C)
- 1d. Does personal writing always need an audience? (P)
- 2a. How do perspective, experience, and time shape memories? (C)
- 2b. How do experiences shape one's identity? (C)
- 2c. Can people ever truly know another's real self? (P)
- 3a. In what ways may writers choose to present their experiences? (F)
- 3b. How do writers influence language? (F)
- 3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
- 3d. What effects do various literary and rhetorical strategies have on the reader? (F)
- 4a. How do writers craft college essays to fit their specific audience? (F)
- 4b. How can writers use close reading to interpret the true nature of the task? (F)
- 4c. Can writers of college essays truly write about any topic? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language


- Students will identify and analyze style and voice in readings.
- Students will uncover how authors' manipulation of language affects reader interpretation.
- Students will develop a personal voice and style in narratives.
- Students will create a personal narrative that is anchored in an essential moment in their lives.
- Students will assess, revise, and critique personal narratives.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Core Learning Activities

Students will participate in in-class writing exercises.
Students will examine several college essays to identify key strengths and

<ol style="list-style-type: none"> 1. Students will be able to differentiate between memoir and autobiography. 2. Students will write personal narratives that showcase their voice and style. 3. Students will use author's craft appropriate to their chosen audience, in all types of writing. 4. Students will experiment with different structures to compare effectiveness. 5. Students will close read memoirs and personal narratives to use them as mentor texts for their writing. 6. Students will apply the elements of the writing process from brainstorming, drafting, conferring, revising, editing to publishing. 7. Students will revise to maximize impact and word economy. 	<p>weaknesses.</p> <p>Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.</p> <p>Students will workshop the college essay both in class and in the writing center.</p>
<p>Assessments</p> <p>College Essay</p> <p>Summative: Other written assessments</p> <p>Students will examine several college essays to identify key strengths and weaknesses.</p> <p>Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.</p> <p>Students will workshop the college essay both in class and in the writing center.</p> <p>College Essay Rubric.pdf</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>https://www.huffpost.com/entry/the-7-worst-types-of-coll_b_787319#s187452title=The Cringelnducing Metaphor</p> <p>https://blog.prepscholar.com/college-essay-prompts</p> <p>https://www.cnn.com/2009/LIVING/wayoflife/11/19/mf.offbeat.college.essays/</p> <p>http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnnl=1&ref=general&src=me&adxnnlx=1384171753-17o+M4eVGUS/GAn/411aHQ&</p> <p>https://www.businessinsider.com/college-essay-high-school-senior-into-every-ivy-league-university-2014-4</p> <p>http://blakesnow.com/the-greatest-college-application-essay-ever/</p> <p> Welcome to the Wonderful World of College Essays</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p> <ul style="list-style-type: none"> • Written Performance 	<p>Interdisciplinary Connections</p> <p>The concept of identity and how it's conveyed can connect to art, photography, and sociology, as well as conversations on race.</p>





Unit Planner: Language of Film Writing Through Film

Wednesday, March 3, 2021, 10:31 AM

Newtown High School > 2020-2021 > High School > English Language Arts
> Writing Through Film > Week 4 - Week 8

Last Updated: Tuesday, February 23, 2021 by Abigail Marks

Language of Film

Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Analysis

Concepts: techniques, audience, discussion, revision, plot, film, viewer, reaction, experiences

Generalizations / Enduring Understandings

1. Filmmaking techniques aim to affect the viewer.
2. Films, like novels and plays, promote discussion and analysis.
3. Filmmakers' choices provoke and manipulate the audience.
4. Viewers' personal experience affects their reaction to the film.
5. Viewing a film with others enhances the movie-going experience.
6. Film analysis examines plot and technique.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are film techniques? (F)
- 1b. How do viewers identify techniques within a film? (F)
- 1c. How do filmmakers both utilize and subvert traditional film techniques? (C)
- 1d. Do viewers need to know film techniques to understand film? (P)
- 1e. How do film techniques create meaning? (C)
- 2a. How do filmmakers and screenwriters use traditional literary devices within a film? (C)
- 2b. What language is used to discuss films? (F)
- 2c. What elements of a story are open to interpretation? (C)
- 2d. Can a viewer fully enjoy a film without a discussion? (P)
- 2e. Is there a best way to tell a story? (P)
- 3a. How do filmmakers manipulate audiences? (C)
- 3b. What film techniques do filmmakers use to alter the audiences' thought process? (C)
- 3c. Does the audience know when the filmmakers are manipulating their feelings about the subject? (P)
- 4a. Is it necessary for a viewer to have certain life experiences to fully understand a film? (P)
- 4b. How is the viewer able to connect to the subject matter of a film? (C)
- 4c. Is there a universal definition of what viewers find funny, sad or emotional? (P)
- 4d. How does the filmmaker make connections to the viewer's personal experiences? (C)
- 5a. How does the audience affect the viewing process?

- (C)
 5b. If someone else laughs/cries, does it change your response? (P)
 5c. How does location affect a viewer's experience? (C)
 5d. How does one engage with a film? (C)
- 6a. How does one write about film? (F)
 6b. What is the difference between film review and film analysis? (C)
 6c. What skills are required to fully understand how to write about film analysis? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Integration of Knowledge and Ideas

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze various film techniques (including camera movement, setting, mise en scene, sound, and editing) within movies.
- Students will understand the vocabulary of filmmaking.
- Students will actively engage in discussion on film topics such as camera movements, setting, sound, and acting.
- Students will analyze the effectiveness of directors' choices within the films.
- Students will revise their own writing, as well as the writing of others.
- Students will assess the quality of a film and actively engage in discussions about it.

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Students will identify various film techniques within a movie.
- Students will analyze the decisions that directors/writers/actors make and how those

Core Learning Activities

Formative:

- Language of Film Terms Sheet (Required - may substitute other form of learning film techniques and terms)
- Quiz of filmmaking techniques based on *The New*

decisions affected the outcome of the film.

- Students will develop their writing skills through revision and editing.
- Students will gain a better understanding of how each part of the film comes together to create what they are seeing on the screen.

Boy Film Short

Summative:

- Montage Essay - *The Graduate* or *The Departed* (Required)

In Class Activities:

- Class discussion on movies - use template for *The Godfather* or *The Graduate*
- Questions on Hitchcock movies
- *Citizen Kane* Greatest Movie Debate

Assessments

Montage Essay

Summative: Expository Essay

To show mastery of filmmaking techniques, students will write a paper exploring the director's use of specific techniques in a short section of a larger film or in a short (10-20 minute) film. Here, students examine how Mike Nichols uses montages in *The Graduate*.



[The Graduate - Montage essay](#)



[Language of Film Terms Sheet](#)



[Taking Notes and Writing a Response in Film \(w ASSESSMENT\)](#)



[\[Template\] Godfather Discussion Questions](#)



[\[\[Template\] The Graduate: Discussion Questions](#)



[The Graduate - Montage essay](#)

Resources

Professional & Student

Professional Resources:

- Internet Movie Database <http://www.imdb.com>
- Roger Ebert's website/film criticism <http://www.rogerebert.suntimes.com>
- New York Times film section
- Rotten Tomato <http://www.rottentomato.com>
- The New Yorker film section

Student Resources:

Films:

Psycho (R)
Rear Window (PG)
The Godfather (R)
The Graduate (PG)
Jaws (PG)
Citizen Kane (PG)
Casablanca (PG)
New Boy (Short Film)
Slumdog Millionaire (R)
The Departed (R)
Vertigo (PG)
Parasite (R)
Groundhog Day (PG)

Books:

A Short Guide to Writing About Film by Timothy Corrigan
Pictures at a Revolution: Five Movies and the Birth of the New Hollywood by Mark Harris
"The Grammar of Television and Film"

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Written Performance

Montage Essay

Music - use of popular songs in The Departed and The Graduate



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. Privacy Policy



Unit Planner: The Changing Face of Film Writing Through Film

Wednesday, March 3, 2021, 10:32AM

Newtown High School > 2020-2021 > High School > English Language Arts
> Writing Through Film > Week 9 - Week 14

Last Updated: Thursday, February 18, 2021 by Abigail Marks

The Changing Face of Film

Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Change

Concepts: tropes, genres (comedy, science fiction, documentary, westerns, horror) suspension of reality, conversations, metaphor, complicated ideas, directors, film techniques, films

Generalizations / Enduring Understandings

1. Film tropes define genres.
2. Films adjust established tropes to fit the times in which they are made.
3. Suspension of reality facilitates difficult conversations.
4. Metaphors reveal complicated ideas.
5. Directors revamp signature film techniques across their films.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are the main movie genres? (F)
- 1b. How are movie genres reflective of the time period that they are created in? (C)
- 1c. Are some genres better than others? (P)
- 1d. How do current events affect the popularity of genres? (C)

- 2a. How are films a snapshot of society's beliefs in any given time period? (C)
- 2b. How do societal pressures morph genre conventions over time? (C)
- 2c. What tropes are immutable in a given genre? (C).

- 3a. How do movies explore difficult societal issues? (C)
- 3b. Why do people engage with and enjoy films that bear no semblance to reality? (C)
- 3c. How much fidelity do films show to the real world? (C)

- 4a. Is it better to explain a difficult idea directly or through metaphor? (P)
- 4b. How do different movies explore the issues of their day? (C)
- 4c. Do certain genres offer a better vehicle for presenting an argument than other genres? (C)

- 5a. What are signature film techniques of famous directors? (F)
- 5b. How has a given director changed or adapted signature techniques over time? (C)
- 5c. How has new technology changed a director's craft over time? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Integration of Knowledge and Ideas

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate

with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Students will actively engage in discussion about arguments made by films about societal issues.
2. Students will evaluate and discuss the aesthetics and relative merits of films across a genre.
3. Students will critique their own writing, as well as the writing of others.
4. Students will evaluate arguments presented by directors, both for merit and effectiveness.
5. Students will explore how a director's craft has changed over time.

Critical Content & Skills

*What students must **KNOW and be able to DO***

1. Students will identify the tropes that define common genres.
2. Students will recognize various types of humor.
3. Students will evaluate the use of sound and music in films.
4. Students will connect film plots with social issues of the time in which the movie was made.
5. Students will explore how and why genres change over time.

Core Learning Activities

Formative:

- Discussion prep
- Note-taking Sheet

Summative:

- One Genre essay encompassing at least two movies (examples given) (required)

In- Class Activities:

- Western questions
- Science Fiction Discussion/Humanity
- What Makes Something Funny presentation/discussion



The Western



[Template] Comedy Unit: Source of Humor



Some Like It Hot Discussion Questions



The Good, The Bad, And The Ugly - Discussion Questions

Assessments

Westerns Unit Assessment

Summative: Extended Essay

Students will write one expository essay looking at a key trope in a genre. In this example, students explore whether Westerns that offer moral clarity or moral relativism is better for audiences.



Western Unit assessment

Resources

Professional & Student

Professional Resources:

- Internet Movie Database <http://www.imdb.com>
- Roger Ebert's website/film criticism <http://www.rogerebert.suntimes.com>
- New York Times film section
- Rotten Tomato <http://www.rottentomato.com>



CP Western Unit assessment



Western Unit assessment



Who's Laughing Now: Comedy as Social Critique - Honors

- The New Yorker film section

Student Resources:

- Science Fiction
 - *Blade Runner (R-excerpted)*
 - *The Matrix (R-excerpted)*
 - *2001: A Space Odyssey (G)*
 - *Star Wars (PG)*
- Western
 - *Unforgiven (R-excerpted)*
 - *3:10 To Yuma (R-excerpted)*
 - *The Good, The Bad, and The Ugly (R)*
 - *The Searchers (PG)*
 - *Magnificent Seven (PG)*
- Romance
 - *Brooklyn (PG-13)*
 - *La La Land (PG-13)*
- Comedy
 - *The Graduate (PG)*
 - *Some Like it Hot (PG)*
 - *A Fish Called Wanda (R)*
 - *Groundhog Day (PG-13)*
- Texts
 - AMC Filmsite: Main Film Genres
 - Academic writing on various films within each genre

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

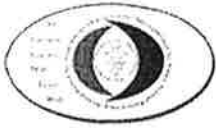
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

History - connection between historical times and films
Art - signature techniques of artists





Unit Planner: Film in Society

Writing Through Film

Wednesday, March 3, 2021, 10:35AM

Newtown High School > 2020-2021 > High School > English Language Arts
> Writing Through Film > Week 15 - Week 19

Last Updated: Thursday, February 18, 2021 by Abigail Marks

Film in Society

Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Perspective

Concepts: society, youth, cultural understanding, biases, beliefs, film, viewers, audience, point of view, filmmakers

Generalizations / Enduring Understandings

1. Filmmakers examine a society's beliefs at large and transform them over time.
2. Film expresses how people in a given time period viewed the world around them and their biases.
3. Filmmakers portray youth culture similarly across time periods.
4. Film influences its audience and conveys a point of view.
5. Viewers acquire a greater understanding of cultural and social issues that may not directly affect them through film.
6. Films cultivate an understanding between cultures.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do films reflect changes in society? (C)
- 1b. How do viewers come to understand their beliefs through film? (P)
- 1c. Have American core beliefs changed substantially throughout the last century? (P)
- 2a. How has film dealt with societal issues over time? (C)
- 2b. What issues in society has film refused to actively deal with throughout history? (F)
- 2c. Should films of the past come with warning labels about potential racist/sexist/homophobic content? (P)
- 3a. How is the conflict between generations reflected in film? (C)
- 3b. How are young people portrayed over time in films? (F)
- 3c. Is the perception of young people in film an accurate representation of what it's like to be a teenager in modern society? (P)
- 4a. What topics do films tackle that can help to change the audience's perception? (F)
- 4b. Can films really change people's minds and subsequently their actions? (P)
- 4c. How do directors use film to make arguments? (C)
- 4d. How effective is a film if viewers don't understand the underlying message? (C)
- 5a. Does the movie industry do enough to show cultural and social issues that are occurring in society today? (P)
- 5b. What societal issues should students be aware of?

(F)
5c. Why is it important for students to be aware of issues that don't directly affect them? (C)
5d. Are films the proper medium to discuss societal and cultural issues? (P)

6a. Is it possible for films to be racist? (P)
6b. Can you truly understand a culture by watching movies? (P)
6c. Are all voices represented fairly in films today? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

RL.11-12.8. (Not applicable to literature)

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3)

above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Students will recognize subtext and connotation.
2. Students will devise and support argumentative positions.
3. Students will discuss controversial topics inclusively.
4. Students will revise written work, both in peer settings and individually.
5. Students will compare different artistic approaches to draw conclusions about most effective practices.

Critical Content & Skills

What students must KNOW and be able to DO

1. Students will analyze film for bias and point of view.
2. Students will recognize metaphoric criticisms of society through film.
3. Students will compare different techniques that filmmakers use to present an argument.
4. Students will contrast film techniques for effectiveness.
5. Students will analyze different forms of storytelling in film.

Core Learning Activities

Formative: World Event Research Project
New Movie Project

Summative: Film from One Culture Assignment

In-Class Activities: World Events Discussion
Women In Film Discussion/Questions
What it's like to be young discussion
[Creating a film project.docx](#)

Assessments

Formative: Other written assessments

- Informal, short-answer analytical writing
- Class discussion
- Small group discussion
- Notetaking

Summative: Group Project

- Group research project on films from one culture
- Literary analysis of film(s)

Final (Whiplash)

Summative: Expository Essay

The final will require students to use multiple films from the course to evaluate a specific claim. In this case,

Resources

Professional & Student

Professional Resources:

- **New York Times articles**
- **Various clips from the Daily Show and Colbert Report**
- **New Yorker film reviews (current, topical, class appropriate)**

Student Resources:

Films:

Do the Right Thing (R)
Philadelphia (PG-13)
Inside Job (PG-13)
No Man's Land (R)
Kingdom of Heaven (R)

students are required to use Whiplash and other films to argue whether movies that offer a clear resolution or movies with ambiguous endings are better for audiences.



Whiplash Final



Film As Argument



Run Lola Run and There Will Be Blood Final Assessment



Silence of the Lambs Paper.docx



Film Recommendation Final Edition

Syriana (R)
Hotel Rwanda (PG-13)
Annie Hall (R)
Whiplash (R)
Hurt Locker (R)
Run Lola Run (R)
Breakfast Club (R)
Slumdog Millionaire (R)
Spirited Away (PG)
Pan's Labyrinth (R)
Lady Bird (R)
Parasite (R)
There Will Be Blood (R)
Silence of the Lambs (R)
Brooklyn (PG-13)
The Social Network (PG-13)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Journalism

Social Studies



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. Privacy Policy



5 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4 5	6 7 8 9	10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38
Readers Build Good Habits	0	1-5									
Word Detectives	0		6-7	8-12							
Learning About the World	0				13-19						
Readers Get to Know Characters	0					20-24					
Readers Have Big Jobs to Do	0							25-26	27-31		
Meeting Characters and Learning Lessons	0	1-5	6-12	13-19	20-24	25-31	32-38				



Unit Planner: Readers Build Good Habits

Reading Grade 1

Wednesday, January 6, 2021, 11:28AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 1 - Week 6

Last Updated: Today by Patricia Vitarelli

Readers Build Good Habits

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Habits

[grade 1 unit web.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

1. Sneak peeks formulate predictions.
2. Fluency enhances stamina.

Responding to Text:

Discussion of story elements strengthens comprehension.

Producing Text:

Partnerships and oral response encourage eye contact and speaking voice.

Critiquing Text:

Cueing systems promote flexibility.

Conceptual Lens:

Flexibility and strategies develop reading habits.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

- 1a. What is a sneak peek? (F)
- 1b. What is a prediction? (F)
- 1c. How do readers preview text to make a prediction? (C)
- 1d. Why do readers make predictions? (C)
- 2a. What does fluent reading sound like? (F)
- 2b. How do readers develop fluency? (C)
- 2c. What is reading stamina? (F)
- 2d. How do readers develop stamina? (C)
- 2e. Are fluency and stamina necessary to create strong reading habits? (P)

Responding to Text:

1. What are story elements? (F)
2. How can readers include story elements to retell? (C)
3. How do readers demonstrate comprehension? (C)

Producing Text:

1. What are the habits of partnerships? (F)
2. What can readers do when they are finished reading a book? (C)
3. How can partners help each other? (F)

Critiquing Text:

1. How do readers show flexibility? (C)
2. What are the three cueing systems readers use? (F)
3. How does persistence help readers develop reading habits? (C)

Conceptual Lens:

1. What are reading habits? (F)
2. Does flexibility develop strategic readers? (P)

Standard(s)

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.

RI.1.1. Ask and answer questions about 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.

RI.1.2. Identify the main topic and retell key details of a text.

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

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of story structure, such as sequence of events, character, plot and setting.

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

What students must KNOW and be able to DO

Critical Content:

Understanding Text:

Core Learning Activities

1. Read within-reach books (just right books).
2. Track volume of reading (reading mat).
3. Develop reading strategies.
4. Establish reading habits.

- read with fluency
- demonstrate comprehension
- take a sneak peek at text (picture walk)
- form and revise predictions

Responding to Text:

- reread, retell and discuss text when finished
- employ reading strategies
- work in partnerships to strengthen reading habits

Critiquing Text:

- use reading strategies (cueing systems) flexibly
- use picture and context clues to solve tricky words

Producing Text:

- express thoughts in sentences using a speaking voice
- make eye contact when speaking
- ask questions

5. Work with reading partner.
6. Reread within-reach books to develop fluency and comprehension.
7. Using visuals (i.e. graphic organizers, picture supports) retell stories including characters, setting, problem, and solution.

Assessments

Running Records

Formative: Other written assessments

The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.

Records the reader's miscues on a copy of the passage read.

The teacher solicits a retelling, Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.

Conferring

Formative: Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.

The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts.

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Building Good Reading Habits from Units of Study for Teaching Reading: Grade 1

Foundations® Level 1

Demonstration Texts:

Ish by Peter Reynolds
Ollie the Stomper by Olivier Dunrea
Gossie and Gertie by Olivier Dunrea
 Poems: Little Miss Muffet
Kazam's Birds by Amy Erlich

Heinemann on-line resources:

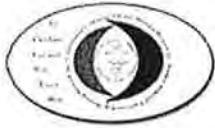
1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources

Student Resources

Texts Used(fiction, non-fiction, on-line, media, etc...)
 Any texts students read during this unit should be selected based on students' reading levels and personal

<p>The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specifics strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.</p> <p>j-running_record_sheet_4-14-F.doc Standards Assessed.pdf</p>	<p>choices.</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections Habits of Mind</p>





Unit Planner: Word Detectives

Reading Grade 1

Wednesday, January 6, 2021 11:26AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 7 - Week 12

Last Updated: Today by Patricia Vitarelli

Word Detectives

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Cuing Systems

[Grade 1 - Reading Unit 2.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

- Phonemic Awareness and phonics promote fluent reading.
- Fluent reading builds comprehension.

Responding Text:

- Perseverance employs flexibility while word-solving.

Producing Text:

- Play and drama optimize the acquisition of high frequency words.

Critiquing Text:

- Strategies and inquiry develop word-solving and monitoring skills.

Conceptual Lens:

- Cueing systems establish fluent readers and comprehension.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

- 1a. What is phonemic awareness? (F)
- 1b. What is phonics? (F)
- 1c. How do readers develop fluency? (C)
- 2a. Does fluent reading support comprehension? (P)
- 2b. What word-solving skills do readers use to make meaning? (C)
- 2c. How do readers use "everything they know" to comprehend text? (C)

Responding Text:

1. What is perseverance? (F)
2. How do readers persevere? (C)
3. What is flexibility? (F)
4. What should readers do when they are stuck on a word? (C)

Producing Text:

1. What is a high-frequency (snap) word? (F)
2. How can readers hold onto new words? (C)
3. Does play help readers solve unknown words? (P)

Critiquing Text:

1. What are ways readers monitor reading? (C)
2. What is inquiry? (F)
3. What are reading strategies? (F)

Conceptual Lens:

1. What are the three cueing systems? (F)
2. Do readers need to maintain meaning while word solving? (P)
3. Why do readers solve unknown words? (C)

Standard(s)

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to

texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of story structure, such as sequence of events, character, plot and setting.

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- know the sound symbol correspondence of all short and long vowel sounds
- identify vowels/vowel sounds within single syllable words (ex. cvc words)
- isolate and blend phonemes in single syllable words
- identify phonemes in the initial, medial and final position in spoken single syllable words
- articulate simple decodable words, identifying all phonemes in the initial, medial and final position
- segment phonemes in proper order. (ex. c-a-t = cat)

Responding Text:

- use re-reading as a strategy to help understand text
- read on level text with accuracy and expression
- work with peers
- make and confirm predictions

Producing Text:

Core Learning Activities

1. Read within-reach books (just right books).
2. Lookout for tough words and stop to solve them right away.
3. Develop word solving skills.
4. Apply phonemic awareness and phonics knowledge.
5. Develop a substantial bank of high-frequency words.
6. Work with a reading partner.
7. Use high frequency words as clues to make meaning.
8. Consistently use meaning, structure, and visual information to strengthen fluency.
9. Read in longer phrases.
10. Comprehend more complex stories.

[Word Detectives Bend 2.pdf](#)

[Word Detectives Bend 1.pdf](#)

[Word Detectives Bend 3.pdf](#)

[Blank Personal Word Wall](#)



[Level 1 Trick Word Personal Word Wall.pdf](#)

- collect bank of known sight words
- recognize and read grade appropriate irregularly spelled word
- read words with inflectional endings

Critiquing Text:

- use context to confirm or self-correct word recognition and understanding
- reread to monitor and self-correct

[tcoe bookmarks grade 1.pdf](#)

Assessments

Running Record

Other written assessments

Study running records of your students reading instructional-level texts to learn what they do when they encounter unknown words.

As you analyze running records, ask yourself the following about your students:

- Do they notice when something is wrong in their reading and stop to fix the problem?
- Do they make attempts?
- Do they check their attempts?
- Do they make multiple attempts?
- What sources of information do they use?
- Are they able to break words into parts?
- Do they recognize known words with automaticity?
- Do they understand what they read?

Conferring

Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.

The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts. The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specifics strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.

[j-running record sheet 4-14-F.pdf](#)
[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[Word Detectives: Strategies for Using High Frequency Words and For Decoding](#) (Spiral Bound Grade 1 If/Then Unit)

Fundations® Level 1

Demonstration Texts:

[Word Collector](#) by Peter H. Reynolds

[A Country Mouse and a Town Mouse](#) by Ruth Mattison

[Lost Socks](#) by Dawn McMillan

Read Aloud and Shared Reading:

[The Birthday Boy](#) by Debbie Croft

[Nate the Great](#) by Marjorie Weinman Sharmat

[Max's Words](#) by Kate Banks

[Take Away the A](#) by Michael Escoffier

[The High-Rise Private Eyes](#) by Cynthia Rylant

[Young Cam Jansen](#) by David Adler

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Word Detectives: Strategies for Using High Frequency Words and For Decoding, Grade 1

Safe Links for Word Detective Videos (for play and drama)

[Welcome](#)

[Mission 1](#)

[Mission 2](#)

[Mission 3](#)

[Mission 4](#)

[Mission 5](#)

[Congratulations](#)

Ghostbusters Instrumental Theme Song

Student Resources

Texts Used(fiction, non-fiction, on-line, media, etc...)
Any texts students read during this unit should be selected based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

- Foundations - link phonics to reading & writing
- Phonemic awareness activities
- Habits of Mind - Growth Mindset





Unit Planner: Learning About the World Reading Grade 1

Wednesday, January 6, 2021 11:31AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 13 - Week 19

Last Updated: Today by Patricia Vitarelli

Learning About the World

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Information

[Grade 1 - Reading Unit 3.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

Sources of information, text features and vocabulary build comprehension.

Responding to Text:

Key words enhance readers' mental images of new information.

Producing Text:

Partnerships and drama strengthen understanding of informational text.

Critiquing Text:

Word analysis and cueing systems develop flexibility in solving words.

Conceptual Lens:

Sources of information and schema lead to acquisition of knowledge.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What are text features? (F)
2. How do readers use sources of information (pictures, title, and "call outs") to build comprehension? (C)
3. How do readers work to understand new vocabulary? (C)

Responding To Text:

1. How do key words unlock knowledge? (C)
2. How does pausing help readers to envision new learning? (C)
3. How do readers connect the information in the words with information in the pictures? (C)
4. Which one is more useful to readers, pictures or words? (P)

Producing Text:

1. What is drama? (F)
2. What are reading partnerships? (F)
3. What is stamina? (F)
4. How do facial expressions, gestures, and tone of voice help explain new learning to others? (C)

Critiquing Text:

1. What are the three cueing systems? (F)
2. How do readers solve words with flexibility? (C)
3. Does rereading support word analysis? (C)

Conceptual Lens:

1. What is schema? (F)
2. How do readers build a repertoire of knowledge? (C)
3. What comprehension strategies do readers employ? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RI.1.1. Ask and answer questions about 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.

RI.1.2. Identify the main topic and retell key details of a text.

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

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information 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.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of information text such as topic and supporting details..

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Critical Content:

Understanding Text:

- ask questions about a text
- identify informational structure
- understand the purpose of informational text
- understand the structure of informational text
- identify a word that is unknown

Core Learning Activities

1. Employ reading strategies to understand text (previewing, predicting, noticing text structure, synthesizing information from multiple source - picture, print, text boxes).
2. Read with fluency, expression, and purpose.
3. Reread text to remember new information.
4. Develop good habits for decoding unfamiliar words.
5. Learn meaning of new words.

- identify text features

Responding to Text:

- answer questions about a text
- respond in clear, focused sentences
- describe main ideas in informational text
- analyze how the words and illustrations present information and ideas
- connect the illustrations with the message

Critiquing Text:

- read for details

Producing Text:

- express understanding of the meaning of a text
- work in groups and partnerships
- read with purpose

tooe bookmarks grade 1.pdf

6. Use key words in conversation about the text.
7. Read like a writer/expert.
8. Read aloud to others with purpose.

Assessments

Running Records

Other oral assessments

Record how students are using and integrating the sources of information as they read.

Take notes on the running record form:

- Does child still point under words?
- Does child pause often to solve words with little automaticity?
- Does child rely on one or two words at time, rarely scooping words into meaningful phrases?

Conferring

Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.

The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts. The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specific strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Learning About the World from Units of Study for Teaching Reading: Grade 1

Fundations® Level 1

Demonstration Texts:

Hang On, Monkey by Susan B. Neuman
Owls by Mary R. Dunn

I Want to Be a Doctor by Dan Liebman
PBS Videos: Wild Kratts

Super Storms by Seymour Simon

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 3 Reading Units of Study

Student Resources

Texts Used (fiction, non-fiction, on-line, media, etc...) Any texts students read during this unit should be selected based on students' reading levels and personal choices.

<p>the reader of future follow-up. <u>j-running record sheet 4-14-F.doc</u> <u>Standards Assessed.pdf</u></p>	
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections NGSS Grade 1 Unit: From Molecules to Organisms- Structures & Processes</p>





Unit Planner: Readers Get to Know Characters Reading Grade 1

Wednesday, January 6, 2021, 11:32AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 20 - Week 25

Last Updated: Today by Patricia Vitarelli

Readers Get to Know Characters

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Characters

[Unit 4 - Readers Get to Know Characters by Performing Their Books.pdf](#)

Generalizations / Enduring Understandings

Understanding Text

Sense of story elements lead to comprehension.

Responding to Text

Partnerships and book clubs promote discussion.

Producing Text

Reader's Theater and drama strengthen fluency and expression.

Critiquing Text

Character actions and feelings shape comparisons.

Conceptual Lens

Imitation through performance expresses mastery of characters

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What are story elements? (F)
2. How do readers use story elements (characters, setting, story events) to develop an understanding of characters? (C)
3. How do story elements build comprehension? (C)

Responding To Text:

1. What is a book club? (F)
2. What are the roles and responsibilities of a partner? (F)
3. Do book discussions build comprehension? (P)
4. Do reading partnerships and/or book clubs help readers? (P)

Producing Text:

1. What is fluency? (F)
2. What is Reader's Theater? (F)
3. Why are fluency and expression important? (C)
4. How does drama help readers understand characters? (C)

Critiquing Text:

1. Is it important to compare characters' actions and feelings?(P)
2. What is a comparison? (F)
3. How do characters change across a series? (C)

Conceptual Lens:

1. What is imitation? (F)
2. How can readers imitate a character? (C)
3. Why is character understanding important? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

Fluency

RF.1.4. 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.

Speaking and Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions 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.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of story structure, such as sequence of events, character, plot and setting.

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

What students must KNOW and be able to DO

Critical Content:

Understanding Text:

Core Learning Activities

1. Read character books (types of characters: animals, friends, family, pets, etc.).
2. Read across at least one series.

- read with fluency
- demonstrate comprehension
- take a sneak peek at text (picture walk)
- form and revise predictions
- understand that words are clues to what characters are thinking

Responding to Text:

- reread, retell and discuss text when finished
- employ reading strategies
- work in partnerships and groups to strengthen reading habits

Critiquing Text:

- use reading strategies (cueing systems) flexibly
- use picture and context clues to solve tricky words
- identify words that communicate feelings
- understand comparisons

Producing Text:

- express thoughts in sentences using a speaking voice
- make eye contact when speaking
- ask questions about the text

3. Describe character personality traits.
4. Complete a character feelings chart.
5. Identify character actions and dialogue.
6. Use voice to bring stories to life.
7. Work with reading partners and book clubs.
8. Reread books to develop fluency and comprehension.
9. Perform stories for others (e.g. partnerships, book clubs, class, staff, parents, etc).

[First Grade Reading Unit 04-Readers Get to Know the Characters in Books.pdf](#)

Assessments

Running Records

Formative: Other oral assessments

The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.

Records the reader's miscues on a copy of the passage read.

The teacher solicits a retelling, Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.

Conferring

Formative: Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.

The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the

Resources

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[If...Then...Curriculum: Readers Get To Know Characters By Performing Their Books](#) (pg. 47-68)

[First Grade Reading Unit 04-Readers Get to Know the Characters in Books.pdf](#) (attached under core activities)

Fundations® Level 1

Demonstration Texts/Series:

[Peter's Chair](#) by Ezra Jack Keats
[Lilly's Purple Plastic Purse](#) by Kevin Henkes
[Leonardo the Terrible Monster](#) by Mo Willems
[Elephant and Piggie Series](#) by Mo Willems
[Mrs. Wishy-Washy Series](#) by Joy Cowley
[Puppy Mudge Series](#) by Cynthia Rylant
[Fly Guy Series](#) by Tedd Arnold
[Mr. Tiger Goes Wild](#) by Peter Brown

reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts. The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specific strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.

[i-running record sheet 4-14-F.doc](#)
[Standards Assessed.pdf](#)

[When Sophie Gets Angry](#) by Molly Bang
[Koala Lou](#) by Mem Fox
[Maisy Series](#) by Lucy Cousins
[Biscuit Series](#) by Alyssa Satin Capucilli

Read Aloud Texts/Series:

[Mr. Popper's Penguins](#) by Richard Atwater
[The Mouse and the Motorcycle](#) by Beverly Cleary
[Katie Woo](#) by Fran Manushkin
[Pobbleton](#) by Cynthia Rylant
[Iris and Walter](#) by Elissa Haden Guest

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources

Student Resources

Texts Used(fiction, on-line, media, etc...)
Any texts students read during this unit should be selected based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)
[Critical Thinking](#)
[Spoken Communication](#)
[Written Performance](#)

Interdisciplinary Connections

Habits of Mind
Theater
Social Emotional Learning



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Readers Have Big Jobs to Do Reading Grade 1

Wednesday, January 6, 2021 11:54AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 26 - Week 31

Last Updated: Today by Patricia Vitarelli

Readers Have Big Jobs to Do

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Reading Strategies

[Grade 1 - Readers Have Big Jobs to Do; Unit 5.pdf](#)

Generalizations / Enduring Understandings

Understanding Text

Monitoring reading initiates action for word solving and comprehension.

Responding to Text

Flexibility and persistence improve accuracy.

Producing Text

Automaticity leads to prosody.

Critiquing Text

Visualization and reflection optimizes understanding of text.

Conceptual Lens

Integration of reading strategies builds independence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

1. What is word solving? (F)
2. How do readers demonstrate comprehension?
(C)
3. What is comprehension? (F)
4. How do readers monitor themselves while reading? (C)

Responding to Text

1. Is accuracy important? (P)
2. How do readers demonstrate flexibility? (C)
3. What does persistence look like? (C)
4. What is accuracy? (F)

Producing Text

1. What is prosody? (F)
2. What is automaticity? (F)
3. How can readers develop prosody? (C)
4. Why is automaticity important? (C)

Critiquing Text

1. How do readers visualize? (C)
2. How do readers reflect? (C)
3. What is visualization? (F)
4. How do readers demonstrate understanding of text? (C)
5. Which is more important for understanding text, visualization or reflection? (P)

Conceptual Lens

1. What are reading strategies? (F)
2. How do readers develop independence? (C)
3. How can readers integrate reading strategies?
(C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

RL.1.6. Identify who is telling the story at various points 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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Informational 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of story structure, such as sequence of events, character, plot and setting.

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

What students must KNOW and be able to DO

Critical Content:

Understanding Text:

- read with fluency
- demonstrate comprehension
- form and revise predictions
- understand that words are clues to what characters are thinking

Responding to Text:

- reread, retell and discuss text when finished
- employ reading strategies
- work in partnerships and groups to strengthen

Core Learning Activities

1. Read instructional level books (to focus on solving reading problems).
2. Reread books to develop independence.
3. Develop a repertoire of reading strategies for decoding and comprehension (tool box).
4. Reread to practice fluency and strengthen comprehension.
5. Listen to digital books.
6. Retell big events from a story.
7. Make and confirm predictions.
8. Work with reading partners to grow ideas, develop new vocabulary, and solve problems.
9. Read to an audience.
10. Celebrate reading growth.

reading habits

Critiquing Text:

- use reading strategies (cueing systems) flexibly
- use picture and context clues to solve tricky words
- identify words that communicate feelings
- understand comparisons

Producing Text:

- express thoughts in sentences using a speaking voice
- make eye contact when speaking
- ask questions about the text

CCSS Bookmarks

Assessments

Running Records

Other oral assessments

The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.

Records the reader's miscues on a copy of the passage read.

The teacher solicits a retelling,

Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.

Conferring

Formative: Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.

The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts.

The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specifics strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.

j-running record sheet 4-14-F.doc

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Unit 3: Readers Have Big Jobs To Do from Units of Study for Teaching Reading: Grade 1

Demonstration Texts/Series:

- Dinosaur Chase by Hugh Price
- Tumbleweed Stew by Susan Stevens Crummel
- Zelda and Ivy: The Runaways by Laura McGee Kvasanosky

Fundations® Level 1

Read Aloud Texts/Series:

Frog and Toad Are Friends by Arnold Lobel

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources

Student Resources

Texts Used(fiction, on-line, media, etc...)

Any texts students read during this unit should be selected based on students' reading levels and personal choices.

<u>Standards Assessed.pdf</u>	
Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u>	Interdisciplinary Connections Habits of Mind



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. Privacy Policy



Unit Planner: Meeting Characters and Learning Lessons Reading Grade 1

Wednesday, January 6, 2021 11:05AM

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading
Grade 1 > Week 32 - Week 38

Last Updated: Today by Patricia Vitarelli

Meeting Characters and Learning Lessons

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Story Elements

[Unit 5 Meeting Characters and Learning Lessons.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

Readers discover life lessons through big events.

Responding to Text:

Readers employ strategies to identify key details.

Producing Text:

Fluency and expression ignite imagination and engagement.

Critiquing Text:

Readers track characters' actions and dialogue to form inferences about characters' feelings.

Conceptual Lens:

Story elements activate literal and inferential understanding of characters.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is a life lesson? (C)
2. How do readers identify big events in stories? (F)

Responding to Text:

1. What are reading strategies? (F)
2. How do readers determine importance of details? (C)
3. How does the story line help readers predict? (C)

Producing Text:

1. How do readers use fluency to sound like the characters? (C)
2. How does rereading support fluency? (C)
3. What does expressive reading sound like? (C)
4. Do readers have to use fluency and expression to engage with text? (P)
5. What is imagination? (F)

Critiquing Text:

1. How do readers track characters' actions and feelings? (C)
2. What is an inference? (F)
3. How do readers' develop vocabulary to describe characters' feelings and actions? (C)

Conceptual Lens:

1. What is the difference between literal and

- inferential understanding? (F)
2. What are story elements? (F)
3. How do readers understand characters? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

RL.1.6. Identify who is telling the story at various points 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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Recall elements and details of story structure, such as sequence of events, character, plot and setting.

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Use context cues to identify unfamiliar words.

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Support ideas with details and examples.
- Ex. Use voice appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer strategies and habits developed and employed in one text to another.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Critical Content:

Understanding Text:

- read with fluency
- demonstrate comprehension
- take a sneak peek at text (picture walk)
- form and revise predictions
- understand that words are clues to what characters are thinking

Core Learning Activities

1. Read story books (narrative structure and story line).
2. Describe character personality traits.
3. Create a bank of vocabulary to describe a character's feelings.
4. Identify character actions and dialogue.
5. Retell main events and key details of a story.
6. Use voice to bring stories to life.
7. Work with reading partners.

- understand character
- identify characters within the story
- identify main character of the story
- identify and verbalize major story events, citing key details
- identify key events and details of story in sequential order (problem-resolution)
- understand the lesson or moral of a story

Responding to Text:

- reread, retell and discuss text when finished
- employ reading strategies
- work in partnerships and groups to strengthen reading habits
- identify and verbalize key details and main events within the story

Critiquing Text:

- use reading strategies (cueing systems) flexibly
- use picture and context clues to solve tricky words
- compare and contrast
- identify words that communicate feelings...happy, sad, angry, worry, fear

Producing Text:

- express thoughts in sentences using a speaking voice
- make eye contact when speaking
- ask questions about the text

8. Reread books to develop fluency, expression, and comprehension.
9. Compare and contrast books with a partner
10. Discover and share lessons from stories.
11. Set reading goals and reflect on them.
12. Make book recommendations to a partner.

Assessments

Running Records

Formative: Other oral assessments

The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.

Records the reader's miscues on a copy of the passage read.

The teacher solicits a retelling, Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.

Conferring

Formative: Other oral assessments

Teacher observes and/or interviews, researching especially to understand what the reader can do, can

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Unit 4: Meeting Characters and Learning Lessons from Units of Study for Teaching Reading: Grade 1

Foundations® Level 1

Demonstration Texts/Series:

Iris and Walter and the Field Trip by Elissa Haden Guest
Mr. Putter and Tabby Drop the Ball by Cynthia Rylant and Arthur Howard
Poppleton by Cynthia Rylant
Frog and Toad are Friends by Arnold Lobel

almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.
 The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts. The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specifics strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.

[j-running_record_sheet_4-14-F.doc](#)
[Standards Assessed.pdf](#)

Ish by Peter Reynolds
Pancakes for Breakfast by Tomie DePoala
Little Red Riding Hood (any version)
No David by David Shannon
Ruthie and the Not So Teeny Tiny Lie by Laura Rankin
The Carrot Seed by Ruth Kraus
The Ghost-Eye Tree by Bill Martin Jr.
Off We Go by Jane Yolen
Henry and Mudge by Cythia Rylant
Little Bear by Elise Holmelund Minarik
Curious George by H. A. Rey

Read Aloud

Upstairs Mouse, Downstairs Mole by Wong Herbert Yee

Shared Reading

"The Scary Movie" from *George and Martha One More Time* by James Marshall
Chums by Arthur Guiterman

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)
[Critical Thinking](#)
[Spoken Communication](#)
[Written Performance](#)

Interdisciplinary Connections

Habits of Mind
 Social Emotional Learning





Unit Planner: Small Moments

Writing Grade 1

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing
Grade 1 > Week 1 - Week 7

Last Updated: Today by Patricia Vitarelli

Small Moments

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Storytelling
[Grade 1 - Writing Unit 1 Web.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

1. A plan and sequence of events generate stories.
2. Phonemic awareness strengthens spelling.

Producing Text:

- Routines and structure build stamina.

Responding to Text:

- Checklists and partnerships facilitate discussions.

Critiquing Text:

- Mentor texts guide the writing process.

Conceptual Lens:

- Storytelling sparks literacy.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

- 1a. What is a small moment? (F)
- 1b. How do writers plan a small moment? (C)
- 1c. What is a sequence of events? (F)
- 1d. How can writers generate story ideas? (C)
- 2a. What is phonemic awareness? (F)
- 2b. Is correct spelling necessary for writing? (P)
- 2c. What resources do writers use to strengthen spelling? (F)

Producing Text:

1. What is stamina? (F)
2. Do routines build stamina? (P)
3. What are routines? (F)
4. How do writers structure their work? (C)

Responding to Text:

1. What is a checklist? (F)
2. How do writers use checklists? (C)
3. Do partnerships facilitate discussions? (P)

Critiquing Text:

1. What are mentor texts? (F)
2. What is the writing process? (F)
3. How do writers incorporate craft moves from mentor texts into a piece? (C)

Conceptual Lens:

1. What is storytelling? (F)
2. How does storytelling support literacy? (C)
3. How do writers incorporate drama into storytelling? (C)

Standard(s)

Connecticut Core Standards / Content Standards

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to a personal narrative.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

*What students must **KNOW and be able to DO***
Understanding Text:

- generate a topic for their writing
- organize ideas so they can be written logically

Core Learning Activities

- Complete a narrative writing pre assessment: Best Personal Narrative.
- Personalize and establish a writer's folder.

- retell events in a sequence order
- use grade level conventions

Producing Text:

- write complete sentences
- write a narrative on a small moment
- organize writing so it moves logically
- describe personal experiences
- segment words

Responding to Text:

- work with peers
- ask questions for clarity
- understand how to use a narrative checklist

Critiquing Text:

- provide enough detail to bring the written piece to closure
- edit

- Establish routines and structures.
- *Follow the writing process:
 - Generating and collecting ideas
 - Choose an Idea
 - Use mentor texts to model small moments
 - Rehearsing ideas
 - Touch and tell
 - Drafting
 - sketch and then write (for each small moment book)
 - Revising
 - Share/read piece with partner
 - Use checklist to determine areas to revise
 - Editing
 - With a partner or on your own, check final piece for first grade grammar and spelling conventions
 - Publishing
 - Select one piece to publish
 - Illustrate a cover
 - Celebrate writing - share polished piece with an audience

*Students should go through the writing process multiple times throughout the unit.

*Students are exposed to narrative journal writing throughout the year.

1. Create a writing portfolio to collect a piece from each unit for last unit - independent writing project.

2. Student chooses one piece to add to portfolio.

[Two Line Paper Choice.pdf](#)

[Five Page Booklet.pdf](#)



[FUN Writing Paper Portrait Large Grids w Drawing Box Name Line.pdf](#)

Assessments

Narrative Writing Pre Assessment

Formative: Written Test

Devote time to ask all children to produce a narrative piece of writing to establish a baseline. Score using Narrative Writing Rubric.

- Give children a three page booklet (publishing paper attached)
- Provide pointers:
 - Make a beginning for your story
 - show what happened, in order
 - use details to help readers picture your story
 - make an ending for your story

During the assessment, teacher will move among the room and ask students whose writing seems indecipherable to tell what is written and record verbatim

Resources

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[Small Moments: Writing with Focus, Detail, and Dialogue Units of Study for Teaching Writing: Grade 1](#)

Fundations® Level 1

[Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5](#) by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

on a sticky note.

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- who is sketching
- getting more pages
- rereading
- who is a fledgling writer
- who writes long
- who has a knowledge of words (letter sounds, spelling patterns, phonemic awareness)

[Three page booklet.pdf](#)



[LearningProg_NAR \(5\).pdf](#)

[Gr1PrePostNarrativeSep2017.docx.pdf](#)

[Narrative Writing Rubric G1-2.pdf](#)

[Standards Assessed.pdf](#)

Demonstration Texts:

[Night of the Veggie Monster](#) by George McMclements

[Joshua's Night Whispers](#) by

[Chrysanthemum](#) by Kevin Henkes

[The Relatives Came](#) by Cynthia Rylant

[The Kissing Hand](#) by Audrey Penn

[Shortcut](#) by Donald Crews

[A Chair for my Mother](#) Vera Williams

[Rollercoaster](#) by Marla Frazee

[A Moment in Time](#) by Jennifer Butenas

[Owl Moon](#) by Jane Yolen

[Jamaica's Find](#) Juanita Havill

Songs: Itsy Bitsy Spider, If You're Happy & You Know It,

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Habits of Mind

SEL Curriculum: Second Step



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Writing How-To Books

Writing Grade 1

Written by Cynthia A. Tabasko, Eileen Uberti, Anne Vitarelli

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade 1 > Week 8 - Week 13

Last Updated: Today by Patricia Vitarelli

Writing How-To Books

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Procedural Writing

[Grade 1 - Writing Unit 2.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

- Procedures determine text structure.

Producing Text:

- Specificity in actions conveys sequence of instructions.

Responding to Text:

- Clarity and voice command audience.

Critiquing Text:

- Rehearsal and mentor text generate revision.

Conceptual Lens:

- Explicitness, clarity, and sequence organize procedural writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is procedural writing?(F)
2. How do transition words determine text structure? (C)
3. What are transition words? (F)

Producing Text:

1. Is it always important to make writing precise and detailed? (P)
2. Why do readers need explicit directions? (C)
3. What are precise action words? (F)

Responding to Text:

1. What is voice? (F)
2. Who is the audience? (C)
3. How do writers clarify directions? (C)

Critiquing Text:

1. How do writers rehearse? (C)
2. What is a mentor text? (F)
3. What is a revision? (C)
4. How do writers improve a piece of writing? (C)

Conceptual Lens:

1. How is procedural writing organized? (C)
2. What is clarity? (F)
3. How does explicitness instruct the reader? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to a how-to informational text.

[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***
Understanding Text:

- step-by-step writing
- writing to teach readers
- generate topic to write about

Producing Text:

- generate topics/ideas
- use transitional words
- write across pages
- organize ideas to write logically

Responding to Text:

- revise
- edit
- work with peers

Critiquing Text:

- use checklists

[tcoe bookmarks grade 1.pdf](#)

Core Learning Activities

Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.

- *Follow the writing process:
 - Generating and collecting ideas
 - Think of topics
 - Tour classroom, bring a picture, create an idea booklet
 - Choose an Idea
 - Use mentor texts to model how-to
 - Rehearsing ideas
 - Touch and tell
 - Act out steps
 - Drafting
 - Sketch and then write and label (for each step)
 - Revising
 - Read piece and have partner act out
 - Check for clarity
 - Use mentor text to create a how-to series
 - Use checklist to determine areas to revise
 - Editing
 - With a partner or on your own:
 - check final piece for first grade grammar and spelling conventions
 - write a conclusion
 - Publishing
 - Select one piece to publish
 - Illustrate a cover
 - Celebrate writing - share published piece with an audience

*Students should go through the writing process multiple times throughout the unit.

*Students are exposed to narrative journal writing throughout the year

REMINDER:

Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- who is using transition words
- using specific language
- rereading
- writing longer sentences
- has clarity and specificity in their steps (both writing and pictures)
- who has a knowledge of spelling patterns
- using capital letters and punctuation
- spelling word wall words correctly
- labels their pictures

Information Writing

Formative: Written Test

Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.

[CL_WP_IL_INFO_G1.pdf](#)

[Standards Assessed.pdf](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Resources

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

Lucy Calkins Units of Study for Teaching Writing: "If . . . Then . . ." (p 30- 40)

Possible How-to Minilessons (attachment)

Fundations® Level 1

[Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5](#) by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Demonstration Texts:

[How a House is Built](#) by Gail Gibbons

[The Pumpkin Book](#) by Gail Gibbons (page: How to Carve a Pumpkin)

[My First Soccer Game](#) by Alyssa Satin Capucilli

[How to Make Slime](#) by Lori Shores

[How to Read a Story](#) by Kate Messner

[How to Bake a Cake](#) by Anastasia Suen

Printable Illustrated Recipes: [teenytinyfoodie.com](#)

Video: How to Writing for Kids (YouTube)

Video: How-To Essay (Brain POP)

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study (only information resources available)

Possible How-To Minilessons.pdf

Interdisciplinary Connections

- Unified Arts
- NGSS - Patterns of the Sun and Moon; Light and Sound



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Nonfiction Chapter Books

Writing Grade 1

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade 1 > Week 14 - Week 19

Last Updated: Today by Patricia Vitarelli

Nonfiction Chapter Books

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Information

[Grade 1 - Writing Nonfiction Chapter Books; Unit 3.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

- Structure organizes informational writing.

Producing Text:

- Elaboration and text elements increase volume.

Responding to Text:

- Setting goals develops independence and builds stamina.

Critiquing Text:

- Checklists and mentor texts guide self-assessment.

Conceptual Lens:

- Information refines a writer's schema.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What are structures of informational text? (F)
2. Is structure important when writing informational text? (P)
3. How do writers organize information? (C)

Producing Text:

1. What is volume? (F)
2. What is elaboration? (F)
3. What are text elements? (F)
4. What techniques, strategies, or craft moves increase writing volume? (C)

Responding to Text:

1. How do writers set goals? (C)
2. What is a goal? (F)
3. How do writers build stamina? (C)

Critiquing Text:

1. How do writers identify areas to improve writing? (C)
2. What tools help writers self-assess? (F)
3. What is a mentor text? (F)

Conceptual Lens:

1. What is schema? (F)
2. Is schema reliable for writing information texts? (P)
3. Why do authors produce informational texts? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Fluency

RF.1.4. 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.

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.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

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.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.1.9. (Begins in grade 4)

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers

and adults in small and larger groups.

SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions 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.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to a expository text.

**Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf**

Critical Content & Skills

*What students must **KNOW** and be able to **DO***
Understanding Text:

- identify a topic
- identify facts about a topic
- share facts about topic with peer
- understand informational text structure
- teach topic part by part

Producing Text:

- organize ideas to be written logically
- add details to support topics
- use commas to separate single words in series
- use end punctuation for sentences
- capitalize dates, proper nouns, and beginning of sentences
- write in complete sentences
- use conventional spelling for common spelling patterns and frequently occurring irregular words

Responding to Text:

- work in partnerships to revise and edit writing
- retell/recall key details

Critiquing Text:

- locate information within a text
- know that information can come from different sources
- use content specific vocabulary

Core Learning Activities

- *Follow the writing process:
 - Generating and collecting ideas
 - Think of topics
 - Choose an Idea
 - Use mentor texts to identify text features
 - Rehearsing ideas
 - Tell, sketch, and write
 - Ask questions and write to answer questions
 - Talk with partner to talk about topic and reflect on what they are learning
 - Plan and write different chapters
 - Drafting
 - Teach with illustrations and details
 - Develop a table of contents
 - Use craft moves from mentor texts
 - Use comparisons, examples and elements of persuasion
 - Use fancy words
 - Revising
 - Read piece to a partner
 - Write an introduction
 - Check for clarity
 - Check for purposeful punctuation
 - Use checklist to determine areas to revise
 - Research images or photos to say more
 - Editing
 - With a partner or on your own:
 - check final piece for first grade grammar and spelling conventions
 - write a conclusion
 - Publishing
 - Select one piece to publish
 - Illustrate a cover
 - Celebrate writing - share published piece with an audience

*Students should go through the writing process multiple times

throughout the unit.

Pieces should evolve from a picture book to a chapter book.

*Students are exposed to narrative journal writing throughout the year

REMINDER:

Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments

Writing Engagement Inventory

Other Visual Assessments

Choose a writing session within the first week of teaching to "stand aside for a while" and observe carefully what children do.

- who is off and writing right away
- who begins a story
- who sketches first and then dives into writing
- who stares dreamily into space
- who moves around the room

Informational Writing Post-Assessment Summative: Written Test

Devote time to ask all children to produce an informational piece of writing. Score using Informational Writing Rubric.

- Give children a five page booklet
- Provide pointers:
 - Introduce the topic you will teach about
 - Include lots of information
 - Organize your writing
 - Use transition words
 - Write and ending

During the assessment, teacher will move among the room and ask students whose writing seems indecipherable to tell what is written and record verbatim on a sticky note.

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- who is using transition words
- using specific language
- rereading
- writing longer sentences
- has clarity and specificity in their steps (both writing and pictures)
- who has a knowledge of spelling patterns

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Nonfiction Chapter Books Units of Study for Teaching Writing: Grade 1

Fundations® Level 1

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Demonstration Texts:

Sharks! by Anne Schreiber

Rigby PM Pets Series: Goldfish, Mice, Cats

Animal Families by DK Publishing

Star Wars: Spaceships by Scholastic

Trucks by Wil Mara

Mentor Text Basket - "Our Writing Teachers"

Bugs, Bugs, Bugs by Jennifer Dussling

My Football Book by Gail Gibbons

Star Wars R2-D2 and Friends by Simon Beecroft

The Story of Chocolate by Caryn Jenner

Invaders from Outer Space by Phillip Brooks

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study

<ul style="list-style-type: none"> • using capital letters and punctuation • spelling word wall words correctly • labels their pictures <p> CL WP IL INFO G1.pdf rsb-engagement_inventory.pdf Standards Assessed.pdf Gr1PostInfoAug2016.docx.pdf Informational Writing Rubric G1-2.pdf </p>	
<p>Student Learning Expectation & 21st Century Skills</p> <p> Information Literacy Critical Thinking Spoken Communication Written Performance </p>	<p>Interdisciplinary Connections</p> <p>NGSS Units:</p> <ul style="list-style-type: none"> • From Molecules to Organisms: Structures and Processes <p>Habits of Mind</p> <p>Learning About the World: Reading Nonfiction</p>





Unit Planner: Writing Reviews

Writing Grade 1

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade 1 > Week 20 - Week 25

Last Updated: Tuesday, June 30, 2020
by Patricia Vitarelli

Writing Reviews

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Persuasion

Grade 1 - Writing Writing Reviews; Unit 4.pdf

Generalizations / Enduring Understandings

Understanding Text:

- Reviews and judgement communicate an opinion.

Responding Text:

- Perspective leads an audience in debate.

Producing Text:

- Reasons and comparison strengthen an argument.

Critiquing Text:

- Checklists and partnerships assist with revision.

Conceptual Lens:

- Voice and evidence facilitate persuasion.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is an opinion? (F)
2. How do writers communicate an opinion? (C)
3. What is a review? (F)

Responding Text:

1. What is a debate? (F)
2. What is the purpose of debate? (C)
3. Does the audience influence the debate? (P)
4. How does perspective impact opinion? (C)

Producing Text:

1. How do writers strengthen arguments? (C)
2. What is a comparison? (F)

Critiquing Text:

1. How can writers utilize checklists? (C)
2. What is revision? (F)
3. What is a partnership? (F)

Conceptual Lens:

1. What is voice? (F)
2. What does it mean to persuade? (C)
3. How do writers persuade others? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

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.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to an opinion text.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding Text:

- understand the concept of having an opinion
- identify a "favorite" (i.e. book, toy, movie, restaurant, etc.)
- express an opinion
- support opinion with reason and supporting details

Producing Text:

- state an opinion
- supply a reason
- provide closure
- use commas to separate single words in series
- use end punctuation for sentences
- capitalize dates, proper nouns, and beginning of sentences
- write in complete sentences
- use conventional spelling for common spelling patterns and frequently occurring irregular words

Responding to Text:

- work in partnerships

Critiquing Text:

- edit and revise

Core Learning Activities

- Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.
- *Follow the writing process:
 - Generating and collecting ideas
 - Collect things (toys, books, superhero figures, beanie babies, etc.)
 - Choose topic
 - Use mentor texts to identify qualities of opinion writing
 - Rehearsing ideas
 - Evaluate and rank
 - Form an opinion
 - Give a reason for opinion and provide supporting details
 - Talk with partner about topic
 - Plan and write
 - Drafting
 - Introduce the topic
 - State opinion
 - Supply a reason
 - Add details to support a reason
 - Provide closure
 - Use craft moves from mentor texts
 - Use comparisons, examples and elements of persuasion
 - Monitor volume and set clear expectations (produce multiple reviews)
 - Revising
 - Read piece to a partner
 - Check for clarity
 - Check for thoughtful punctuation
 - Check for linking words
 - Use checklist to determine areas to revise
 - Editing
 - With a partner or on your own:
 - check final piece for first grade grammar and spelling conventions
 - Publishing
 - Select one piece to publish
 - Illustrate a cover
 - Celebrate writing - share published piece with an audience

*Students should go through the writing process multiple times throughout the unit.

*Students are exposed to narrative journal writing throughout the year

REMINDER:

Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments
Preassessment

Resources
Professional & Student

Formative: Written Test

After 7-10 teaching sessions, collect a piece of student writing. Use checklist to evaluate areas of strength and areas of need. Use checklist to set individual writing goals and to form small groups.

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- who is using transition words
- using specific language
- rereading
- writing longer sentences
- has clarity and specificity in their steps (both writing and pictures)
- who has a knowledge of spelling patterns
- using capital letters and punctuation
- spelling word wall words correctly
- labels their pictures

Post Assessment

Summative: Written Test

At the end of the unit, provide students with an opinion writing prompt. Have students write for 1-2 sessions to plan, draft, revise and edit an opinion piece.

Piece will be scored against district approved rubric.



[CL OP G1.pdf](#)



[LearningProg OP \(4\).pdf](#)

[Opinion Writing Rubric G1-2.pdf](#)

[Gr1PostOpinionAug2016.docx.pdf](#)

[Standards Assessed.pdf](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[Writing Reviews Units of Study for Teaching Writing: Grade 1](#)

The dullest, most boring book cover

Fundations® Level 1

[Patterns of Power Inviting Young Writers into the Conventions of Language. Grade 1-5](#) by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Demonstration Text:

[I Am Invited to A Party](#) by Mo Willams

[Goldilocks and The Three Bears](#)

Several menus from local restaurants

Posters and pictures from well known movies

Mentor Texts

[Earrings](#) by Judith Viorst

[Pigeon](#) by Mo Willams

[A Pet For Petunia](#) by Paul Schmid

[A Fine, Fine School](#) by Sharon Creech

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study

Interdisciplinary Connections

Habits of Mind

SEL Curriculum: Second Step



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Poetry and Songs

Writing Grade 1

Wilmington, Delaware

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade 1 > Week 26 - Week 28

Last Updated: Today by Patricia Vitarelli

Poetry and Songs

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Language

[Grade 1 Writing - Unit 5.pdf](#)

Generalizations / Enduring Understandings

Understanding Text:

Rhythm and sound express feelings.

Responding to Text:

Partnerships cultivate observation and comparison.

Producing Text:

1. Imagination launches topics for poems and songs.
2. Repetition emphasizes ideas.

Critiquing Text:

Author's purpose drives craft techniques.

Conceptual Lens:

Language captures what we see and feel.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is rhythm? (F)
2. How can feelings be expressed? (C)
3. Should all poems have rhythm? (P)
4. Are all songs poems? (P)
5. How does sound shape poems and songs? (C)

Responding to Text:

1. What is observation? (F)
2. How do writers observe? (C)
3. Does sharing writing with a partner always improve writing? (P)

Producing Text:

- 1a. How do writers use their imagination? (C)
- 1b. How do writers generate topics? (C)
- 2a. What is repetition? (F)
- 2b. How do writers emphasize ideas? (C)

Critiquing Text:

1. What are craft techniques poets and song writers use? (F)
2. What is author's purpose? (F)
3. Does every poems and song need a purpose? (P)
4. How do readers of poem and songs identify the author's purpose? (C)

Conceptual Lens:

1. How do poets and song writers use language differently from other writers? (C)

2. Why is language powerful? (C)
3. Does a poem or song make all people feel the same way? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. 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.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.1.6. 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.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to a poem or song.

*Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf*

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- understand the concept of poetry
- identify a topic
- understand craft techniques poets and song writers use

Producing Text:

- organize writing
- express ideas and feelings in writing
- emphasize ideas using sizes, colors and adjectives
- experiment with line breaks and white space
- imitate craft from mentor poems and songs
- use conventional spelling for common spelling patterns and frequently occurring irregular words
- produce and publish writing

Core Learning Activities

- *Follow the writing process:
 - Generating and collecting ideas
 - Observe and compare to generate ideas
 - Identify a cherished item and everyday items
 - Choose topic
 - Use mentor texts to identify qualities of poetry and songs
 - Rehearsing ideas
 - Mimic mentor songs and poems
 - Find the beat (singing and clapping)
 - Plan and write
 - Drafting
 - Select a topic
 - Write various versions of familiar songs
 - Experiment with sensory words
 - Incorporate line breaks and white space
 - Use craft techniques from mentor texts
 - Use comparisons and observation
 - Monitor volume and set clear expectations (produce multiple poems or songs)
 - Revising
 - Read piece to a partner

Responding to Text:

- work in partnerships

Critiquing Text:

- edit and revise

- Check for clarity
- Check for purposeful punctuation
- Check for descriptive words
- Check for rhythm and sound in the poem or song
- Play with line breaks and white space
- Editing
 - With a partner or group:
 - share your poem to hear what words sound like
 - check final piece for first grade spelling
- Publishing
 - Create a poetry anthology
 - Celebrate writing - share published work with an audience

*Students should go through the writing process multiple times throughout the unit.

*Students are exposed to narrative journal writing throughout the year

REMINDER:

Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments

Conferring

Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- getting more pages
- rereading
- who is a fledgling writer
- who writes long
- who has a knowledge of words (letter sounds, spelling patterns, phonemic awareness)

Standards Assessed.pdf

Resources

Professional & Student

<http://www.poemfarm.amylv.com/2017/03/my-camera-is-extra-eye-poetry-peek.html>

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

If...Then... Curriculum: Grade 1 - Music In Our Hearts (pgs. 16 - 29)

Demonstration Text:

- Familiar songs: Wheels on the Bus, Twinkle, Twinkle, Hokey Pokey, You are My Sunshine, Mary Had a Little Lamb,
- Songs to show strong emotions: I Can See Clearly Now, Celebrate
- Songs that tell a story: The Bear Went Over the Mountain

Fundations® Level 1

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Texts

Blast Off! Poems About Space selected by Lee Bennett Hopkins
Little Dog Poems by Kristine O'Connell George
Creatures of Earth, Sea, and Sky by Georgia Heard

Heinemann on-line resources:

	<ol style="list-style-type: none"> 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 1 Writing Units of Study
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Habits of Mind</p> <p>SEL Curriculum: Second Step</p> <p>Music</p>





Unit Planner: From Scenes to Series: Writing Fiction Writing Grade 1

Writing Grade 1, January 2021 | 1 | 20

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade
1 > Week 29 - Week 34

Last Updated: Today by Patricia Vitarelli

From Scenes to Series: Writing Fiction

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Series Writing

[Grade 1 Writing - From Scenes to Series.pdf](#)

Generalizations / Enduring Understandings

Understanding:

- Pretend characters and story elements create realistic fiction.

Responding:

- Mentor texts guide the imitation of craft and structure for writing realistic fiction.

Producing:

- Action, dialogue, and feelings create details and elaboration.

Critiquing:

- Narrative checklists guide goals and organization of writing.

Lens:

- Strategies and tools equip series writers with independence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are story elements? (F)
- What is realistic fiction? (F)
- What is a series? (F)
- How do writers create pretend characters? (C)

Responding:

- What are craft and structure? (F)
- How do writers imitate mentor text? (C)

Producing:

- How do writers add detail to their stories? (C)
- Do action, dialogue and feelings enhance writing? (P)
- How is elaboration used in series writing? (C)

Critiquing:

- How do writers use checklists? (C)
- What does organized writing look like? (C)
- When do writers set goals? (F)
- Can goals motivate writers? (P)

Lens:

- What strategies and tools can writers use? (F)
- What does writing independence look like? (C)

- How can writers become independent? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

Reading: Literature

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading: Foundational Skills

Phonological Awareness

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions 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.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. How would you describe the sequence of events?
- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to a narrative text.

**Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf**

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Understanding Text:

- develop a character
- identify a problem
- retell events in a sequential order
- use grade level conventions

Producing Text:

- write complete sentences
- organize writing so it moves logically
- give the character adventures (imagine scenarios)
- recount two or more appropriately sequenced events
- segment words

Responding to Text:

- work with peers
- ask questions for clarity
- understand how to use a narrative checklist

Critiquing Text:

- develop a satisfying ending
- edit

Core Learning Activities

- Personalize and establish a holder for series pieces (folder, magazine box, or cereal box).
- Establish routines and structures.
- *Follow the writing process:
 - Generating and collecting ideas
 - Choose an Idea
 - Use mentor texts to model small moments
- Rehearsing ideas
 - Touch and tell
- Drafting
 - sketch and then write (for each small moment book)
- Revising
 - Share/read piece with partner
 - Use checklist to determine areas to revise
- Editing
 - With a partner or on your own, check final piece for first grade grammar and spelling conventions
- Publishing
 - Select one piece to publish
 - Illustrate a cover
 - Celebrate writing - share polished piece

with an audience

- *Students should go through the writing process multiple times throughout the unit.
- *Students are exposed to narrative journal writing throughout the year.

REMINDER:

Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments

Narrative Writing Post Assessment

Summative: Written Test

Devote time to ask all children to produce a narrative piece of writing. Score using Narrative Writing Rubric.

- Give children a five page booklet (publishing paper attached)
- Provide pointers:
 - Make a beginning for your story
 - show what happened, in order
 - use details to help readers picture your story
 - make an ending for your story

During the assessment, teacher will move among the room and ask students whose writing seems indecipherable to tell what is written and record verbatim on a sticky note.

Conferring

Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- who is sketching
- getting more pages
- rereading
- who is a fledgling writer
- who writes long
- who has a knowledge of words (letter sounds, spelling patterns, phonemic awareness)

[Gr1PrePostNarrativeSep2017.docx.pdf](#)

[Narrative Writing Rubric G1-2.pdf](#)



[LearningProg_NAR \(5\).pdf](#)

[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[Lucy Calkins Units of Study for Teaching Writing: From Scenes to Series: Writing Fiction: Grade 1](#)

Fundations® Level 1

[Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5](#) by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Demonstration Texts:

[Henry and Mudge Series](#) by Cynthia Rylant

[Mr. Putter and Tabby Series](#) by Cynthia Rylant

[Mrs. Wishy-Washy Series](#) by Joy Cowley

[David Series](#) by David Shannon

[Alexander Series](#) by Judith Viorst

[Knuffle Bunny Series](#) by Mo Wilhems

[Roscoe Riley Rules Series](#) by Katherine Applegate

[Charlie and Lola Series](#) by Lauren Child

[The Princess In Black](#) by Shannon and Dean Hale

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Second Step Curriculum

SEL

Habits of Mind



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. [Privacy Policy](#)



Unit Planner: Independent Writing Projects

Writing Grade 1

Writing Grade 1, English Language Arts, 2020-2021

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Writing Grade 1 > Week 35 - Week 38

Last Updated: Today by Patricia Vitarelli

Independent Writing Projects

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Genres

[WtgG1.U7-Independent Writing Projects.pdf](#)

Generalizations / Enduring Understandings

Understanding:

- Writers choose narrative, opinion, or informational/procedural writing to convey their purpose.

Responding:

- Writers use partnerships to strengthen aspects of their work during the writing process.

Producing:

- Writers use habits of writing to demonstrate independence.

Critiquing:

- Mentor texts function as teachers for writers.

Lens:

- Genres communicate a writer's message to their audience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What genres can writers utilize to communicate ideas? (C)
- What is narrative, opinion, or informational/procedural writing? (F)
- What is a writer's purpose? (C)

Responding:

- How do writers use the writing process to improve writing? (C)
- What is a partnership? (F)
- Do partnerships strengthen writing? (P)

Producing:

- What are good habits of writing? (F)
- What is independence? (F)
- How do writers demonstrate independence? (C)

Critiquing:

- What can writers learn from other authors? (C)
- What is a mentor text? (F)
- Does the use of a mentor text always benefit a writer? (P)
- Why do writers reflect? (C)

Lens:

- What is genre? (F)
- How do writers determine an audience? (C)

- How does the writer's message determine the genre? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 1

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.

RL.1.1. Ask and answer questions about 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.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.3. Describe characters, settings, and major events in a story, using key details.

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.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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

RL.1.6. Identify who is telling the story at various points 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.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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.

RI.1.1. Ask and answer questions about 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.

RI.1.2. Identify the main topic and retell key details of a text.

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

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information 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.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Range of Writing

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

W.1.10. (Begins in grade 3)

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.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2. Ask and answer questions about key details in 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.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions 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.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a. Print all upper- and lowercase letters.

L.1.1b. Use common, proper, and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1f. Use frequently occurring adjectives.

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. How can you select what to write about?
- Ex. How would describe....?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. What steps are needed to edit?

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. How would you describe the sequence of events?

- Ex. Use craft appropriate to the purpose and audience.

DOK4: How can new insights be generated from a deep understanding of texts?

- Ex. Transfer craft moves from a mentor text to an narrative text.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

*What students must **KNOW** and be able to **DO***
Understanding Text:

- generate genre-specific topic to write about
- understand the structures of different genres (narrative, opinion, informational/procedural)
- use grade level conventions

Producing Text:

- write complete sentences with details
- organize writing so it moves logically
- use words related to topic
- recount two or more appropriately sequenced events
- segment words
- use conventional spelling for common spelling patterns and frequently occurring irregular words
- use transitional words
- use commas to separate single words in a series
- add details to support topic
- provide closure

Responding to Text:

- revise
- edit
- work with peers
- ask questions for clarity

Critiquing Text:

- locate information within a text
- develop a satisfying ending
- use a checklist



[tcoe bookmarks grade 1.pdf](#)

Core Learning Activities

- Follow the writing process:
 - Generating and collecting ideas
 - Reflect on writing from portfolio (pieces collected throughout the year)
 - Reiterate the characteristics of good writing specific to genre
 - Think of ideas
 - Choose a genre to write
 - Choose a topic
 - Rehearsing ideas
 - Tell, sketch, and write
 - Ask questions and write to answer questions
 - Talk with partner to discuss topic and reflect on what they are learning about their writing
 - Create writing groups (publishing houses)
 - Drafting
 - Use illustrations and details to enhance writing
 - Develop a table of contents (if applicable)
 - Use mentor texts to identify qualities of good writing to replicate
 - Write to answer questions for your audience
 - Use precise words
 - Revising
 - Reread to make sure the meaning is clear
 - Read piece to a partner
 - Enhance the introduction
 - Check for clarity
 - Check for thoughtful punctuation
 - Use checklist to determine areas to revise
 - Editing
 - With a partner or on your own:
 - check final piece for first grade grammar and spelling conventions
 - write a conclusion
 - Publishing
 - Publish one piece (select a way that fits project best)
 - Illustrate a cover
 - Celebrate writing - share published piece with an audience

Assessments

Resources

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Check to see:

- independence
- habits
- qualities of chosen genre
- rereading
- who writes long
- who has a knowledge of words (letter sounds, spelling patterns, phonemic awareness)

[Standards Assessed.pdf](#)



[tcoe bookmarks grade 1.pdf](#)

Professional & Student

Professional Resources:

[Concept-Based Curriculum and Instruction for the Thinking Classroom](#) Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

[Designing a Concept-Based Curriculum for English Language Arts](#) by Lois Lanning

[If...Then... Curriculum: Grade 1 - Independent Writing Project across Genres\(pgs. 54 - 64\)](#)

Fundations® Level 1

[Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5](#) by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Texts

Song Books
Poetry
Informational books
Narrative text
Newspaper articles
Persuasive Letters and reviews
Posters
Pamphlets
Greeting cards
Graphic novels
Picture books

Paper choice available on Heinemann.

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 1 Writing Units of Study

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Habits of Mind
SEL Curriculum: Second Step
NGSS Grade 1 Units
Unified Art



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Second-Grade Reading Growth Spurt

Reading Grade 2

Monday, February 1, 2021, 1:57:34

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading
Grade 2 > Week 1 - Week 9

Last Updated: Today by Patricia Vitarelli

Second-Grade Reading Growth Spurt

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Independence

Gr2 Unit1 Reading Web.docx

Generalizations / Enduring Understandings

Understanding:

- Story elements and key details build comprehension.

Responding:

- Partner discussion and use of text evidence strengthen a retell of a story.

Producing:

- Fluency strategies, questions, and text responses increase stamina.

Critiquing:

- Analysis of word choice and author's craft help determine author's purpose.

Lens:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are story elements? (F)
- What story elements does the author include? (F)
- What are key details? (F)
- Which key details are important to the story? (C)
- How do all the parts of a story fit together? (C)

Responding:

- What should be included in a retell of a story? (F)
- What is text evidence? (F)
- How does text evidence support retelling? (C)
- Do reading partnerships improve reading comprehension? (P)

Producing:

- What does reading fluently mean? (F)
- Why is it important to ask questions to monitor comprehension? (C)
- Do student generated questions effect comprehension? (P)
- What reading strategies help clarify meaning? (C)

Critiquing:

- What words does the author use to teach about the characters, setting, and/or plot?(C)
- What is an author's purpose/intention for writing? (F)
- What is the author's lesson/message? (C)
- What words does the author use to help convey meaning? (C)
- How does the author communicate a lesson/message? (C)

- Improved fluency and comprehension promote independence.

Lens:

- What does independent mean? (F)
- What does it mean to be an independent reader? (C)
- Is it important to be an independent reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.1. 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.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.2.10. 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.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. 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

RF.2.4. 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.

Speaking and Listening

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

SL.2.3. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: *Who, what, when, where, why, how.* Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding:

- Identify story elements
- Identify key details
- Describe story structure (beginning, middle, end)

Responding:

- Retell story in sequential order
- Use text evidence to support thinking
- Peer discussion protocols

Producing:

Core Learning Activities

1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
2. Set and modify reading goals.
3. Track progress of reading using a Reading Log (volume and stamina).
4. Record thinking using written response to text (Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
5. Develop reading partnerships.
6. Employ reading strategies to understand text (i.e., retelling, questioning, predicting, visualizing, etc.).
7. Use word-solving strategies to support comprehension.

- Decode unknown words
- Ask/answer questions (who, what, where, when, why, how)

Critiquing:

- Determine author's purpose/intent
- Self-monitor for understanding
- Author's Craft (Word choice, sentence fluency)

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
[tcoe bookmarks grade 2.pdf](#)

Assessments

Informal Running Records

Formative: Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring

Formative: Other written assessments

1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations

[LP_NARR_G2.pdf](#)
[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Second-Grade Reading Growth Spurt: Grade 2 Unit 1 - Lucy Calkins, Shanna Schwartz; Heinemann, 2015

The book is divided into three parts, or bends: *Taking Charge of Reading, Working Hard to Solve Tricky Words, Paying Close Attention to Authors*, with each part of the unit designed to strengthen foundational skills such as reading with fluency and stamina as well as recounting stories and monitoring for comprehension.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

Foundations® Level 2

Mentor Texts: Katie Woo Has the Flu - by Fran Manushkin

Mercy Watson to the Rescue - by Kate DiCamillo

Those Darn Squirrels! by Adam Rubin

Song Lyrics: There Was an Old Lady Who Swallowed a Fly

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Reading Units of Study

	<p><u>Student Resources</u> Students read a variety of fiction texts in various formats (digital, recorded, books on tape, etc.) based on students' reading levels and personal choices.</p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Habits of Mind SEL</p>





Becoming Experts: Reading Nonfiction

5 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
in thesis

Gr2Unit2readingWeb.docx

Generalizations / Enduring Understandings

Understanding:

- Key details, text features, and images support the main idea.

Responding:

- Background knowledge and question strategies enhance discussion and clarification.

Producing:

- Structure and vocabulary validate authenticity to process information.

Critiquing:

- Analysis and connections of text sets generate new learning.

Assessing:

- Synthesis of prior knowledge and text content facilitate deeper understanding.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are key details?(F)
- What are text features?(F)
- What is a main idea?(F)
- How do key details support the main idea?(C)
- Why are text features and images important to navigate nonfiction?(C)
- Which text features are most helpful for gathering information?(P)

Responding:

- What is background knowledge (schema)?(F)
- How do questions lead to understanding?(C)
- How does background knowledge impact reading?(C)
- Is nonfiction read differently from fiction?(C)
- Does group discussion clarify new information?(P)
- How do question strategies guide reading?(C)

Producing:

- What is structure?(F)
- How is the structure of nonfiction different from fiction?(C)
- What is author's intent?(F)
- Is the author trying to explain, describe or inform?(C)
- How does word choice and vocabulary demonstrate author's intent?(C)
- What strategies and tools can be used to find out what a word means?(C)
- Are location of text features important?(P)

Critiquing:

- What does compare and contrast mean?(F)
- Is it important to read more than one text about a topic?(P)
- What are the similarities and differences between how information is presented about the same topic in different texts?(C)

Lens:

- How can new reading influence prior knowledge and understanding?(P)

Standard(s)

Connecticut Core Standards / Content Standards

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.

- RI.2.1. 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.

- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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 choice shapes meaning or tone.

- RI.2.4. 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.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in text efficiently.

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

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.

- RI.2.7. 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.

- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.2.10. 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 proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. 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

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 clear and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.2.2. 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.

- SL.2.3. 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.

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

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.

- L.2.4. 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.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

OK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

OK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also include reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

OK4: How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

webinar-handout-7-17-2018_(1).pdf

Critical Content & Skills

What students must **KNOW** and be able to **DO**

Understanding:

- Structure of informational texts
- Know and use various text features
- Identify key details and main idea
- Re-read and self-monitor to comprehend text

Responding:

- Ask and answer questions about texts
- Access background knowledge for clarification of new information
- Practice partner protocols
- Read with appropriate intonation and rate

Producing:

- Use context clues to help solve unknown words
- Academic vocabulary
- Navigate structure of the text
- Identify author's intent

Comparing:

- Analyze how word choice shapes meaning
- Compare and contrast two or more versions of the same topic

Integrating:

- Merge background knowledge with new information

Please see attached document (bookmarks) for critical content and key skills students would be able to do for each standard listed above.

tcoc_bookmarks_grade_2.pdf

Assessments

Informal Running Records

Formative: Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring

Core Learning Activities

1. Read Just Right nonfiction books (Independent reading level) to develop fluency and comprehension.
2. Set and modify reading goals.
3. Determine main idea and supporting details of a nonfiction text.
4. Identify text features and how a text is organized (Table of Contents, Glossary, Headings, etc.)
5. Track progress of reading using a Reading Log (volume and stamina).
6. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
7. Develop reading partnerships.
8. Employ reading strategies to understand text (i.e., retelling, questioning, predicting, visualizing, etc.).
9. Use word-solving strategies to support comprehension.

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations

↗ LP_INFO_G2.pdf

↗ Standards Assessed.pdf

Becoming Experts: Reading Nonfiction: Grade 2 Unit 2 - Amanda Hartman, Celena Dangler Larkey, Lindsay Wilkes; Heinemann, 2015

The book is divided into three parts, or bends: *Thinking Hard and Growing Knowledge*, *Learning the Lingo of a Topic*, *Across a Topic*, with each part of the unit designed to strengthen word decoding skills, paying close attention to details while growing knowledge across texts as they read about topic sets of texts.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

The Comprehension Toolkit - By Stephanie Harvey and Anne Goudvis; Heinemann, 2008

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

Fundations® Level 2

Mentor Texts:

Knights in Shining Armor - by Gail Gibbons,

Tigers - by Laura Marsh

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Reading Units of Study

Student Resources

Students read a variety of nonfiction texts in various formats (digital, recorded, book on tape, etc.) based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Oral Communication
Written Performance

Interdisciplinary Connections

Habits of Mind

SEL

NGSS Units or Social Studies





Unit Planner: Characters & Their Stories - Series Book Clubs
Reading Grade 2

Wong, Audrey; January 20, 2021; 11:49AM

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading
Grade 2 > Week 16 - Week 23

Last Updated: Today by Patricia Vitarelli

Characters & Their Stories - Series Book Clubs

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Characterization
[Gr2readingunit3Web.docx](#)

Generalizations / Enduring Understandings

Understanding:

- Characters' reactions to story events reveal character traits.

Responding:

- Connections and inferences about characters facilitate the ability to retell a story.

Producing:

- Text evidence reveals character change.

Critiquing:

- Authors develop a story and characters to portray a message.

Lens:

- Character study and interpretation deepens comprehension.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are character traits?(F)
- What is the difference between character traits and character feelings?(F)
- How are character traits demonstrated in texts?(C)
- Why is it important for the author to use dialogue?(C)
- What effects do the events in a story have on the characters?(C)

Responding:

- What is an inference?(F)
- What inferences can be made from the key ideas and details?(C)
- Do inferences sometimes change?(C)
- What elements should be included in a retell?(C)
- How is knowledge of characters useful?(P)

Producing:

- How might characters change from the beginning to the end of the story?(C)
- What makes characters speak or act differently throughout the story?(C)
- What clues help the reader know how the character might sound?(C)
- How can changes in characters' relationships affect the rest of the story?(C)
- How does text evidence support oral/written response?(C)
- Do all characters have to be believable?(P)

Critiquing:

- What is author's message?(F)
- How are characters alike and different from each other?(C)
- Does every story teach a lesson?(P)
- What decision could the characters have responded to differently?(P)

Lens:

- How does character study grow knowledge?(C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.1. 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.

RL.2.2. 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.

RL.2.3. Describe how characters in a story respond to major events and challenges.

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

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. 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

RF.2.4. 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.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. 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.

SL.2.3. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.2.4. 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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding:

- Identify character traits
- Differentiate between feelings and traits
- Notice characters' dialogue, actions, and feelings
- Understand the difference between major/minor characters
- Recognize story elements
- Ask and answers questions such as: Who, What, Where, When, Why, How?
- Understand how stories are developed through author's craft

Responding:

- Use key ideas and details to retell a story
- Make relevant character connections
- Make inferences about characters based on text evidence
- Practice Partner/Book Club Protocols
- Make thoughtful predictions based on information from the story

Producing:

Core Learning Activities

1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
2. Set, modify, and reflect on reading goals.
3. Continue tracking progress of reading using a Reading Log (volume and stamina).
4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
5. Talk across books with reading partnerships/book clubs.
6. Employ reading strategies to understand text (i.e., retelling, questioning, predicting, inferring, etc.).
7. Analyze characters to support comprehension.

- Feelings and actions
- Response to problems
- Use of figurative language
- Making predictions based on knowledge of characters
- Relationships with others
- Lessons learned

8. Analyze Author's Craft

- language
- punctuation
- word choice
- patterns in a series of books

9. Read aloud text with proper expression.

- Compose insightful oral and written responses to text
- Distinguish between characters' voices when reading aloud
- Use text evidence to support thinking
- Build stamina to read longer texts

Critiquing:

- Identify point of view
- Compare/contrast characters
- Synthesize information
- Interpret author's message
- Use of author's craft

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
[tcoe_bookmarks_grade_2.pdf](#)

Assessments

Informal Running Records

Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring

Formative: Other written assessments

1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations

[LP_NARR_G2.pdf](#)

[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom

Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts

by Lois Lanning, Corwin, 2013

Studying Characters and Their Stories - Online Resource: Grade 2

Unit 3 - Lucy Calkins and Colleagues; Heinemann, 2015 (see attachment)

The book is divided into three parts, or bends: *Studying Characters Before, During, and After Reading*, *Getting to Know Characters - Even When It's Hard!*, *Studying How Characters Change and Grow*, with each part of the unit designed to help readers think carefully about characters and their stories, asking and answering questions, drawing on strategies when books (and characters, too) are hard to understand, and considering what an author intends for me to learn through a character's journey.

Series Book Clubs: Grade 2 Unit 4 Book - Amanda Hartman, Lucy Calkins, and Colleagues; Heinemann, 2015

Continues character work above through book clubs. Moves students forward into slightly more challenging texts.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

Fundations® Level 2

Mentor Texts: **Henry and Mudge Series** - by Cynthia Rylant, **Pinky and Rex Series** by James Howe, **Days with Frog and Toad** by Arnold Lobel, **Frog and Toad Series** by Arnold Lobel, **The Stories Julian Tells** by Ann Cameron

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Reading Units of Study

Student Resources

Students read a variety of fiction texts in various formats (digital, recorded, books on tape, etc.) based on students' reading levels and personal choices.

[IFK2 StudyingCharacters \(1\).pdf](#)

[Second Grade Reading Unit 03 - Appendix.pdf](#)

Student Learning Expectation &
21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Habits of Mind

SEL



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Bigger Books Mean Amping Up Reading Power

Reading Grade 2

Wisconsin Department of Public Instruction

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading
Grade 2 > Week 24 - Week 28

Last Updated: Today by Patricia Vitarelli

Bigger Books Mean Amping Up Reading Power

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Stamina

[Bigger Books Web Gr2 - Google Docs.pdf](#)

Generalizations / Enduring Understandings

Understanding:

- Readers self-monitor to comprehend figurative language in complex text.

Responding:

- Partnerships promote discourse and reflection.

Producing:

- Fluency relies on tone, mood, and voice.

Critiquing:

- Close reading facilitates understanding of author's craft.

Lens:

- Comprehending longer, complex texts requires stamina.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is figurative language? (F)
- What is a simile? (F)
- What is a metaphor? (F)
- What is an inference? (F)
- What strategies are used to self-monitor? (C)
- What makes a text complex? (C)
- How do readers determine what the character feels? (C)

Responding:

- What does a reading partnership look like? (C)
- What is discourse? (F)
- What are reading goals? (C)
- Can partners help each other reach goals? (P)
- Are goals important? (P)

Producing:

- What is tone? (F)
- What is mood? (F)
- What is voice? (F)
- What does it mean to be a fluent reader? (C)
- How should dialogue be read? (C)
- Is dialogue important? (P)

Critiquing:

- What is author's craft? (F)
- What is close reading? (F)
- What is literary language? (F)
- Why do author's use literary language? (C)
- Does literary language improve the story? (P)

Lens:

- What is stamina? (F)
- How is stamina developed? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.1. 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.

RL.2.2. 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.

RL.2.3. 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.

RL.2.4. 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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.2.10. 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.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. 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

RF.2.4. 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.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language

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.

L.2.4. 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.

L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding*

information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1) (1).pdf

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding:

- Notice characters' dialogue, actions, and feelings
- Understand the difference between major/minor characters
- Recognize story elements
- Ask and answers questions such as: Who, What, Where, When, Why, How?
- Understand figurative language
- How to self-monitor
- How to make an inference (infer)

Responding:

- Use key ideas and details to retell a story
- Set goals and reflect on progress
- Practice Partner/Book Club Protocols
- Respond to the ideas of others

Producing:

- Compose insightful oral and written responses to text
- Distinguish between characters' voices when reading aloud
- Read at appropriate rate, accuracy, and prosody
- Use text evidence to support thinking
- Determine mood and tone of a story
- Build stamina to read longer

Core Learning Activities

1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
2. Set, modify, and reflect on reading goals.
3. Track progress of reading using a Reading Log (volume and stamina).
4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
5. Practice reading aloud with partnerships.
6. Read and perform reader's theater with book clubs.
7. Employ close reading strategies to understand text (reread text for deeper analysis).
8. Analyze literary language to support comprehension.
9. Read aloud text with proper expression to reflect tone and mood.

texts

Critiquing:

- Close reading for purpose and meaning
- Synthesize information
- Interpret author's message
- Analyze use of author's craft (ie, literary language)

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2 \(1\).pdf](#)

Assessments

Informal Running Records

Formative: Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring

Formative: Other written assessments

1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations



[LP NARR G2.pdf](#)
[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom

Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts

by Lois Lanning, Corwin, 2013

Bigger Books Mean Amping Up Reading Power Gr 2 Unit 3 Book-

Lucy Calkins and Colleagues; Heinemann, 2015

The book is divided into four parts, or bends: *Reading with Fluency, Understanding Literary Language, Meeting the Challenges of Longer Books, Tackling Goals in the Company of Others*, with each part of the unit designed to focus on reading development. The book focuses on the skills readers will need to build a solid reading foundation as they read longer chapter books.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

Fundations® Level 2

Mentor Texts:

Mini and Moo Go Dancing- by Denys Cadet - **Shared Read Aloud**, pg. 112

Happy Like Soccer - by Maribeth Boelts - **Interactive Read Aloud**, pg. 123

Owl Moon by Jane Yolen

Houndsley and Catina by James Howe

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account

	<p>3. click my online resources 4. click Grade 2 Reading Units of Study</p> <p><u>Student Resources</u> Students read a variety of fiction texts in various formats (digital, recorded, books on tape, etc.) based on students' reading levels and personal choices.</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Habits of Mind SEL</p>





Unit Planner: Traditional Literature Reading Grade 2

W... ..

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading
Grade 2 > Week 29 - Week 32

Last Updated: Today by Patricia Vitarelli

Traditional Literature

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Storytelling

FairyTalesFables Web Gr 2 - Google Docs.pdf

Generalizations / Enduring Understandings

Understanding:

- Unique story elements and patterns define traditional literature.

Responding:

- Character actions and relationships lead to the central message or moral.

Producing:

- Role playing with expression demonstrates understanding of characters.

Critiquing:

- Readers analyze multiple versions of the same story to strengthen understanding.

Lens:

- Storytelling teaches a lesson or moral from one generation to

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is traditional literature? (F)
- What makes a story traditional literature? (C)
- What are some examples of traditional literature? (F)
- What is a fairy tale? (F)
- What is a folktale? (F)
- What is a fable? (F)
- What is a pattern? (F)
- What patterns are used in traditional literature? (C)
- Do patterns in the story matter? (P)
- What is word play? (F)
- How does word play embellish a story? (C)
- How are characters in traditional literature different from characters in other narratives? (C)
- How are the settings in traditional literature different from the settings in other narratives? (C)

Responding:

- What is a central message, lesson or moral? (F)
- Who are the main characters? (F)
- How do characters respond to important challenges in the story? (C)
- How do character actions lead to the central message, or moral? (C)
- What effect do the events in the story have on the characters? (C)
- Does good always win over evil? (P)
- Are the lessons in traditional literature useful today? (P)

another.

Producing:

- What is role playing? (F)
- What is exaggeration? (F)
- How is exaggeration used in role playing? (C)
- What makes the characters speak or act differently from each other? (C)
- What do the characters do to show what they are feeling? (C)
- What do characters of traditional literature have in common? (C)
- How is vocabulary used to describe character feelings and actions? (C)
- Does word choice matter? (P)

Critiquing:

- What culture is represented in the story? (F)
- Why do authors create their own versions of the same story? (C)
- How are the versions of the same story different? (C)
- Does the message or moral of a story change when it is told from a different cultural perspective? (P)

Lens:

- Why are stories told? (C)
- Does traditional literature need to continue to be passed down to each generation? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.1. 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.

RL.2.2. 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.

RL.2.3. 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.

RL.2.4. 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.

RL.2.5. 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.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RL.2.7. 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.

RL.2.9. 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.

RL.2.10. 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.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.

Fluency

RF.2.4. 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.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. 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.

SL.2.3. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016



[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding:

- Distinguish between the different examples of traditional literature (fairy tales, folktales, fables, etc.)
- Identify unique elements

Core Learning Activities

1. Read Just Right books (Independent reading level), including multiple versions of traditional literature, to develop fluency and comprehension.
2. Set, modify, and reflect on reading goals.
3. Continue to track progress of reading using a Reading Log (volume and stamina).
4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
5. Discover predictable roles of characters with reading partnerships.
6. Employ reading strategies to understand text (i.e., retelling,

(patterns) that make up traditional literature:

- Magic of three
- Good versus evil
- Granting wishes
- Spells and curses
- Talking animals
- Recognize figurative language (comparisons, similes, etc.)

Responding:

- Identify central message or moral
- Answer who, what, where, when, why, and how
- Follow sequence of events
- Recognize character interactions and relationships

Producing:

- Role play with expression
- Use specific vocabulary

Critiquing:

- Compare/contrast multiple versions of a story

Lens:

- Recognize timelessness and cross-cultural patterns

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2 \(1\).pdf](#)

questioning, predicting, inferring, etc.).

7. Analyze character feelings and actions to support comprehension.

- compare and contrast

8. Read aloud and act out text with proper expression

Assessments

Informal Running Records

Formative: Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress monitoring

Formative: Other written assessments

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom

Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts

by Lois Lanning, Corwin, 2013

Reading and Role-Playing - Fairy Tales, Folktales, Fables, and Fantasy: If...Then...Curriculum (pg. 118)

- Lucy Calkins and Elizabeth Moore; Heinemann, 2015

The book is divided into four parts, or bends: *Stepping into the Magical*

1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations

[LP NARR G2 \(3\).pdf](#)
[Standards Assessed.pdf](#)

World of Fairy Tales, Folktales, Fables, and Fantasy, Literary Language and Vocabulary, Discovering Predictable Roles Characters Play, Comparing and Contrasting Lessons That Stories Convey, with each part of the unit designed to help readers use their best critical-thinking skills about the characters, complex language, idioms and expressions, word play, and vocabulary typical of traditional literature.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

Fundations® Level 2

Mentor Texts:

Multiple Versions of Various Familiar Fairy Tales: Cinderella, The Three Little Pigs, Goldilocks, Little Red Riding Hood, etc.

More Specific Titles:

Cinderella - James Marshall
Prince Cinders - Babette Cole
The Paper Bag Princess - Robert Munsch
The Three Little Pigs - Paul Galdone
Aesop's Fables

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Reading Units of Study

Student Resources

Students read a variety of traditional literary texts in various formats (digital, recorded, books on tape, etc.) based on students' reading levels and personal choices.



[Resources-Fairy Tales - Google Docs.pdf](#)



[Trad. Lit. poster.pdf](#)



[IFK2 MagicWeDiscovered CH.pdf](#)



[IFK2 PayAttention CH \(1\).pdf](#)



[IFK2 CharacterFeelingsVocabScale.pdf](#)

[Traditional Literature Video](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Habits of Mind

SEL



Atlas

Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. [Privacy Policy](#)



Unit Planner: Reading Nonfiction Cover to Cover: Book Clubs
Reading Grade 2

Webb County Schools • 2021 • 2022

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading Grade 2 > Week 33 - Week 37

Last Updated: Tuesday, June 30, 2020
by Lina Silveira

Reading Nonfiction Cover to Cover: Book Clubs

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Analysis

[Gr2Unit5readingWeb \(1\).docx](#)

Generalizations / Enduring Understandings

Understanding:

- Main ideas and details provide evidence of author's purpose.

Responding:

- Collaboration and inquiry clarify information.

Producing:

- Readers question and process information through guided discourse.

Critiquing:

- Compare/contrast and synthesize information across multiple texts to develop new ideas.

Lens:

- Readers analyze two or more texts on similar topics to build

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is a main idea?(F)
- What are key details?(F)
- How do key details support the main idea?(C)
- What is author's purpose?(F)
- Is the author trying to explain, describe or answer something?(C)
- How does the author's intent affect the text?(P)

Responding:

- What is inquiry?(F)
- What is collaboration?(F)
- How does collaboration lead to new ideas?(C)
- How do questions lead to understanding?(C)
- Does group discussion clarify new information?(P)

Producing:

- What is discourse?(F)
- How do graphic organizers help to process information?(C)
- What does a guided conversation look like?(C)
- How does asking questions demonstrate understanding?(C)
- Do group members have to agree?(P)

Critiquing:

- What does compare and contrast mean?(F)
- What are the similarities and differences between how information is presented about the same topic in different texts?(C)
- Does reading more than one text about a topic revise your

knowledge.

thinking?(P)

Lens:

- What does analyze mean?(F)
- How does analyzing two or more texts on a topic deepen knowledge?(P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RI.2.1. 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.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.

RI.2.4. 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.

RI.2.5. 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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.

RI.2.7. 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.

RI.2.8. 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.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.2.10. 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 proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.

Fluency

RF.2.4. 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.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. 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.

SL.2.3. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

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.

L.2.4. 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

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.

L.2.6. 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).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do _____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

**Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (5).pdf**

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding:

- Structure of informational texts
- Know and use various text features
- Identify key details and main idea
- Determine author's purpose

Responding:

- Ask and answer questions about texts
- Access background knowledge for clarification of new information
- Practice Book Club protocols

Core Learning Activities

1. Create book clubs.
2. Develop and model appropriate discourse expectations (norms).
3. Read multiple nonfiction books to develop fluency and comprehension.
4. Set and modify book club reading goals.
5. Determine main idea and supporting details of a nonfiction text.
6. Identify text features and how a text is organized (Table of Contents, Glossary, Headings, etc.)
7. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
8. Employ reading strategies to understand text (i.e., retelling, questioning, predicting, visualizing, etc.).
9. Use word-solving strategies to support comprehension.
10. Book clubs share out new learning.

- Teaching voice

Producing:

- Use context clues to help solve unknown words
- Academic vocabulary
- Navigate structure of the text
- Identify author's intent

Critiquing:

- Make inferences
- Revise and confirm thinking
- Compare and contrast two or more texts about the same topic

Lens:

- Analyze

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above
[tcoe bookmarks grade 2 \(1\).pdf](#)

Assessments

Informal Running Records

Formative: Other oral assessments

1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring

Formative: Other written assessments

1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples

Progress Monitoring

Formative: Other oral assessments

1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations

[LP INFO G2 \(1\).pdf](#)
[Standards Assessed.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Reading Nonfiction Cover to Cover - IF...THEN...CURRICULUM - READING (pg. 91) - Lucy Calkins with Elizabeth Moore; Heinemann, 2015

The book is divided into three parts, or bends: *Individuals Bring Their Strengths as Nonfiction Readers to Clubs, Nonfiction Clubs Add Their Own Ideas to What They Learn and Nonfiction Clubs Compare and Contrast Information About Topics*. In this unit, students will gather information about a topic that interests them, comparing, contrasting, and synthesizing their own ideas and those of others (authors and people in their club), so that they all can develop new ideas.

The Reading Strategies Book - by Jennifer Serravallo; Heinemann, 2015

The Comprehension Toolkit - By Stephanie Harvey and Anne Goudvis; Heinemann, 2008

TCRWP - Running Records Resource

<http://readingandwritingproject.org/resources/assessments/running-records>

	<p><u>Foundations® Level 2</u></p> <p>Mentor Texts: Nonfiction texts dealing with specific topics Read-Aloud several texts in a row on the same topic High interest nonfiction books that lend themselves to the work of the unit</p> <p><u>Heinemann on-line resources:</u></p> <ol style="list-style-type: none"> 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 2 Reading Units of Study <p><u>Student Resources</u> Students read a variety of nonfiction texts in various formats (digital, recorded, books on tape, etc.) based on students' reading levels and personal choices.</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Habits of Mind</p> <p>SEL</p> <p>NGSS Units or Social Studies</p>





5 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4 5 6 7 8 9	10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38	
Lessons from the Masters: Narrative Writing	0	█									
A How-To Guide to Nonfiction	0		█								
Writing Gripping Fictional Stories	0				█						
Writing About Reading	0							█			
Poetry: Big Thoughts in Small Packages	0										
Informational Writing - Books	0										



Unit Planner: Lessons from the Masters: Narrative Writing Writing Grade 2

Wednesday, January 9, 2020 11:55 AM

District Elementary > 2020-2021 > Grade 2 > English Language Arts >
Writing Grade 2 > Week 1 - Week 9

Last Updated: Tuesday, June 30, 2020 by
Patricia Vitarelli

Lessons from the Masters: Narrative Writing

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Craft

[gr2writingunit1webWeb \(1\).docx](#)

Generalizations / Enduring Understandings

Understanding:

- Dialogue, action, and details enhance small moments.

Responding:

- Shared Inquiry and self-reflection promote discussion and goal setting.

Producing:

- Word choice and elaboration convey meaning and bring clarity.

Critiquing:

- Close reading of mentor texts and feedback encourage revision.

Lens:

- Author's craft enhances narrative writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is a small moment? (F)
- Where do ideas for small moments come from? (C)
- How do dialogue, action and details stretch a small moment? (C)
- How does sequence bring organization to small moments?(C)
- Which strategy (dialogue, action, detail) enhances writing the most? (C)

Responding:

- What is self-reflection?(F)
- What is shared inquiry?(F)
- How does self-reflection determine goals?(P)
- How do discussion and goal setting improve writing? (C)

Producing:

- What is elaboration?(F)
- What are strategies for elaboration?(C)
- What is word choice?(F)
- How do elaboration and word choice improve clarity?(C)
- How does word choice change meaning in writing?(P)

Critiquing:

- What is close reading?(F)
- How can mentor texts strengthen narrative writing?(C)
- Is there always a need to revise? (P)
- How does feedback encourage revision?(C)

Lens:

- What is craft? (F)
- How do craft choices impact writing? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. 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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. 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.

SL.2.3. 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.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1a. Use collective nouns (e.g., group).

L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1c. Use reflexive pronouns (e.g., myself, ourselves)

L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ___?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for ___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.

- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018.pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

Understanding:

- Organize thoughts and ideas
- Know a narrative tells a story
- Develop a Small Moment
- Elaborate using Dialogue and Action
- Use Details to paint a picture in reader's mind
- Recognize temporal words

Responding:

- Seek guidance from peers to help add language and ideas to writing
- Know how to use a checklist to self-reflect and set goals
- Ask important questions
- Know how to respond to the ideas of others in a group
- Understand how to be a respectful, reflective listener

Producing:

- Understand the connections between words and their use
- Demonstrate appropriate use of grammar and spelling conventions
- Edit sentences for clarity
- Know how to write for extended periods of time

Critiquing:

- Understand who is telling the story
- Know how mentor texts are used as models for writing
- Study and revise writing for precise and specific language
- Use constructive feedback to improve writing

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2.pdf](#)

Core Learning Activities

- Complete a narrative writing pre-assessment: Best Personal Narrative
- *Follow the writing process:
 - - Generating and collecting ideas using a variety of resources (people and places that matter):
 - Graphic Organizers (Heart)
 - Tiny Topic Notebook
 - Photo Album
 - Rehearsing ideas
 - Story-tell in partnerships focusing on small moments/scenes.
 - Touch & Talk - Beginning-Middle-End.
 - Drafting
 - Draft various leads for different stories.
 - Develop the "heart of the story"/main event.
 - Craft dialogue, feelings, thoughts, actions, and word choice.
 - Study mentor texts to incorporate word choice.
 - Revising
 - Organize stories by grouping related sentences.
 - Study mentor texts to experiment with author's craft in writing.
 - Work in partnerships to provide feedback about the draft.
 - Use checklist to determine areas to revise.
 - Editing
 - With a partner or on your own, check final piece for second grade grammar and spelling conventions.
 - Publishing
 - Celebrate writing - share polished piece with an audience.

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

Resources


Professional & Student

Professional Resources:


During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Narrative Writing Pre-Assessment
Formative: Other written assessments

[LearningProg_NAR.pdf](#)
[CL_WP_IL_NAR_G2.pdf](#)

 [Narrative Writing Rubric G1-2 - Google Docs.pdf](#)

 [CL_NAR_G2.pdf](#)

 [Gr2PrePostNarrSept 1,2017.docx - Google Docs.pdf](#)

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Lessons From the Masters: Improving Narrative Writing: Grade 2 Unit 1 - Amanda Hartman, Julia Mooney; Heinemann, 2013

The book is divided into three parts, or bends: *Studying the Masters for Inspiration and Ideas*, *Noticing Author's Craft: Studying Imagery, Tension, and Literary Language*, and *Study Your Own Authors*; each part of the unit designed to strengthen narrative writing skills focusing on small moments in the students' lives they can write about. Students work towards increasing independence paying attention to editing and revising skills to make their writing as clear as possible.

Fundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s): **Owl Moon** - by Jane Yolen
The Leaving Morning - by Angela Johnson

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Writing Units of Study

Student Resources:

Various paper choice from Heinemann on-line resources.

[WUOS_G2B1>IfThen_Revving_Up_Writing_Muscles_red\(1\).pdf](#)
[RevvingUpWritingMusclesUnit1\(1\).pdf](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)
[Critical Thinking](#)
[Spoken Communication](#)
[Written Performance](#)

Interdisciplinary Connections

Habits of Mind
SEL





Unit Planner: A How-To Guide to Nonfiction Writing Grade 2

Wednesday, January 5, 2021 11:25 AM

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Writing Grade 2 > Week 10 - Week 15

Last Updated: Today by Patricia Vitarelli

A How-To Guide to Nonfiction

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Purpose

[Gr2writingunit2web.docx](#)

Generalizations / Enduring Understandings

Understanding:

- Mentor texts model text structure and author's craft.

Responding:

- Authors gather and categorize information to enhance clarity and inform.

Producing:

- The writing process increases volume and stamina.

Critiquing:

- Peer feedback and revision improve communication with an audience.

Lens:

- Authors inform an audience with purpose.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are text features? (F)
- What is the purpose of a text feature? (F)
- What is a fact? (F)
- How is nonfiction text structured? (F)
- How does the structure of nonfiction text communicate information? (C)
- How does an author's audience affect the purpose? (C)
- Do mentor texts inspire writers? (P)

Responding:

- How do writers gather information about a topic? (F)
- What does it mean to categorize? (F)
- What is elaboration? (F)
- Does organizing information improve clarity? (C)

Producing:

- What is stamina? (F)
- What is volume? (F)
- How do writers build stamina? (C)
- Is volume important? (P)

Critiquing:

- How are writing checklists used? (F)
- How are revision and editing different?(F)
- How is peer feedback and revision used to

improve writing? (C)

- Are there strategies that are better to use when editing and revising? (P)

Lens:

- What is purpose? (F)
- How do authors communicate purpose? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

W.2.2. 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.

W.2.5. 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.

W.2.6. 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.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. 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).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking.

L.2.1a. Use collective nouns (e.g., group).

L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).

L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1f. 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.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2a. Capitalize holidays, product names, and geographic names.

L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2e. 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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.2.4. 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.

L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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.

L.2.6. 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).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ___?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for ___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

**Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (4).pdf**

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding:

- Know how mentor texts are used as models for writing
- Navigate text features
- Recognize and use domain-specific vocabulary
- Know the audience

Responding:

- Categorize information
- Gather relevant information using a variety of sources
- Know how to group related information together
- Understand how to use note taking strategies
- Share writing plan with partner

Producing:

- Use facts, definitions and details to develop a topic
- Write to inform
- Demonstrate appropriate use of grammar and spelling conventions
- Use linking words and phrases to connect ideas
- Know how to write for extended periods of time

Critiquing:

- Know how to use a checklist to self-reflect and set goals
- Seek guidance from peers to help add language and ideas to writing
- Study and revise writing for precise and domain-

Core Learning Activities

*Follow the writing process:

- Generate a list of topics about which you are an expert
- Study mentor text for introductions, elaboration, organization techniques, and conclusions
- Drafting
 - Gather and categorize information in sections
 - Topic sentence
 - Main idea and supporting details
 - Concluding statement
 - Incorporate text features to elaborate writing
- Revising
 - Research topic for facts, details, and domain-specific vocabulary using print and digital sources.
 - Paraphrase information from resources about topic
 - Use checklist to get feedback and determine areas to revise.
- Editing
 - With a partner, or on your own, check final piece for second grade grammar and spelling conventions.
- Publishing
 - Final draft may or may not be rewritten.

*Students should go through the writing process at least twice throughout the unit.

specific language

- Use constructive feedback to improve writing

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2 \(1\).pdf](#)

Assessments

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Information Writing

Formative: Other written assessments

Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.



[CL INFO G2.pdf](#)



[LearningProg Info \(3\).pdf](#)



[CL WP IL INFO G2.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the

Thinking Classroom Second Edition by H. Lynn

Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English

Language Arts by Lois Lanning, Corwin, 2013

The How -To Guide for Nonfiction Writing Grade 2

If/Then Unit - Valerie Geschwind and Jennifer DeSutter, Heinemann 2016.

This book is divided into three parts, or bends: *Writing Lots of Nonfiction Books Quickly*, *Writing for an Audience*, and *Writing Nonfiction Books of All Kinds*.

This unit will support students' endeavor in writing many books in shorter time frames, crafting information with a specific audience in mind, and helping students dive into an inquiry of other kinds of nonfiction texts, learning to teach information in different ways.

Fundations® Level 2

Patterns of Power Inviting Young Writers into the

Conventions of Language, Grade 1-5 by Jeff

Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s):

Familiar nonfiction authors such as Gail Gibbons and Seymour Simon

Extreme Sports by Sean Finnegan (how to hook your reader)

How to Be a Baby by Me, the Big Sister by Sally Lloyd-Jones (how-to mentor text)

Why Do Dogs Bark? by Joan Holub (as a question and answer mentor text)

Growing Frogs by Vivien French (as a mentor of a story that teaches)

Also see the list of online resources in Session 14

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Writing Units of Study

Student Resources:

	Various paper choice from Heinemann on-line resources.
Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u>	Interdisciplinary Connections Habits of Mind SEL NGSS Units or Social Studies



Atlas Version 9.6.1

© 2021 Faria Education Group Ltd. All rights reserved. Privacy Policy



Unit Planner: Writing Gripping Fictional Stories

Writing Grade 2

W.2.3-4, W.2.5, W.2.6, W.2.7, W.2.8, W.2.9

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Writing Grade 2 > Week 16 - Week 23

Last Updated: Today by Patricia Vitarelli

Writing Gripping Fictional Stories

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Story Structure

[Gr2Unit2Writinggrippingstories.docx](#)

Generalizations / Enduring Understandings

Understanding:

- Story events and character motivation build tension.

Responding:

- Strong storytelling conveys powerful emotions.

Producing:

- Conclusions tie well-elaborated narratives together.

Critiquing:

- Mentor texts model strategies for revision and organization.

Lens:

- Story structure strengthens narrative writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What are story elements? (F)
- What is tension? (F)
- What is realistic fiction? (F)
- What is an obstacle? (F)
- What motivates characters? (C)

Responding:

- How do characters show emotion? (C)
- How does a storytelling voice convey emotions? (C)
- How do emotions affect the story? (P)

Producing:

- What is a conclusion? (F)
- How do events lead to a conclusion? (C)
- How is tension created? (C)
- Does the conclusion resolve the tension? (C)
- How do authors elaborate? (C)

Critiquing:

- How do revisions make ideas/details are clear? (C)
- How can partner feedback strengthen revision? (P)
- How does organization create clarity? (C)

Lens:

- What is story structure? (F)
- How does story structure strengthen narrative writing? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.3. 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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.2.4. 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

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.

L.2.6. 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).

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ___?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for ___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

***Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (5).pdf***

Critical Content & Skills

What students must KNOW and be able to DO

Understanding:

- Organize thoughts and ideas
- Identify character motivation
- Develop a realistic fiction story
- Elaborate using dialogue, actions, and feelings

Core Learning Activities

- *Follow the writing process:
 - Generating and collecting ideas using a variety of resources (people and places that matter);
 - Graphic Organizers
 - Tiny Topic Notebook

- Understand tension

Responding:

- Use a checklist to self-reflect and set goals
- Give feedback to peers/partnerships
- Listen respectfully and reflectively

Producing:

- Demonstrate appropriate use of grammar and spelling conventions
- Edit sentences for clarity
- Write for extended periods of time
- Write an ending/conclusion

Critiquing:

- Know how mentor texts are used as models for writing
- Study and revise writing for elaboration and organization
- Use constructive feedback to improve writing

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2.pdf](#)

- Rehearsing ideas
 - Story-tell in partnerships focusing on emotions.
 - Touch & Talk - Beginning-Middle-End.
- Drafting
 - Draft various leads for different stories.
 - Develop the character and events.
 - Craft dialogue, feelings, thoughts, actions, and tension.
 - Study mentor texts to revise.
- Revising
 - Organize stories by grouping related sentences.
 - Study mentor texts to experiment with author's craft in writing.
 - Work in partnerships to provide feedback and reflect about the draft.
 - Use checklist to determine areas to revise.
- Editing
 - With a partner or on your own, check final piece for second grade grammar and spelling conventions.
- Publishing
 - Celebrate writing - share polished piece with an audience.

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Narrative Post-Assessment

Summative: Other written assessments

[CL WP IL NAR G2.pdf](#)

[LearningProg_NAR \(2\).pdf](#)



[Gr2PrePostNarrSept 1,2017.docx - Google](#)

[Docs.pdf](#)



[Narrative Writing Rubric G1-2 - Google Docs.pdf](#)



[CL_NAR_G2.pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the

Thinking Classroom Second Edition by H. Lynn

Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English

Language Arts by Lois Lanning

If...Then...Curriculum Grade 2 -pages 38 - 51 by Lucy Calkins with Julia Mooney and Colleagues; Heinemann 2013

The book is divided into three parts, or bends: *Think of a Character and of Small Moment Stories For That Character: Generating and Writing Several Short Fiction Books; Revise With Intention: Pull Readers to the Edges of Their Seats; Repeat the Process and Accumulate Lessons Along the Way*. This unit prioritizes story structure, spotlighting the plotting work that a short story writer does emphasizing that a good story contains a scene (or small moment) or two and is told to build gripping tension. The character wants something and encounters trouble en route to that something. One big

goal of this unit is to increase the volume of writing your children produce. The ultimate goal is for children to write well-elaborated short stories.

Foundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s): **Shortcut**, by Donald Crews

Too Many Tamales, by Gary Soto

Koala Lou, by Mom Fox

The Ghost -Eye Tree, by Bill Martin

Excerpts from Early-Reader Chapter Book from a series (Kate DiCamillo's Mercy Watson, James Howe's Pinky and Rex, Barbara Park's June B. Jones, or Suzy Kline's Horrible Harry are some possibilities.

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Writing Units of Study

Student Resources:

Various paper choice from Heinemann on-line resources.

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Habits of Mind

SEL



Atlas Version 9.6.1

© 2021 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)



Unit Planner: Writing About Reading Writing Grade 2

Writing About Reading Grade 2 Unit Planner

District Elementary > 2020-2021 > Grade 2 > English Language Arts >
Writing Grade 2 > Week 24 - Week 28

Last Updated: Tuesday, June 30, 2020
by Lina Silveira

Writing About Reading

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Persuasion

[Writing About Reading Gr 2 - Google Docs.pdf](#)

Generalizations / Enduring Understandings

Understanding:

- Structure and evidence enhance an opinion.

Responding:

- Writers rehearse ideas in partnerships to clarify purpose.

Producing:

- Writers elaborate with reasons and details to communicate an opinion.

Critiquing:

- Mentor texts and checklists improve revision.

Lens:

- Focus and revision strengthen persuasive writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is an opinion? (F)
- What is a topic? (F)
- What is the difference between an opinion and a topic? (C)
- What is evidence? (C)
- What is a quotation? (F)
- What is a citation? (F)
- Why is a quote important? (C)
- Does structure impact persuasive writing? (P)

Responding:

- What is the author's purpose for writing? (C)
- What is close reading? (F)
- Does close reading strengthen writing? (P)
- How can partnerships generate ideas? (C)
- How do writers rehearse ideas? (C)
- Does the audience matter? (P)

Producing:

- What is the difference between a reason and a detail? (F)
- How do reasons and details support an opinion? (C)
- What are transition words? (F)
- What does an introduction include? (F)
- What is the purpose of a conclusion in persuasive writing? (F)
- How do conventions lift writing? (C)

- Does elaboration always improve persuasive writing? (P)

Critiquing:

- What makes strong evidence? (C)
- What does it mean to revise? (F)
- Why use a checklist? (C)
- How does comparing mentor texts help generate ideas? (C)
- Do all revisions improve writing? (P)

Lens:

- What makes a strong persuasive text? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

RL.2.3. Describe how characters in a story respond to major events and challenges.

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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

W.2.1. 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.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Speaking and Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually,

quantitatively, and orally.

SL.2.2. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ___?
- Ex. What is your interpretation of this text? Support your rationale
- Ex. Can you formulate a theory for ___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive

argument.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(5\).pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Understanding:

- Know the concept of an opinion
- Know organizational structure
- Know how reasons are supported with evidence
- Know reasons and evidence support the opinion

Responding:

- Rehearsing ideas with a partner
- Close reading of mentor texts to form opinions about characters, problems and events
- Identify audience

Producing:

- Write an introduction for an opinion that includes a topic sentence
- Restate an opinion in a conclusion
- Effectively use transitional words

Critiquing:

- Work in partnerships to provide feedback
- Effectively revise
- Use a checklist

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe_bookmarks_grade_2.pdf](#)

Core Learning Activities

*Complete an information writing pre-assessment.
Collect a piece of student writing after 7-10 days of instruction and use the checklist to inform instruction

*Follow the writing process:

- Generate and collect ideas to form an opinion using a variety of texts
- Study texts to experiment with author's craft in writing
- Rehearse ideas
- Drafting
 - Gather and categorize opinion in sections
 - Write introduction with a topic sentence
 - Give reasons and supporting details
 - Restate opinion in conclusion
 - Incorporate text features to elaborate writing
- Revising
 - Provide examples and quotes from resources to support an opinion
 - Use checklist to get feedback and determine areas to revise
- Editing
 - Check final piece, with a partner or on your own, for second grade grammar and spelling conventions
- Publishing
 - Final draft may or may not be rewritten
 - Celebrate writing

*Students should go through the writing process at least twice throughout the unit

Assessments

Conferring

Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Opinion Writing

Formative: Other written assessments

Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.

Opinion Post-Assessment

Summative: Other written assessments



[CL WP IL OP G2.pdf](#)



[LearningProg_OP \(1\).pdf](#)

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning, Corwin, 2013

Writing About Reading , Grade 2 Unit 3 Opinion -

Shanna Schwartz, Alexandra Marron and Elizabeth Dunford, Heinemann 2013

This book is divided into three parts, or bends: *Letter Writing: A Glorious Tradition, Raising the Level of Our Letter Writing, and Writing Nominations and Awarding Favorite Books*. This unit begins with students writing letters about characters in familiar books while



[Copy of Opinion Writing Rubric G1-2 - Google Docs.pdf](#)



[CL OP G2.pdf](#)



[Gr2DirectionsPostOpinionAug2016.docx - Google Docs.pdf](#)

formulating opinions that are supported with reasons using text evidence. Students then apply their new learning to opinions about issues in which they have strong feels. Students will use what they know to formulate opinions and support their reasons with evidence.

Foundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Google Drive Folder with Voice and Choice Resources - Title: "**G2 Choice and Voice**"

Suggested Text(s) for generating ideas and opinions:

- Mercy Watson to the Rescue** by Kate DiCamillo
- Pinky and Rex and the Bully** by James Howe
- Frog and Toad Series** by Arnold Lobel
- Harry the Dirty Dog** by Gene Zion
- Henry and Mudge** by Cynthia Rylant

Suggested mentor texts for models of opinion writing:

- I Wanna Iguana** - by Karen Kaufman Orloff
- Hey Little Ant** - by Phillip and Hannah Hoose
- The Perfect Pet** - Margie Palatini

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources
4. click Grade 2 Writing Units of Study

Student Resources:

Various paper choice from Heinemann on-line resources.

Student Learning Expectation & 21st Century Skills

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

- Habits of Mind
- SEL



Atlas Version 9.6.1



Unit Planner: Poetry: Big Thoughts in Small Packages

Writing Grade 2

Writing Grade 2, Unit 4, Lesson 1, 11:50AM

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Writing Grade 2 > Week 29 - Week 32

Last Updated: Today by Patricia Vitarelli

Poetry: Big Thoughts in Small Packages

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Voice

[Gr2Unit4PoetryWriting.docx](#)

Generalizations / Enduring Understandings

Understanding:

- Craft and structure build meaning.

Responding:

- Observations, feelings and perspective give poetry meaning.

Producing:

- Precise language and sensory details develop clarity.

Critiquing:

- Close reading of mentor poems facilitates connections and meaning.

Lens:

- Poetry expresses voice.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is craft? (F)
- What is alliteration? (F)
- What is a metaphor? (F)
- How are poetic techniques used? (C)
- How is poetry structure different? (C)
- How does spacing impact meaning? (P)

Responding:

- What is perspective? (F)
- How do observations and feelings change perspective? (C)
- How does word choice affect mood? (C)

Producing:

- What is precise language? (F)
- What are sensory details? (F)
- How does precise language improve clarity? (C)

Critiquing:

- What does close reading mean? (F)
- How does making connections strengthen meaning? (C)

Lens:

- What is voice? (F)

- How does voice impact poetry? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5. 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.

Language

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ___?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for ___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

***Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (5).pdf***

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding:

- Understand line breaks
- Know alliteration, metaphors and repetition
- Spacing

Responding:

- Perspectives
- Active listening
- Mood

Producing:

- Know structure of a poem, Stanzas, Line Breaks
- Point of View
- Specific word choice

Critiquing:

- Analyze text
- Revise for meaning

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

Core Learning Activities

Follow the Writing Process:

- Generating and collecting ideas using a variety of observations for a topic
 - Tiny Topic Notebook
 - Graphic Organizers
- Rehearsing ideas
 - Work in partnerships
- Drafting
 - Study mentor poems to incorporate word choice and structure
 - Study mentor poems to experiment with author's craft in writing
- Revising
 - Craft: word choice, feelings, thoughts, and actions

- Editing
 - Work in partnerships to provide feedback
 - Use feedback to determine areas to revise
 - With a partner or on your own, check final piece for second grade grammar and spelling conventions

- Publishing
 - Celebrate writing - share polished piece with an audience

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning, Corwin, 2013

Poetry: Big Thoughts In Small Packages Grade 2

Unit 4 -Lucy Calkins, Stephanie Parsons, and Amy Ludwig Vanderwater; Heinemann 2013

The book is divided into three parts, or bends: *Seeing With Poets' Eyes*, *Delving Deeper: Experimenting With Language and Sound to Create Meaning*, and *Trying Structures on for Size*; each one deepening childrens' understanding of poetry. Students will learn that poets are sparked by objects and feelings. Focus is on meaning and crafting through repetition, metaphor, white space, and language. Students will explore various natural structures of poems: story poems, poems with a back-and-forth structure, and list poems.

Foundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5

by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s): Old Elm Speaks by Kristine O'Connell George

Poems by Valerie Worth ex: *Aquarium*

Poems by Zoe Ryder White ex: *Pencil Sharpener, Ceiling*

Poems by Georgia Heard

Valentine for Ernest Mann (excerpt) by Naomi Nye

Owl Moon Haiku by Jane Yolen

	<p><u>Heinemann on-line resources:</u></p> <ol style="list-style-type: none"> 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 2 Writing Units of Study <p><u>Student Resources:</u> Various paper choice from Heinemann on-line resources.</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Habits of Mind</p> <p>SEL</p> <p>Music</p>





Unit Planner: Informational Writing - Books Writing Grade 2

Written by January 9, 2021 12:00 PM

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Writing Grade 2 > Week 33 - Week 37

Last Updated: Today by Patricia Vitarelli

Informational Writing - Books

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Independence

[WebInfoBooks Unit5.docx](#)

Generalizations / Enduring Understandings

Understanding:

- Writers organize main ideas and key details through text structure.

Responding:

- Writers use note taking strategies to categorize information from multiple sources.

Producing:

- Writers build stamina and volume through multiple projects.

Critiquing:

- Writers self-reflect to revise and edit.

Lens:

- Stamina and volume increase independence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is a main idea? (F)
- What is a key detail? (F)
- How do key details support the main idea? (F)
- How does the structure of nonfiction text affect understanding? (C)
- Is organizing information important? (P)

Responding:

- What are multiple sources? (F)
- Why use multiple sources? (C)
- In what ways can information be categorized? (C)
- What strategies can be used to elaborate? (C)

Producing:

- What is domain-specific vocabulary? (F)
- How do writers build stamina? (C)
- Does stamina and volume affect the quality of writing? (P)

Critiquing:

- How are revising and editing different? (C)
- Does peer feedback and revision improve writing? (P)
- Should writers self-reflect? (P)

Lens:

- What does it mean to be independent? (C)
- How does stamina and volume increase independence? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

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.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details 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.

RI.2.4. 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.

RI.2.5. 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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.

RI.2.7. 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.

RI.2.8. 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.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

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.

W.2.2. 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.

W.2.5. 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.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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.

W.2.7. 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).

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.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.2.4. 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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write ___?
- Ex. What might you include on a list about ___?
- Ex. Can you identify ___?
- Ex. How would you describe ___?

DOK 2: Skills and Concepts

- Ex. What do you notice about ___?
- Ex. How would you summarize ___?
- Ex. What steps are needed to edit ___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason ____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for ____?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
[webinar-handout-7-17-2018 \(1\).pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding:

- Understand main idea and key details
- Navigate text features
- Text structure
- Recognize audience and purpose

Responding:

- Use examples and comparisons to elaborate
- Use facts, definitions and details to develop topic
- Use sources to gather information
- Research a topic using various sources

Producing:

- Utilize table of contents, introductions and conclusions
- Group related information together
- Use domain-specific vocabulary

Critiquing:

- Contribute to a conversation or discussion
- Edit for word usage and word choice to help strengthen details

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

[tcoe bookmarks grade 2 \(1\).pdf](#)

Core Learning Activities

*Follow the writing process:

- Generate a list of topics about which you are an expert
- Study mentor text for introductions, elaboration, organization techniques, and conclusions
- Research multiple sources on a topic
- Note taking to gather information
- Drafting
 - Categorize information from notes in sections
 - Table of Contents
 - Introduction
 - Topic sentence
 - Main idea and supporting details
 - Conclusion
 - Incorporate text features to elaborate writing
- Revising
 - Research topic more deeply for facts, details, and domain-specific vocabulary using print and digital sources
 - Paraphrase information from resources about topic
 - Use checklist to get feedback and determine areas to revise
- Editing
 - With a partner, or on your own, check final project for second grade grammar and spelling conventions (checklist attached under assessments)
- Publishing
 - Final project should be clear to the readers

*Students should go through the writing process at least twice throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

During the independent writing period, meet with writer(s) to assess the level of writing and provide

Resources

Professional & Student

Professional Resources:


Concept-Based Curriculum and Instruction for the


feedback to lift the level of one area of the writing process (keeping in mind that we are working to: **teach the writer, not fix the writing**).

Information Post-Assessment

Summative: Other written assessments

 [CL INFO G2.pdf](#)

 [CL WP IL INFO G2.pdf](#)
[Gr2PostInfoAug2016.docx.pdf](#)

 [Informational Writing Rubric G1-2 - Google Docs.pdf](#)

 [LearningProg Info \(3\).pdf](#)

Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2013

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Information Books: Using Writing to Teach Others All About Our Favorite Topics Grade 2 If/Then Unit

pages 19 - 37 by Lucy Calkins with Julia Mooney and Colleagues from the Teachers College Reading and Writing Project. Heinemann 2013.

This book is divided into four parts, or bends: Bend 1: *Write Information Books with Stamina, Volume, and Independence*; Bend II: *Write with Elaboration: Study a Mentor Text to Make Information Books Longer and More Interesting*; and Bend III : *Revise One Book and Conduct Research to Create an Expert Project*. Bend IV : *Edit, Fancy Up, and Publish the Writing so that it Teaches in Clear and Exciting Ways*

During this unit, children will write books on self-selected topics about which they have some knowledge. They will also do research on these topics digging deeper to incorporate new knowledge into what they already know. Writing volume is an important goal in this unit. Another goal is that children begin to explore and learn about different ways of structuring nonfiction texts.

Fundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff

Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s):

Simple information books that teach "all about" a topic ex: Bobbie Kalman's - **Hamsters** and other books in that series.

National Geographic's Animal Series including **Pandas** by Anne Schreiber.

Books mentioned below are also cited in Unit 2

Familiar nonfiction authors such as Gail Gibbons and Seymour Simon

Extreme Sports by Sean Finnegan (how to hook your reader)

How to Be a Baby by Me, the Big Sister by Sally Lloyd-Jones (how-to mentor text)

Why Do Dogs Bark? by Joan Holub (as a question and answer mentor text)

Growing Frogs by Vivien French (as a mentor of a story that teaches)

Also see the list of online resources in Session 14

Heinemann on-line resources:

1. copy paste address <http://www.heinemann.com>
2. login to your account
3. click my online resources

	<p>4. click Grade 2 Writing Units of Study</p> <p>Student Resources: Various paper choice from Heinemann on-line resources.</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Habits of Mind SEL NGSS Units or Social Studies</p>



Students

Police in Schools

Schools are responsible for students during school hours which include protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion and physical or emotional harm.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parents when a student is interviewed by police so that they may be present during the questioning. The school principal, or his/her designee, will be present.
3. Preferably, if possible, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation that has occurred off school grounds or is not part of a school program, the police will be encouraged to question students in their homes. However, the police may be permitted to question students in the schools only when Procedures 1-3 outlined above are followed.

In order to promote school security and safety, police may conduct periodic walk-throughs of school facilities and grounds.

(cf. 1411 - Law Enforcement Agencies)

Policy adopted:

Students

Police in Schools

Questioning and Apprehension

In these regulations, the administration is reminded that a student who has attained the age of 18 enjoys the responsibility of speaking for him/herself without the agreement of a parent, guardian or representative as to whether or not he/she will submit to questioning.

Questioning Initiated by School Administrators and Conducted by Administrators

Building Principals shall have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. Such investigations shall be conducted in a manner which does not interfere with school activities.

Initiated by School Administrators and Conducted by Law Enforcement Officers

The building Principal shall determine when the necessity exists that law enforcement officers be asked to conduct an investigation of alleged criminal behavior which jeopardizes the safety of other people or school property, or which interferes with the operation of the schools.

The building Principal may request that law enforcement officers conduct an investigation and question students who are potential witnesses of such alleged criminal behavior during school hours. A reasonable attempt shall be made to contact the student's parents, guardian or representative prior to questioning by law enforcement officers. Reasonable requests of the parents, guardian or representative shall be observed. The administrator involved shall document such notifications or attempted notifications to parents, guardian or representative. In the absence of a student's parents, guardian or representative during any questioning of such students, the Principal or a designated, certified school staff person shall be present as may be allowed by law.

If the investigation has centered on any particular student under the age of 16 suspected of any alleged criminal activity, the police may not question the student absent the presence of his/her parent or guardian. Police questioning of a student age 16-17 suspected of engaging in criminal activity shall be done in accordance with current Police Department policies and procedures.

The procedure for taking students into custody by the procedure set forth below shall be followed to the extent that it does not interfere with reasonable law enforcement procedures.

Initiated and Conducted by Law Enforcement Officers

Although cooperation with law enforcement officers will be maintained, it is the preference of the District that it will not normally be necessary for law enforcement officers to initiate and conduct any investigation and interrogation on the school premises during school hours pertaining to criminal activities unrelated to the operation of the school. It is preferred that only in demonstrated emergency situations, when law enforcement officers find it absolutely

R5145.11(b)

necessary, will they conduct such an investigation during school hours. These circumstances might be limited to those in which delay might result in danger to any person, flight of a person reasonably suspected of a crime from the jurisdiction or local authorities, destruction of evidence, or continued criminal behavior. No school official, however, should ever place him/herself in the position of interfering with a law enforcement official in the performance of his or her duties as an officer of the law.

If the law enforcement officials are not recognized and/or are lacking a warrant or court order, the building Principal shall require proper identification of such officials and the reason(s) for the visit to the school. If the Principal is not satisfied he/she shall **immediately** notify the Superintendent, documenting such action.

In all cases, **police** officers shall be requested to obtain **the** prior approval of the Principal or other designated person before beginning such an investigation on school premises. The **Principal** shall document the circumstances of such investigations as soon as practical. Alleged criminal behavior related to the school environment brought to the Principal's attention by law enforcement officers shall be dealt with under the provisions of the two previous sections.

Interrogation of Student during Investigation of Violations of School Rules

In instances where school rules have allegedly been violated, the Principal may notify the suspected rule violator(s) or potential witness(es) to the infraction. When suspension or expulsion may be a consideration, the suspect student shall be advised orally or in writing of the nature of the alleged offense and of the evidence, if any, against the student.

In questioning a potential student witness to an alleged disciplinary infraction, care should be taken by the administrator to ensure there is a reasonable likelihood that the student was indeed a witness. School officials should not engage in detailed questioning of students at random without reasonable cause in hope of gathering information as to school misconduct. Probable witnesses should be told the nature of the alleged misconduct and the reason to believe that they were witnesses. Such students should be given the opportunity to give their consent before answering questions of school officials.

Circumstances may arise where it would be advisable to have another adult present during questioning of students.

Violations of Criminal Law

During an investigation of violation of school rules, it may come to the attention of an administrator that the investigated activity may also be a violation of criminal law. In proceeding with the investigation, the Principal shall attempt to ascertain whether there is sufficient justification to believe that a criminal offense was committed that warrants notifying law enforcement officials.

Students

Police in Schools

Questioning and Apprehension (continued)

Interrogation and Investigations Conducted in School

When a suspected violation of criminal law has occurred on the school grounds involving the operation of the school or at a school-sponsored activity, law enforcement officials may be notified and their presence requested during the administrator's questioning of suspected students. If such officials are notified, unless circumstances dictate otherwise, the administrator's questioning of the student(s) shall not begin or continue until the arrival of law enforcement officers.

Reasonable attempts shall be made to contact a student's parents, guardian or representative who, unless an emergency exists, shall be given the opportunity to confer with the student and to be present with the student during such questioning. The administrator shall document the notification or attempted notification to the student's parents, guardian, or representative.

In the absence of parent/guardian and student consent, it is the preference of the District that law enforcement officers on school premises shall not question a student. The law enforcement officers shall be asked to advise the student of his/her legal rights. If the parent/guardian or student refuses to consent to the questioning, the law enforcement officer(s) will determine the course of action to be pursued.

Information of criminal conduct not related to the schools shall be turned over to law enforcement officials, without additional investigation by school officials.

Taking a Student into Custody

School officials shall not release students to law enforcement authorities voluntarily unless the student has been placed under arrest, or unless the parent, guardian or representative and the student agree to the release.

When students are removed from school for any reason by law enforcement authorities, every reasonable effort will be made to notify the student's parents, guardian or representative immediately. Such effort shall be documented.

Whenever an attempt to remove a student from school occurs without an arrest warrant or court order, or without acquiescence of the parent, guardian/representative or the student, the administrator shall immediately attempt to notify the parents/guardians of the student. The Superintendent's office shall be notified immediately of any removal of a student from school by law enforcement officers under any circumstances.

Students

Police in Schools

Questioning and Apprehension (continued)

Taking a Student into Custody (continued)

The building Principal shall make reasonable efforts to persuade law enforcement officers not to make arrests or to take students into custody on school premises. Whenever the need arises to make arrests or take students into custody on school premises, the Principal shall make reasonable efforts to persuade the law enforcement officers to utilize a non-uniformed officer in making the arrest and/or to make the arrest out of the public view.

When it is necessary to take a student into custody on school premises and time permits, the law enforcement officer shall be requested to notify the building Principal and relate the circumstances necessitating such action. When possible, the Principal shall have the student summoned to the Principal's office where the student may be taken into custody.

When an emergency exists, the Principal may summon law enforcement officials to the school to take a student into custody.

When a student has been taken into custody or arrested on school premises without prior notification to the building Principal, the school staff present shall encourage the law enforcement officers to notify the Principal of the circumstances as quickly as possible. In the event that the officers decline to notify the Principal, the school staff members present shall immediately notify the Principal or the Superintendent.

If at all possible, the parents, guardian or representative of the student shall be notified by the Principal or other school administrator before the student is taken into custody by law enforcement officers or as quickly thereafter as possible. The administrator shall document such notification or attempted notification.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the school environment which the building Principal or other school administrator has found to be unmanageable by school personnel and which disturbances have the potential of causing harm to students, other persons, or school property. Such potential of possible disturbance includes members of the general public who have exhibited undesirable or illegal conduct on school premises or at a school event held on school property and who have been requested to leave by an administrator, but have failed or refused to do so.

Students

Police in Schools

Questioning and Apprehension (continued)

Coordination of Policies by Enforcement Officials

School administrators shall meet at least annually with local law enforcement officials to discuss the District's policy and rules regarding law enforcement contacts with the District. Law enforcement officials will be asked to instruct their staffs as to the terms of the school's policies and rules.

Regulation approved:

Students

Probation/Police/Courts

Notification to Superintendent when Student Arrested for Felony. Police who arrest, at any time during the year, an enrolled district student, ages seven to twenty, for a Class A misdemeanor, felony, or for selling, carrying or brandishing a facsimile firearm, are required by C.G.S. 10-233h, as amended by Public Act 94-221, Public Act 95-304, and Public Act 97-149, to notify orally the Superintendent of Schools by the end of the next weekday following the arrest, the identity of the student and the offense or offenses for which the student was arrested and follow up in writing, including a brief description of the incident, not later than seventy-two hours of the arrest.

The Superintendent shall maintain this information confidential in accordance with C.G.S. 46b-124 and in a secure location and disclosed, during the school year, only to the Principal of the school in which such person is a student or to the Principal or supervisory agent of any other school in which the Superintendent knows such person is a student. The Principal may disclose the information only to special services staff or a consultant (such as a psychiatrist, psychologist, or social worker) for the purpose of assessing the danger posed by such person to himself, other students, school employees, or school property and effectuating an appropriate modification of such person's educational plan or placement, and for disciplinary purposes.

Police may testify and provide information related to an arrest at an expulsion hearing if such testimony is requested by the Board of Education or an impartial board conducting the hearing, or by the school principal or student or his/her parent. Such testimony must be kept confidential in conformity with applicable state statutes.

Attendance of Students Placed on Probation by a Court. Before allowing a student placed on probation to return to school, the Connecticut court will request from the Superintendent of Schools information on the attendance, adjustment, and behavior of the student along with the Superintendent's recommendation for conditions of sentencing or disposition of the case.

School Officials and Probation Investigations. If requested by the court prior to disposition of a case, the Superintendent of Schools, or designee, shall provide information on a student's attendance, adjustment, and behavior, and any recommendations regarding the proposed conditions of probation included in the probation officer's investigation report.

School Attendance As a Condition of Probation. Under Section 46b-140, a court may include regular school attendance and compliance with school policies on student conduct and discipline as a condition of probation.

Students

Students/Probation/Police/Courts (continued)

Information to Superintendents on a Student Adjudged to be a Delinquent as a Result of Felony. Under Section 46b-124 of CGS, courts are required to release the identity of a student adjudged a delinquent as a result of felony to the Superintendent of Schools who may only use this information for school placement and disciplinary decisions.

Information to Superintendents on a Student Adjudged to be a Youthful Offender. Under Section 54-761 of CGS, courts are required to release the identity of a student adjudged a youthful offender to the Superintendent of Schools who may only use this information for school placement and disciplinary decisions.

(cf. 1411 Law Enforcement Agencies)

(cf. 5145.11 Police in Schools)

(cf. 5114 Suspension/Expulsion)

Legal Reference: Connecticut General Statutes

46b-121 “Juvenile matter” defined Authority of court. Fee.

46b-124 Confidentiality of records of juvenile matters. Exceptions.

46b-134 Investigation by probation officer prior to disposition of delinquency case. Physical mental and diagnostic examination

46b-140 Disposition upon conviction of child as delinquent.

53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.

54-761 Records confidential. Exceptions.

10-233a through 10-233g re student suspension, expulsion... Public Act 94-221 Public Act 95-304

10-233h Arrested students. Reports by police to superintendent, disclosure, confidentiality.

Policy adopted: