Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education virtual meeting held March 2, 2021 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	7 Staff
J. Vouros	2 Press
R. Harriman-Stites	Public by phone
D. Zukowski	

Mrs. Ku called the meeting to order at 7:01 p.m. and stated it was being recorded and being live streamed.

Item 1 – Pledge of Allegiance
Mrs. Ku asked to move the first read of the four curricula to after the reports.

Item 2 – Consent Agenda
MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of February 6, 2021 and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation
Item 4 – Reports
Chair Report: Mrs. Ku was planning to have our next meeting in the Council Chambers. The Board of Finance will finish deliberations on the budget Thursday night and we have responded to their questions. Thanks to Mrs. Harriman-Stites for volunteering to be in the nurse's contract negotiations**.** The Education Committee will have a hearing on the Governor's proposed budget tomorrow and she will be testifying as CABE's representative. There is a newly formed Municipal Building Strategic Plan Committee which Bob Gerbert has been asked to attend. There is also a position for a Board of Education member and if anyone was interested to let her know. The Board of Finance and Legislative Council will be discussing the non-lapsing fund and she wanted to be sure Mrs. Vadas knew when those meetings would be held.

Committee Reports:
Mr. Vouros reported on the Curriculum & Instruction meeting where presentations were made on the Humanities and Writing through Film curricula. The NGSS 6-8 science standards were revisited. There was an extensive review of the Reed science schedule. There was also an update on diversity, equity and inclusion and the job description for the District Compliance Coordinator position. They discussed Ms. Zukowski's analysis of data that should be collected and how it should be reviewed.

Mr. Delia asked if they were teaching the full science curriculum.
Mrs. Uberti said those standards were bundled and divided up equally. Reed is taking a difference approach. The middle school is struggling to get all of the standards in as well. We will look at the delivery of the instruction and is concerned of what might not being covered.

Mr. Cruson reported on the Communications Committee which met yesterday and are trying to finalize the budget newsletter. We started a preliminary discussion of the next newsletter focusing on parental involvement in the schools.

Mr. Cruson noted that the Security Committee met last Thursday and the discussion was over the John Jay College bullying survey and research project. They also discussed the police looking at traffic issues around the middle school pickup time.

Ms. Zukowski provided an update on the Hawley HVAC project. The design detail document is 95% complete and will be finished in a couple of weeks. Jeff Anderson will be the construction manager. Chris Williams is the architect and Alan Adriani and Gordon Johnson are representing the Public Building and Site Commission. Bob Gerbert will meet Jeff Anderson on Friday for an overview of the project scope and pre-construction schedule. She and Mr. Delia have been invited.

Ms. Zukowski said that regarding Charter revisions, all of the changes we asked for made it into the charges with two exceptions. The ones that didn't make it were the review of the referendum date to get more people to vote and if we are expected to file our bylaws with the town and not just on our website.

Mrs. Ku was satisfied that they took up most of what we suggested but was leaving it up to any Board member who wants to follow up on them.

Superintendent's Report: Dr. Rodrigue participated in Read Aloud Day for a third grade class at Sandy Hook School. She will begin her school visits soon. Regarding the staff professional development day in April, we will reserve part of that day for staff wellness with food, yoga and mindfulness. The certified staffing report shows we still have four open positions and one resignation. We hired three building subs, five paraeducators and para subs, two clerical, one tutor and the director of technology.

Student Representative Reports:
Mr. Jerfy spoke about the many scholarships students are applying for and every Friday students receive information on them. Students are also meeting with counselors about coursework for next year.

Ms. Clure spoke about the lunch program at school and shared what they normally are offered. Culinary classes are cooking more and the auto shop classes are doing some car services like changing oil for staff members. The art club members can use the art room on Thursdays. Spring sports are starting soon. Many sports are using google classroom for virtual meetings. The spring musical is also being planned.

Mrs. Ku thanked the students for bringing back information the Board members have asked for.

Item 6 – New Business
First Read of Grades 1 and 2 Reading and Writing Curriculum:
The presentation was given by Language Arts Consultants Lina Silveira, Middle Gate School, Patty Vitarelli, Hawley School, Cynthia McArthur, Sandy Hook School, and Robyn Notaro, Head O'Meadow School. Chris Moretti, Hawley Principal, also attended.

Mr. Delia asked how grammar was integrated into these units.
Ms. McArthur said that they are using the Patterns of Power as a resource. The language standards are covered in each unit.
Mrs. Vitarelli said that K-2 Fundations has a grammar component to it. There is also a tremendous amount of work with capitalization and punctuation.

Mrs. Leidlein asked about the training currently and if we have in-district trainers for readers and writers workshop for new teachers.

Mrs. Uberti said we are doing a modified version of reader's workshop so the units are our units. We have new teachers attend an introductory workshop to be able to get some of the Teachers College training. Also, the language arts consultants coach our teachers.

Item 5 – Old Business
MOTION: Mr. Delia moved that the Board of Education approve the College Math Topics Curriculum. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve the Pre-calculus Curriculum. Mr. Cruson seconded. Motion passes unanimously.

COVID-19 Update:
Dr. Rodrigue shared that we uploaded our staff roster into VAMS with clinics scheduled for March 6. We anticipate having most of our employees vaccinated by mid-march. We had a Q & A for staff on Monday. She will work with Anne Dalton this week to put together another communication for staff with new locations for vaccinations. This weekend will vaccinate 550 employees. We are still holding at a 2% community positivity rate and was pleased we are moving in the right direction.

Ms. Zukowski wanted to be sure we were at a zero spread in the schools to which Dr. Rodrigue said we were.

Mrs. Ku noted that as our rates go down she wondered if in the fall there would be a community monitoring system in place.

Dr. Rodrigue said there was a lot of discussion about wearing masks in the fall but it's too early to tell. She was sure something will be in place.

Mrs. Leidlein asked if there was any discussion as to policies around vaccinations for students.
Dr. Rodrigue said there is talk about ages 16 to 30. They are not going to mandate vaccinations but we may want to put something out to see who would like to be vaccinated.

Mr. Delia noted that vaccinations are not really mandated for anyone. He congratulated Dr. Rodrigue and her staff for having all schools opened since January 1. Also, having 550 staff being vaccinated is a tremendous success. He thanked her for her dedication to the staff.

Item 6 – New Business (continued):
Superintendent's Mid-Year Reflection:
Dr. Rodrigue noted that this follows the goals she outlined earlier in the year.
Goal 1: She continued to support her goals speaking with parents and staff groups related to school learning models. The EdAdvance report of COVID cases is posted on the district website. We were able to implement our re-entry plan with students back in full. November was the most challenging month with higher numbers. We added 25 substitute teachers to help in the schools. She has worked with PEAC subgroups regarding the social/emotional support for our students.

Goal 2: She continues to meet about staff development opportunities and works with Mrs. Uberti and Dr. Purcaro making sure everyone had what they needed regarding technology. She also addresses the use of data with our administrators and staff to understand what deficits exist and what improvements will benefit students.

Goal 3: She communicates the operational plan and has met with many groups in town including the Board of Realtors and PTA groups. She also worked with the PEAC budget subgroup who developed a budget brochure which she has shared with parents and the Community Center and Senior Center. She also presented the teacher retirement package with a cost savings.

Goal 4: She continues to support and mentor the new Director of Business who has also secured a mentor from CASBO. She also attends PTA meetings with her.

Goal 5: Regarding diversity and equity, the ReCenter is working with the PEAC subgroup and she is working with Mrs. Uberti and Dr. Purcaro on the diversity coordinator position. We are collecting information on the 7-12 bullying survey and will share the report. Regarding professional development, on November 3 she brought in Dr. Derrick Gay as well as Kerry Lord and Richard Lemon from the Center for School Change for an entire day devoted to diversity and equity. We will continue this discussion during the April professional development but will also devote the afternoon for workshops on distressing, relaxation, mindfulness and healthy habits of mind and body.

Mrs. Ku said one of the huge things under Dr. Rodrigue's leadership was putting together the re-entry plan to get students back in school in the fall which involved communicating with the community during a time of crisis.

Ms. Zukowski said Dr. Rodrigue sits in a very hot seat and makes decisions with some people happy and some angry. She has been handing this with grace and diffused a lot of situations, which is quite notable.

Mrs. Ku noted that this year has been overwhelming for all of us but nobody more than superintendents and Dr. Rodrigue navigated this crisis that makes the school start time change look like a walk in the park. It's from the budgeting to the public engagement to the staffing to the health management to the facilities to the transportation and the schedules, and each one has been a huge, monumental task to take on, each one on its own, and they have all been over-the-top challenges. This document doesn't reflect all that and the leadership she brought to the district and wanted her to know that.

Mr. Delia said getting children back in school was huge and he couldn't applaud Dr. Rodrigue and her staff enough for putting the students first. There is so much that goes on that people don't realize that we see and there's even things we don't see. From what we see she is handling it all quite well.

Item 7 – Public Participation
MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.
Item 8 – Adjournment
The meeting adjourned at 8:18 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.
Secretary

Board of Education
Newtown, Connecticut

Minutes of the Board of Education virtual meeting held February 16, 2021 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	2 Staff
J. Vouros	2 Press
R. Harriman-Stites	Public by phone
D. Zukowski	

Mrs. Ku called the meeting to order at 7:01 p.m. and stated it was being recorded and being live streamed.

Item 1 – Pledge of Allegiance
Mrs. Ku asked to move the curriculum presentation to just after the reports

Item 2 – Consent Agenda
MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of January 19, January 21, January 26, January 28, and February 2, 2021, the donation to Sandy Hook School, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports
Chair Report: Mrs. Ku stated that she, Dr. Rodrigue and Mrs. Vadas presented our budget to the Board of Finance last week and Mrs. Vadas presented our Covid expenses. We requested that all budget questions be submitted to us in writing. The Hawley HVAC project will not be part of the April referendum in order to get more precise estimates for that project. She hopes the Legislative Council will put it on the November referendum. The CABE Legislative Breakfast took place with about 30 attendees. Senator Hwang attended and answered questions. We need a volunteer for nurse negotiations coming up shortly. Dr. Rodrigue has been meeting with PTAs regarding the budget and she asked if any of the liaisons would like to attend with her.

Superintendent's Report: Dr. Rodrigue stated that she and Mark Pompano were speaking at Penn State meeting in March as part of the Directors Academy with the focus on social emotional practices. We are also working with Tony Gentile from John Jay College. He typically has his interns create a research project which would benefit Newtown schools and this year we chose bullying. Parents and students will receive a survey on this. Dr. Longobucco and Mr. Einhorn sent an opt-out to parents and staff. This information will be shared with the Board. PEAC is currently investigating an App for receiving and sending communications and we are looking at Blackboard. The certified staffing report has no resignations, Nomiki Theodosiou was hired as an ELL teacher and we still have our open positions for four secondary teachers. One retirement is for Jill Beaudry. Our administrators have a December deadline for putting in for retirement. She started on 2004 as a .5 Gifted and Talented teacher and the next year became a full time fifth grade teacher. In 2013 she was named Acting Assistant Principal and became Assistant Principal the following year. She has done an excellent job and we wish her well.

Mrs. Ku said Mrs. Beaudry was also instrumental in getting our school start time to change.

Ms. Zukowski asked how grades seven through twelve were doing being back full time and the congestion in the morning and pickup time.

Dr. Rodrigue said it was going very well. It ties into our decrease in Covid cases. She has heard from a variety of staff members and feels it is the vigilance of the community and our staff as to why this is going well.

Mr. Vouros asked the age group for the bulling survey.
Dr. Rodrigue said it was only for grades seven through twelve. They didn't include the elementary grades because grades seven through twelve is where most of our incidents occur. We will do something for the younger students later.

Mrs. Ku noted that all students take the safe school climate survey.
Dr. Rodrigue said it's not identical at all as there is more in the climate survey. The bullying survey is only ten questions about bullying and cyber bullying.

Committee Reports:
Mrs. Harriman-Stites noted that the Policy Committee met and is working through the personnel policies with some coming to the board soon.

Mr. Vouros reported that the Curriculum and Instruction Committee met regarding the math courses being presented tonight. There were SEL and ELL updates from the meeting.
Mrs. Uberti gave us the kindergarten registration procedure which now will be a recorded presentation posted on our website.

Mr. Cruson noted that the Communications Committee had a brief meeting to discuss the budget newsletter going out the end of March or beginning of April.

Student Reports:
Mr. Jerfy reported that clubs are going great with many meeting on line. World Language is offering a national literacy test which is an extremely exciting opportunity. Students are happy things are getting back to normal.

Ms. Clure said students are enjoying getting back to normal. Regarding congestion in the building, in the morning most students go right to their first class and in the afternoon most just leave the building plus there are other doors to exit so there is a good transition. Teachers continue to enforce wiping down our desks when we come into the class. The free lunch program is still going on. Winter sports started last week. The School Messenger and Powerschool apps provide needed information for students. Twitter does the same. Planning has begun for senior events. Many students are very happy and every week we get closer to having in-person club meetings.

Mrs. Leidlein asked if all sports teams were able to compete right now.
Ms. Clure said not all and that wrestling, dance and cheerleading are just practicing.
Dr. Longobucco noted that the decision for those three activities was from CIAC and they are having conditioning practices but no competition for now.

Financial Report for the Month Ending January 31, 2021:
MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending January 31, 2021. Mr. Cruson seconded. Motion passes unanimously.

Mrs. Vadas presented the report. The excess cost grant accounts for an additional $65,732 above our current estimate with a reimbursement rate of 83.54% and will be recalculated at the end of February and adjustments will be made in May. She stated that we also have a balance of $62,000 in the special education account for out-of-district tuition for a total special education balance of $162,000 which includes the $100,000 contingency.
Mrs. Ku noted that the $100,000 is only to be used for special education costs.

Mrs. Vadas reported we are currently at a negative $54,059 for Covid expenses which was also presented to the Board of Finance last week.
Dr. Rodrigue said the Board of Finance asked us to send them an update which will be in April.

Ms. Zukowski asked if we fall short we have funds in our non-lapsing account.
Mrs. Vadas said we have $270,000 we could use.

Mr. Delia asked if there was any way the lunch programs costs would improve.
Mrs. Vadas noted that every month has been different. We are trying to evaluate meal counts to see where we are. The program is going well but we don't have the participation because the middle and high school students are not eating in school.

Motion passes unanimously.

Item 6 – New Business
First Read of Pre-calculus Curriculum and College Math Topics Curriculum:
Gene Hall, Math Department Chair, presented both curricula.

Ms. Zukowski asked what the metrics were to see if these are advantageous to the students compared to if they stayed with the old curriculum.
Mr. Hall noted that this concept based curricula is a process and gives the math department other ways to teach the skills.

Mrs. Ku said the history of college math topics is improving our high school students and keeping them engaged in math an additional year.
Mr. Hall said this prepares our seniors for college. Also, our current sophomores need nine credits of stem and we want to give students enough opportunities to get these credits.

Item 5 – Old Business
COVID-19 Update:
Dr. Rodrigue said the DPH has emphasized that schools open safety and we are doing a great job with staff, leaders and community. Contact tracing has been handled very well in grades 7-12. The EdAdvance report shows us completely out of the red in 3% so the trend is going downward. Everyone is doing a great job and she thanked the students also.

Ms. Zukowski said at the middle school PTA meeting there was a lot of conversation about traffic with many students not riding the bus so parents are driving and asked if it was getting better.
Dr. Rodrigue said it has improved but there will always be traffic at both secondary schools.

Mrs. Ku thanked Dr. Rodrigue for getting our students in school as many parents also wanted them back. She is a leader among leaders and was grateful for getting students in school and making sure our district is in a consistent plan which has been successful.

Dr. Rodrigue said it takes a team and she has a great one.

Item 6 – New Business (continued)
Dr. Rodrigue noted that March 19 will also be an early release day for the high school even though they are not having conferences.

Dr Longobucco said March 19 the high school will follow the Wednesday schedule with dismissal at 11:30 and having two classes at home. March 24 is the schoolwide SAT day for juniors. We will need our 9th, 10th and 12th grades at home because we will need space for the juniors to take the test. Those grades will be home schooling. She will also need her teachers to proctor the tests. We spoke to transportation and we will dismiss those students at 1:30 that day and eat in our two cafeterias.

Item 7 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 8 – Adjournment
The meeting adjourned at 8:27 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.
Secretary

Correspondence Report
02/13/2021 – 03/01/2021

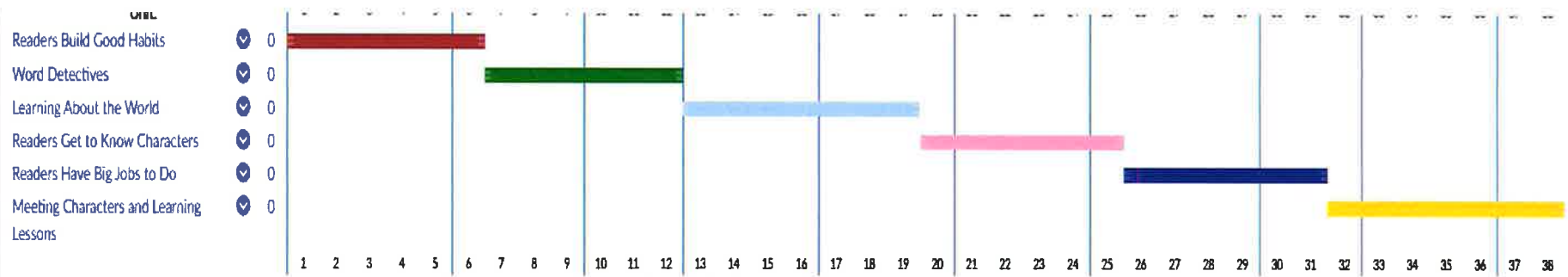| Date	Name	Subject
2/16/21	Kathy June	Addition to Board Mailing
2/16/21	Kiley Gottschalk	BOF 2-18-21 Agenda
2/17/21	Aaron Cox	Re: 3 hr Delay
2/17/21	Michelle Ku	Clarification
2/17/21	Michelle Ku	Fwd: BOF Budget Meetings
2/18/21	Michelle Ku	BOF Q&A #1
2/19/21	Michelle Hiscavich	Fwd: Scholastic awards, grades, and information
2/19/21	Kiley Gottschalk	BOF 2-22-21 Agenda
2/21/21	Anonymous	Regarding Professional Treatment of BOE
2/22/21	Michelle Ku	BOF Budget and COVID Questions and Answers
2/23/21	Kiley Gottschalk	BOF 2-25-21 Agenda
2/24/21	Michelle Ku	BOF Communications
2/24/21	Meredith Tabacco	Wednesday's
2/26/21	Michelle Hiscavich	Re: Fwd: Scholastic awards, grades, and information
2/27/21	Rebecca Carnes	Consider this a formal submission of information and request for response
2/28/21	Alissa Mendoza	State Dyslexia Update
3/1/21	Donna Norling	Curriculum and Instruction Minutes
3/1/21	Shari Wright	2 questions
3/1/21	Kathy June	Enrollment Report – February 28, 2021

Reading & Writing Curriculum
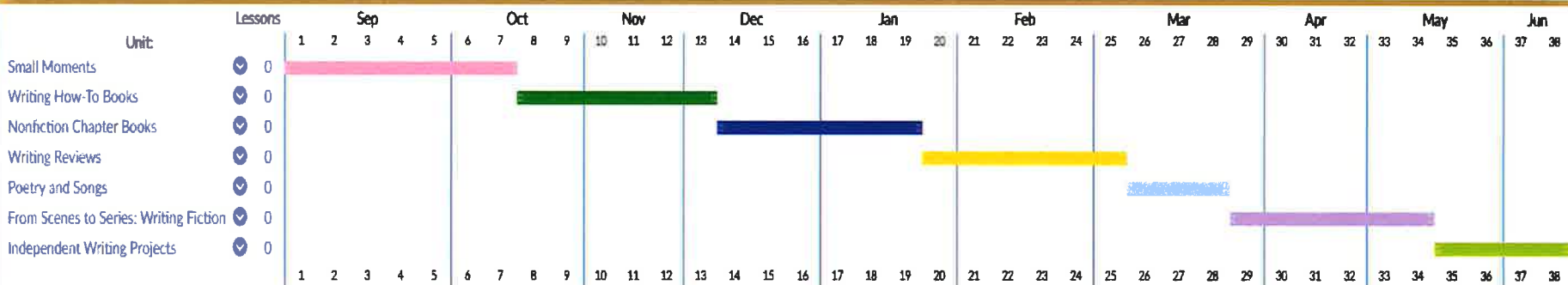
Grade One & Grade Two

Highlights

- **Instruction**
  - Workshop Model: mini-lesson, conferring, small group
  - Concepts Based Curriculum: concept lens, web, generalizations, guiding questions

- **Reading Units**
  - Provides opportunities to build skills and strategies for both fiction and non-fiction
  - Provides opportunities to integrate social studies, science and other interdisciplinary topics

- **Writing Units**
  - Provides opportunities to practice each type of writing: opinion, information, narrative
  - Designed to ensure students go through the writing process multiple times

- **Assessments**
  - Built-in, ongoing throughout the year: formative and summative
  - Embedded across the year - Common District Assessments
  - Student reflection - modeled & practiced, focusing on reflection and metacognitive strategies
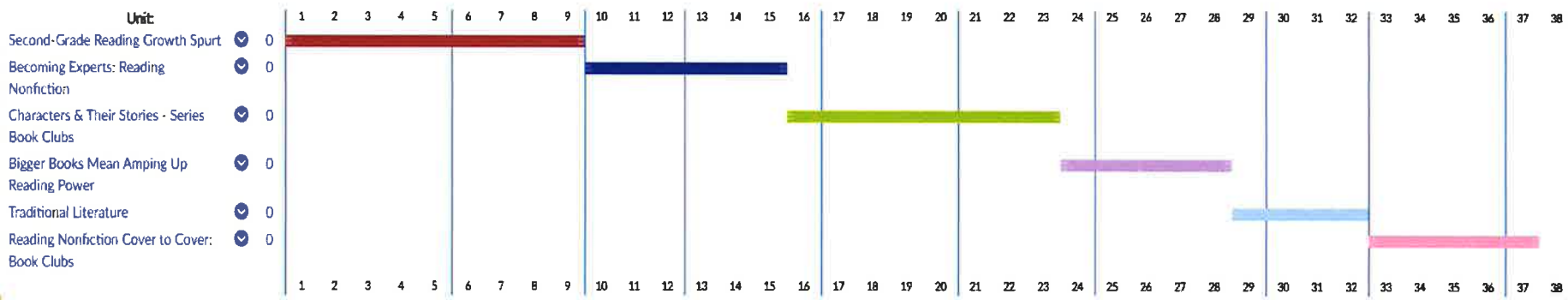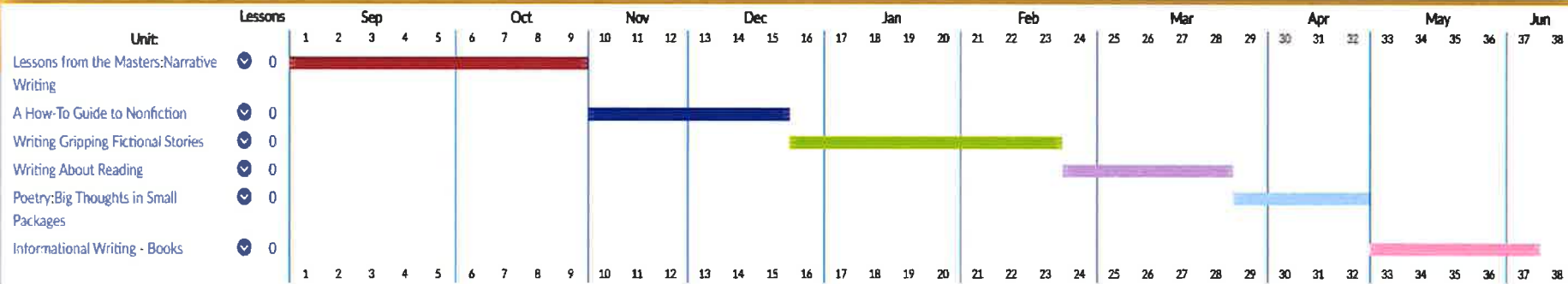
Grade 1 Reading Unit Calendar

Unit	Lessons																																						
Readers Build Good Habits	0																																						
Word Detectives	0																																						
Learning About the World	0																																						
Readers Get to Know Characters	0																																						
Readers Have Big Jobs to Do	0																																						
Meeting Characters and Learning Lessons	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

Grade 1 Writing Unit Calendar

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
Small Moments	0																																						
Writing How-To Books	0																																						
Nonfiction Chapter Books	0																																						
Writing Reviews	0																																						
Poetry and Songs	0																																						
From Scenes to Series: Writing Fiction	0																																						
Independent Writing Projects	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

- 6 reading units and 7 writing units
- reading across multiple genres
- writing different genres
- reading and writing units taught simultaneously
- reading and writing units build on standards

Grade 2 Reading Unit Calendar

Unit			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
Second-Grade Reading Growth Spurt	⌄	0	━	━	━	━	━	━	━	━	━																													
Becoming Experts: Reading Nonfiction	⌄	0										━	━	━	━	━	━	━																						
Characters & Their Stories - Series Book Clubs	⌄	0																━	━	━	━	━	━	━	━															
Bigger Books Mean Amping Up Reading Power	⌄	0																								━	━	━	━	━										
Traditional Literature	⌄	0																												━	━									
Reading Nonfiction Cover to Cover: Book Clubs	⌄	0																															━	━	━	━	━	━		

Grade 2 Writing Unit Calendar

	Lessons	Sep					Oct				Nov			Dec			Jan				Feb				Mar				Apr				May				Jun		
Unit		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																																	━	━	━	━	━	━

- 6 units for both Reading and Writing
- reading across multiple genres
- writing different genres
- reading and writing units taught simultaneously
- builds on standards taught in previous years

TO:	Lorrie Rodrigue, Superintendent
FROM:	Suzanne D'Eramo, Director of Human Resources
RE:	Superintendent's Report – Certified Staffing Update for February 2021
DATE:	February 26, 2021

FEBRUARY 2021

Certified Retirements:

Certified Resignations:
Caren Carpionato (effective 6/30/21)

New Hires:

Open Positions:
4 secondary teachers (1 English, 1 math, 2 science certified) – one year contracts

ADDITIONAL DISTRICT HIRING NOTES:
Here is a recap of all non-certified and certified staff we have hired for the month of February:

Certified teachers = 0
Building subs/LT subs = 3
Paraeducators/para sub = 5
Clerical = 2
Tutors = 1
Director of Tech = 1

Of the 12 newly hired employees, all indicate a race or ethnicity of white/not Hispanic.

➢ Support administrators, staff, and the community in managing the academic and emotional challenges resulting from COVID-19

- Meet regularly with administrators to monitor the goals, practices, and protocols in place outlined in the Newtown Re-Entry Plan.
- Remain visible in buildings to show ongoing support of staff and students
- Continue to respond to staff and parent questions or concerns related to COVID-19.
- Work closely with the Director of Health in responding to COVID cases and implementing appropriate protocols and communication.
- Update the BOE regularly on COVID-19 cases, trends, and decisions regarding the status of school closure (as applicable).
- Working with school leaders and members of the Central Office Cabinet, develop a system of social-emotional supports for staff and students
- In concert with the Assistant Superintendent and the Director of Teaching and Learning, develop ongoing professional development opportunities for staff to support distance learning and the use of technology.

Midyear Reflection:

Although this year has presented immense challenges, communication and feedback from staff, leaders, and parents has remained at the forefront. I have taken calls, responded to emails, and worked with parent and staff groups to ensure clarity related to school learning models (full in model), cases and numbers quarantined, and overall status of the Newtown community. We have continued to post the EdAdvance report of COVID cases and percentages on the district website and worked closely with Donna Culbert and Anne Dalton to send appropriate and timely communication related to new information and updates.

The goals of the Re-Entry Plan have not changed, and we have worked to bring our students back in full with the appropriate mitigation strategies and safety measures in place throughout the first half of the year. In concert with CT DPH and our local health director, we have brought our students in full while monitoring the current trends and staffing needs within our community. When we needed staff, I called upon the community and parents to help out, which had a major impact on whether we could open at all (hybrid or full in-person) following the December holiday. This partnership with the community was critical in building relationships and being fully transparent about the impacts of COVID on our school operations.

I worked closely with Anne and Frank, as well as other leaders, to ensure we were offering our teachers the necessary staff development for new digital resources and online practices. Further, I worked with our Administrative Team and Director of Counseling to ensure that teachers and leaders were reaching out to families who had disengaged students. This was important given the fact that we were still in Hybrid mode or working fully remote (Cohort D students).   I also supported the PEAC subgroup on Community Partnerships to provide further social/emotional support for our students. Paras now work with students in after school groups (cross schools) to engage students in fun games and other less structured activities to build relationships and make connections. My leadership has also extended to support the Ass't Superintendent and the Safe School Climate committee as they continue to ensure consistent practices for identification of struggling students. Social/emotional supports are in place in schools, and students are identified through the SRBI (Scientific Research-Based Interventions) for academic and social/emotional supports, especially as COVID has impacted their normal engagement in school.

> ## ➢ Articulate a clear vision that promotes an academically sound, emotionally safe, and equitable learning environment for all students.

- Work closely with the Assistant Superintendent to ensure staff and administrators are provided professional development opportunities to implement remote learning for students, including the unique technologies and instructional strategies necessary for both hybrid and distance learning modes.
- Hold all leaders accountable for the ongoing and consistent review of data related to teaching and learning, as well as social-emotional practices that support students.
- Support members of PEAC (subgroups) to continue their work in the areas of community partnerships, branding and communication, and budget
- Using the BOE Resolution and new policies as a framework, establish a new PEAC subgroup devoted to areas in Diversity & Equity.

Midyear reflection:

I continued to meet and discuss the ongoing staff development opportunities for our staff, in particular at the earlier part of the school year when it was necessary for teachers to become familiar with technology and digital resources. I had multiple meetings with our Director of Technology (previous) and Assistant Superintendent to ensure we had the appropriate number of devices for students and digital resources that would be used during both hybrid and remote learning models. While the year has been focused on COVID, we have still discussed the importance of reviewing data and helping the data inform future decisions. Assessments will also be implemented in the near future, under the guidance of our Ass't Superintendent and Director of Teaching and Learning, and that will provide information about student needs and deficits following the pandemic in both literacy and math.

After establishing a PEAC subgroup devoted to Diversity & Equity, we have begun to work with staff and parents on the committee to prioritize some areas (including reporting protocols and the diversity coordinator position) as we move forward. We have worked with Re-Center who is also a strong partner with us in supporting PEAC, and they have also met with me, Anne, and Frank regarding our district vision, values, and beliefs so that this remains at the forefront of their work as well.

➢ Develop and communicate an operational plan that considers the educational needs of the district with the current economic landscape.

- Along with the input of the Director of Business and school leaders, review the resources necessary to meet the future needs of the district while considering current State and local economic trends.
- Monitor and make budgetary decisions based on enrollment, class size, and other factors, including COVID, that continue to impact the district.
- Utilize in-house and State data to determine new programming or staffing needs to support disengaged or failing students, as well as costs associated with such needs.
- Communicate the district's operational plan to all stakeholders (e.g., video, open forum, senior citizen talks, PTA) to increase public engagement and support.
- Work with the PEAC subgroup (budget) to implement potential strategies for increasing community awareness and investment in the 2021-22 budget.
- Empower the district grant-writer to search for new funding opportunities to support district needs as they relate to COVID-19.
- Review potential cost saving measures, such as retirement package and repurposing of staffing positions, to offset increases to the budget.

We are still immersed in the budget process for the 2021-22 school year and have presented to the BOE and BOF, as well as PTA groups and the Board of Realtors. In addition, I worked with our PEAC budget subgroup, who developed a budget brochure to increase awareness and build further understanding. The brochure was used as a communication piece to all of the community group presentation and was sent out to parents, staff, as well as the Community Center and Senior Centers.

During the budget development, I worked closely with our Director of Business, Central Office Cabinet members, as well as school leaders who presented requests not only to support students as a result of COVID impacts but to continue to implement requests in alignment with district goals.

Through the use of existing data and anecdotal information from leaders across the district, we worked to ensure supports were provided to students and families across the district. COVID had a major impact, both emotionally and financially. However, I have sent a clear and

consistent message to school leaders and staff that this is not "business as usual" and our students and families need to be fully supported, cared for, and allowed flexibility on many levels.

I also presented the Teacher Retirement Package to you as promised, which would be a cost savings to tax payers in this difficult budget year.

➢ Provide support and mentorship for the new Director of Business

- As the evaluator, work closely with the new Director of Business to support her role and responsibilities.
- Working collaboratively with the Director, offer support for changes in the business office to improve efficiencies.
- Encourage professional development opportunities (e.g., CASBO) that will help support the new Director in her new role.

I have provided support to our new Director of Business, which was evidenced throughout the budget season. Tanya has also been invited to join me during PTA meetings, so she could learn about the landscape and parent mindset around the proposed operational plan. She was also asked to participate on PEAC (budget subgroup), which has been instrumental in accomplishing tasks to building budget awareness. For example, she helped out with the information for the brochure.

Tanja and I have worked together to ensure she has the tools she needs in her new role to be successful, and this has included securing a mentor from CASBO to work with her in her first year. We have also been looking at future efficiencies in the business office. Now with a new team and the filling of the Ass't Director position, we plan to outline areas that will begin to open up new efficiencies in the department.

➢ Develop a systemic approach to monitor the expectations and outcomes related to Diversity & Equity

- Explore and identify the role of a Diversity & Equity Coordinator to provide support to staff, students, and families in dealing with and resolving complaints of harassment, bullying, and racism.
- Work with members of the Administrative Team and district staff to implement and monitor expectations outlined in the BOE resolution and policies related to Diversity and Equity.
- Establish clear protocols K-12 in the recording and reporting of incidents related to racism, as well as the measures of accountability.
- Work with the Assistant Superintendent and Director of Teaching and Learning to implement curricular revisions and instructional strategies that embrace multicultural perspectives and diversity.
- Support professional development opportunities for staff to promote a deeper understanding of diversity and equity, as well as their role in maintaining a safe, inclusive, and respectful learning environment.

- Coordinate district-wide staff development in November with Dr. Derrick Gay presentation on the topic of Diversity.
- Update the BOE and community regarding data related to harassment, bullying, and racism – including resolutions. Share State and National trends as comparative information.

Very early on this year, I began to formulate the job description for our District Diversity & Equity Coordinator, who would be hired later this year but begin a full year during the 2021-22 school year. With the support of PEAC, as well as the input of Anne, Frank, and PEAC members, we continue to tweak the job description, role and responsibilities, as well as the overall expectations for the position so that it meets with success in the future. Additionally, the PEAC subgroup has set its priorities and will be looking at reporting protocols for staff and students, which aligns with our district policy on racial harassment. The encouragement of the anonymous alerts app will also be a focus, and we are currently collecting data from our bullying survey for 7-12. This was accomplished through the John Jay College graduate department and led by Tony Gentile. Tony has been a part of our Safety and Security meetings at the district level and this was mentioned at a previous meeting.

With respect to professional development, in November I brought in Dr. Derrick Gay, Keynote Speaker, and Kerry Lord/Richard Lemon, Center for School Change, for an entire November PD devoted to Diversity & Equity. The workshops and open discussions proved extremely valuable, and we will be continuing this during the April PD.

However, another part of the April PD day will focus on CA"R"Es (Caring About "R" Educators) an afternoon for our staff for workshops and groups on distressing, relaxation, mindfulness, and healthy habits of mind and body! Well deserved.

Newtown High School > High School > Mathematics > College Math Topics

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
Graphs and Functions	✓	0										
Solving	✓	0										
Systems	✓	0										
Quadratics	✓	0										
Polynomial Equations	✓	0										
Rational Equations	✓	0										
Radical Equations	✓	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

Graphs and Functions
Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- **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
Lens: Relationship

Concepts

- ordered pair
- relation
- function
- continuous
- discrete
- domain
- range
- notation
- slope
- intercepts
- linear equations

Generalizations / Enduring Understandings
Strand 1

- ordered pair
- relation
- function
- continuous
- discrete

Generalization:

Ordered pairs create a variety of continuous or discrete relations or functions.

Strand 2

- domain
- range

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

- What is a function? (S1)
- What is a relation? (S1)
- What is function notation? (S2)
- What is the relationship between domain and range? (S2)
- What is the domain/range of a relation? (S2)
- What is continuous/discrete? (S1)
- What relationship exists between a function/relation and its domain? (S1/S2)
- What relationship exists between the domain of a continuous/discrete function? (S1/S2)
- What is set notation?(S2)
- What is interval notation? (S2)
- What is slope? (S3)
- What are intercepts? (S3)

- notation

Generalization:
Function notation models the relationship between domain and range.

Strand 3

- slope
- intercepts
- linear equations

Generalization:

Characteristics of linear equations including slope and intercepts determine the graph of a linear equation.

- What are the different forms of linear equations? (S3)
- How are compositions evaluated using function notation? (S2)
- How do real world situations present either discrete/continuous? (S1)
- What is the difference between a relation and a function? (S1)
- How are the input/outputs related to domain/range? (S2)

Conceptual:

- How are functions used to make predictions and are they reliable? (S1/S2/S3)

Provocative:

- What form of a linear equation is best to use for any given situation?(S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics
CCSS: HS: Algebra

Creating Equations
HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Reasoning with Equations & Inequalities
HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

HSA-REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematical Practice
MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Building Functions

HSF-BF.A. Build a function that models a relationship between two quantities.

HSF-BF.A.1. Write a function that describes a relationship between two quantities.

Objective(s)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>
Students will

- Compare functions and relations
- Identify domain/range
- Represent relations using different methods

Critical Content & Skills	Core Learning Activities

*What students must **KNOW** and be able to **DO***
 Students must be able to:
 Determine whether a relation is a function using
 	
 • mapping diagrams
 • ordered pairs
 • graphs
 • tables of values
 • vertical line test
 	
 Interpret and analyze a graph
 	
 • state domain/range
     ○ using interval notation
     ○ set notation
 • determine continuous/discrete
 • determine slope
 • identify key characteristics of a graph
     ○ intercepts
     ○ vertical/horizontal
     ○ parallel/perpendicular
 	
 Model relations using different methods
 	
 • graphically
 • using a table
 • in a mapping diagram
 • write equations of lines
     ○ slope intercept
     ○ point slope
     ○ standard
	Notes and Additional Exercise Problems.pdf

Assessments	Resources
Summative Test (6 versions).pdf Formative Exercise Problems (all subsections).pdf	*Professional & Student* **Professional** *Intermediate Algebra: A Graphing Approach* by Martin-Gay & Greene *(Chapter 3)*

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	**Writing** • Use formal writing techniques along with precise math vocabulary. • Express corrections to error analysis problems succinctly. **Business**

| | Analyze a business billing plan with multiple conditions to generalize and write own business billing plan. Analyze the affects of a sale vs discounted pricing to generalize and write own business sale plan. **Science**

Position, velocity and time graphs all model linear functions. |

Solving

Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- 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
Lens: balance

Concepts

- expression
- equality
- inequality
- inverse operations
- solutions

Generalizations / Enduring Understandings

Strand 1

- expression

Generalization:
Combining like terms simplifies expressions.

Strand 2:

- equality
- inverse operations
- solutions

Generalization:
Inverse operations yield solutions to an equation.

Strand 3:

- inequality

Generalization:
Inverse operations yields a set of solutions to an inequality.

Guiding Questions

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

- What are the properties of equality (S1/S2/S3)
- What is the difference between an expression and an equation?(S1/S2)
- What is an equation? (S2)
- What does equality mean? (S2)
- What is an inequality? (S2)
- What does it mean to balance an equation/inequality?(S2/S3)
- What is the solution to a linear equation? (S2)
- What is the solution(s) to a linear inequality (S3)
- When does the inequality sign change direction? (S3)
- What are possible types of solutions? (S1/S2)
- What is the difference between a solution(s) for a linear equation and a linear inequality? (S2/S3)
- How are the properties of equality applied to solve linear equations and linear inequalities? (S2/S3)
- How is a linear inequality represented on a number line? (S3)
- How are the number of solutions identified in an

	equation or inequality? (S2/S3)
	<u>Conceptual:</u> • Is there ever a situation where there is one solution to an inequality? (S3) <u>Provocative:</u> • When is it best to use a linear equation versus a linear inequality to model a real world situation?(S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

CCSS: HS: Stats/Prob

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MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will

- solve linear equations and inequalities
- represent the solution to inequalities on a number line
- model real-world applications

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students must be able to:
Solve linear equations and inequalities by applying properties of equality.

- Isolate specified variables given literal equations.
- Set up and solve absolute value equations/inequalities.
- Recognize the proper order of applying properties of equality.
- Demonstrate the process of solving linear equations and linear inequalities
- Interpret the solution to a linear inequality on a number line.

Construct the solution to an inequality on a number line

- Given the solution to an inequality on a number line write the inequality.
- Represent the solution to an inequality on a number line.
- Graph and interpret the solution to absolute value equations/inequalities on the a number line.
- Represent the solution to an inequality using interval notation.
    - make use of intersections, and unions of sets specifically for inequality solution sets

Model a real-world problem with an expression/equation/inequality and interpret the solution/outcome

- Construct and solve an equation or inequality given a real-world problem.

Core Learning Activities

Notes and Additional Exercise Problems Equations and Inequalities.pdf
Notes and Additional Exercise Problems Expressions.pdf

- Interpret the validity of absolute value solution sets.
- Describe the solution(s) in a sentence.

Assessments	Resources
Formative Exercise Problems (all subsections) Equations and Inequalities.pdf Formative Exercise Problems (all subsections) Expressions.pdf Summative Test (6 versions) Equations and Inequalities.pdf Summative Test (6 versions) Expressions.pdf	*Professional & Student* **Professional** *Intermediate Algebra: A Graphing Approach* by Martin-Gay & Greene (Chapters 1 & 2)
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** **Science** • using varied equations from physics, chemistry, environmental sciences, isolate variables, to solve for missing values **Business** • compound interest, simple interest formulas lend themselves to manipulation, and interpretation of answers
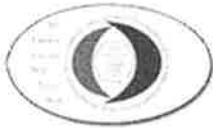
Systems
Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- **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
Lens: Interaction

Concepts

- Consistent solution
- Inconsistent solution
- Unique solution
- Solution region
- Graph
- System of linear equation
- System of linear inequalities

Generalizations / Enduring Understandings
Strand 1: Graphical Representation
Concepts:

- Consistent solution
- Inconsistent solution
- Unique solution
- Systems of linear equations

Generalization:
Graphing a system of linear equations determines a consistent solution, inconsistent solution, or a unique solution.

Strand 2: Algebraic Representation
Concepts:

- Consistent solution
- Inconsistent solution
- Unique solution

Generalization:
Algebraic means of a system of linear equations

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

- How is the solution to a system defined? (S1/S2/S3)
- How is a consistent solution represented on a graph? (S1)
- How is an inconsistent solution represented on a graph? (S1)
- How is a unique solution represented on a graph? (S1)
- How is a consistent solution represented algebraically? (S2)
- How is an inconsistent solution represented algebraically? (S2)
- How is a unique solution represented algebraically? (S2)
- How is a solution to a system of inequalities represented? (S3)
- How can a system of inequalities whose solution will encompass the entire coordinate plane, be constructed? (S3)

determines a consistent solution, inconsistent solution, or a unique solution.

Strand 3: Inequalities
Concepts:

- Solution region
- Graph
- System of linear inequalities

Generalization:
Graphing a system of linear inequalities determines a solution region.

- How can inconsistent solutions be determined by inspection? (S1/S2)
- How can consistent solutions be determined by inspection? (S1/S2)
- How can unique solutions be determined by inspection? (S1/S2)
- How is no solution within a system of inequalities represented? (S3)

Conceptual:

- What is the difference between all real numbers and infinitely many solutions? (S1/S2/S3)
- When is it more appropriate to use a system of equations versus inequalities? (S1/S2/S3)

Provocative:

- Which type of system, equations or inequalities, is more applicable to everyday life? (S1/S2/S3)
- What kind of real-life situations result in systems? (S1/S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

  CCSS: HS: Algebra

Reasoning with Equations & Inequalities

HSA-REI.C. Solve systems of equations.

HSA-REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HSA-REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

HSA-REI.C.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

HSA-REI.C.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

Mathematical Practice

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MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Graph systems of linear equations/inequalities
- Solve systems of linear equations algebraically

Critical Content & Skills

What students must KNOW and be able to DO
Students will be able to:
Use a graphing calculator to find intersections.

- Graph systems by hand and identify solutions.

Solve systems using appropriate methods.

- Solve the system of equation by
  - Graphing
  - Substitution
  - Elimination
  - Matrix
- Solve the system of inequalities by graphing

Write systems of equations and inequalities to solve applied problems.

- define variables
- write answers in the context of the problem

Core Learning Activities

Notes and Additional Exercise Problems Systems of Equations.pdf

Assessments

Formative Exercise Problems (all subsections) Systems of Equations.pdf
Summative Test (6 versions) Systems of Equations.pdf

Resources

Professional & Student
Professional
Intermediate Algebra: A Graphing Approach by Martin-Gay & Greene
(Chapter 4)

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication

Interdisciplinary Connections
Business

- compare two companies, look at the break even point

Written Performance	• compare the growth rates of stocks, bonds, CD's

Newtown High School > 2020-2021 > High School > Mathematics > College Math Topics > Week 13 - Week 18

Last Updated: Today by Charlotte Cavataro

Quadratics

Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- **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
Lens: Relationships

Concepts:

- intercepts
- vertex
- axis of symmetry
- quadratic equations
- real zeros/roots
- factoring patterns
- simple radical form
- square roots
- complex numbers
- conjugates
- quadratic formula
- discriminant
- quadratic

Generalizations / Enduring Understandings

Strand 1: Graphing
Concepts:

- intercepts
- vertex
- axis of symmetry
- quadratic

Generalization:
Intercepts, vertices, and the axis of symmetry construct quadratic relationships.

Strand 2: Factoring
Concepts:

- factoring patterns

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]
Factual:
How do you find x-intercepts or solve when y=0? (S1)
What is a perfect square trinomial? (S4)
What does the discriminant determine? (S4)
What is the relationship between the number of real roots and the graph of a quadratic equation? (S1)
What is a conjugate? (S3)
What is a complex number? (S3)
What are the forms of quadratic equations? (S4)
What are the critical points and features to a parabola? (S1)
Why are conjugates necessary? (S3)
What is the relationship between roots and factors? (S2 /S4)

Conceptual:

- real zeros/roots

Generalization:
Factor patterns identify roots.

Strand 3: Square roots
Concepts:

- simple radical form
- square roots
- complex numbers
- conjugates
- imaginary number
- quadratic equations

Generalization:
Square root procedures solve quadratic equations.
Complex conjugates eliminate the imaginary number.

Strand 4: Completing the square
Concepts:

- perfect square trinomial
- quadratic equations
- quadratic formula
- discriminant

Generalization:
Completing the square derives the quadratic formula.
The discriminant determines the number and type of solutions.

How are quadratic functions used to model actual data? (S1)
How do the number of real roots help determine the graph of a quadratic?(S1/S2/S3/S4)
How can the discriminant determine the best method to solve a quadratic?
How are factoring patterns used as strategies to solve quadratics?(S2)

Provocative:
Is there a best method to graph a quadratic equation? (S1-S4)
Is there a best method for solving quadratic equations?(S1/S2/S3/S4)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 7

Mathematical Practice

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MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

HSA-SSE.B.3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Arithmetic with Polynomials & Rational Functions

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

HSA-APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Reasoning with Equations & Inequalities

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

CCSS: HS: Functions

Interpreting Functions

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros,

extreme values, and symmetry of the graph, and interpret these in terms of a context.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will be able to:

- Apply Skill & concepts-solving quadratic equations
- Analyze data tables using strategic thinking/reasoning to determine if quadratic
- Evaluate how to most efficiently solve quadratics by describing, comparing and contrasting solution methods

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students will be able to:
Construct quadratic definition given graph
Graph parabolas given standard and vertex form.
Analyze a graph for maximum, minimum, y-intercept and x-intercepts.

- Graph parabolas given both standard and vertex form
- Identify key points of quadratic given quadratic function
- Given key points write definition of a quadratic function

Factor quadratics

- Factor by
  - Greatest common factor
  - Difference of perfect squares
  - Perfect square trinomial
  - Lead coefficient
  - Four term polynomial
- Identify best factoring method
- Create factors using zeros

Solve all types of quadratic equations for real and/or complex roots.
Determine best method to solve quadratic equation

- Use discriminant to determine best method to solve
- Simplify square root
- Complete the square
- Factor
- Apply quadratic formula
- Graph
- Simplify complex numbers

Apply characteristics of a quadratic function and graph to real-world applications

Core Learning Activities

Notes and Additional Exercise Problems Factoring.pdf
Notes and Additional Exercise Problems Solving Quadratics.pdf

Assessments

Formative Exercise Problems (all subsections)

Resources

Professional & Student

Factoring.pdf Formative Exercise Problems (all subsections) Solving Quadratics.pdf Summative Test (6 versions) Solving Quadratics.pdf	**Professional** *Intermediate Algebra: A Graphing Approach* by Martin-Gay & Greene (Chapter 5.3-5.8 & Chapter 8)
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections **Science** • projectile motion, movement of atoms, sports, falling from a building, flight paths, bounces, optical design, and determining value of resistors ... **Business** • profit vs loss models (break even points) **Architecture** • modeling arches in buildings and bridges (determining strength)

Newtown High School > 2020-2021 > High School > Mathematics > College Math Topics > Week 19 - Week 24

Last Updated: Today by Charlotte Cavataro

Polynomial Equations
Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- **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
Lens: Interactions

Concepts:

- properties of exponents
- Scientific Notation
- operations
- zeros
- solving
- long division
- synthetic division
- factoring
- polynomials

Generalizations / Enduring Understandings
Strand 1: Exponents

- properties of exponents
- Scientific Notation

Generalization:
Properties of exponents aid in representing numbers in Scientific Notation.

Strand 2: Operations

- operations
- long division
- synthetic division
- polynomials

Generalization:
Synthetic and long division factor polynomials.
Operations on polynomials generate standard form.

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

- What are the properties of exponents? (S1)
- What is Scientific Notation?(S1)
- What are like terms? (S2)
- What role do like terms play in a GCF interaction? (S2)
- What is the GCF? (S2/S3)
- What is a factor? (S3)
- What is a zero? (S3)
- What is a solution?(S3)
- What are the factoring techniques?(S3)
- What is the relationship between the degree of the original polynomial and its quotient after synthetic division? (S2)
- How is synthetic division used to factor a polynomial? (S2)
- What is the difference between synthetic and

Strand 3: Factor

- factoring
- zeros
- solving

Generalization:
Zeros of a polynomial are solved for by factoring.

Conceptual

- In what situations is Scientific Notation valuable?(S1)
- How can the skills of factoring quadratics be used to factor polynomials?(S3)
- When is a polynomial not factorable?(S3)

Provocative

- What in your life requires exponential thinking? (S1/S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

HSA-SSE.B.3c. Use the properties of exponents to transform expressions for exponential functions.

Arithmetic with Polynomials & Rational Functions

HSA-APR.A. Perform arithmetic operations on polynomials.

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

HSA-APR.B.2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

HSA-APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

HSA-APR.C. Use polynomial identities to solve problems.

HSA-APR.C.4. Prove polynomial identities and use them to describe numerical relationships.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>
Students will:

- Convert between Scientific and Standard Notation
- Simplify exponential expressions
- Classify polynomials
- Factor polynomials
- Recognize and Solve polynomials
- Simplify Polynomials

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students will be able to
Convert between Scientific and Standard Notation

- large number conversion
- small number conversions
- operations on scientific notation

Simplify exponential expressions

- properties of exponents
  - o product
  - o power
  - o quotient
  - o like terms

Identify degree and number of terms to classify polynomials

- perform operations on polynomials
  - o combine like terms
  - o multiply
  - o divide
    - long division

Core Learning Activities

<u>Notes and Additional Exercise Problems Polynomial Long Division.pdf</u>
<u>Notes and Additional Exercise Problems Polynomial Operations.pdf</u>

- synthetic division

Factor polynomials

- Greatest common factor
- Grouping
- Factor quadratics by
  - Greatest common factor
  - the difference of perfect squares
  - perfect square trinomial
  - sum/difference of cubes
  - split the middle term/guess and check

Recognize and solve polynomial functions by

- factor
- use synthetic division to
  - check to see if a root is a solution
  - if it has a specified factor
- solve using zero product property

Assessments

Formative Exercise Problems (all subsections) Long Division.pdf
Formative Exercise Problems (all subsections) Polynomial Operations.pdf
Summative Test Questions Polynomial Operations.pdf

Resources

Professional & Student
Professional
Intermediate Algebra: A Graphing Approach by Martin-Gay & Greene
(Chapter 5.1-5.4 & Chapter 6.4)

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Business

- Maximize volume with specified dimensions.

Science

- approximate speed/size of atoms using scientific notation
- volume of planets/distance/ molar mass using scientific notation and operations on those larger/small numbers.

Last Updated: Today by Charlotte Cavataro

Rational Equations

Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Lens: Interpretation

Concepts:

- lowest term
- operations
- solution
- extraneous solutions
- rational equations

Generalizations / Enduring Understandings

<u>Strand 1:</u> Simplify
Concepts:

- lowest terms
- operations
- rationals

<u>Generalization:</u>
Operations reduce rationals to lowest terms.

<u>Strand 2:</u> Solving

- solving
  o extraneous solutions

- rational equations

<u>Generalization:</u>
Extraneous solutions may occur when solving rational equations.

Guiding Questions

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

- What is a rational function? (S1-2)
- When is a common denominator necessary? (S1)
- What is a complex fraction? (S1)
- What is an extraneous solution? (S2)
- How are mathematical operations used to simplify a complex fraction? (S1)
- How are proportions used to solve rational functions? (S2)

<u>Conceptual:</u>

- How are the rules for simplifying rational numbers connected to simplifying rational expressions? (S1)
- Why do rational equations generate extraneous solutions? (S1)

<u>Provocative:</u>

	• How is an extraneous solution modeled in real life? (S2) • Is there an importance to extraneous solutions?(S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Arithmetic with Polynomials & Rational Functions

HSA-APR.D. Rewrite rational expressions.

HSA-APR.D.6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

HSA-APR.D.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will

- Define rational function.
- Interpret domain restrictions
- Compute products, quotients, sums and differences of rational expressions
- Find removable discontinuities
- Compare expressions versus equations, connect manipulation versus alteration
- Solve rational equations
- Investigate extraneous roots

Critical Content & Skills

What students must KNOW and be able to DO
Students will be able to:
Factor and simplify rational expressions.
Apply operations on rational expressions, (include simple and complex fractions).

- Add/subtract rational expressions.
  - o identify lowest common denominator
- Multiply/divide rational expressions.
- Operations with complex fractions

Solve rational equations and identify extraneous solutions.
Set-up and solve applications of rational equation problems

- Identify when to
  - o cross multiplication is applicable
  - o multiply by the lowest common multiple
- Check for extraneous solutions.

Core Learning Activities

Notes and Additional Exercise Problems Rational Functions.pdf

Assessments

Formative Exercise Problems (all subsections) Rational Functions.pdf
Summative Test (6 versions) Rational Functions.pdf

Resources

Professional & Student
Professional
Intermediate Algebra: A Graphing Approach by Martin-Gay & Greene
(Chapter 6)

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	**Science** • Distance, speed, and time (upstream, downstream) • work rate problems • medicine in bloodstream (rate of time)

Unit Planner: Radical Equations
College Math Topics

Last Updated: Today by Charlotte Cavataro

Radical Equations

Cavataro, Charlotte; Dominick, Lauren; Hall, Eugene; Manos, Charlotte; Murphy, Kelly

- **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
Lens: Interpretation

Concept:

- index
- simple radical form
- operations
- rational exponent
- solution
- extraneous solutions
- radical equations

Generalizations / Enduring Understandings

Strand 1: Simplify
Concepts:

- simple radical form
- operations
- rational exponent

Generalization:
Operations with rational exponents change expressions into simplified radical form.

Strand 2: Solving
Concepts:

- solve
- extraneous solutions
- radical equations

Generalization:
Extraneous solutions can be produced by solving radical equations.

Guiding Questions

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

- What is the number under the radical called? (S1)
- Where is the index located? (S1)
- What is an extraneous solution? (S2)
  Why do denominators need to be rationalized? (S1)
- What is a rational exponent? (S1)
- What is an inverse operation? (S2)
- What is a conjugate? (S1)
- What is the difference between an imaginary and an irrational conjugate pair? (S1)
- What are the key questions that students should ask to determine if a radical expression is in simplest form? (S1)
- How are radical expressions and rational exponents related? (S1)

Conceptual:

- Why are conjugates necessary to simplify? (S1/S2)
- How can simplifying radical expressions be applied to use solve radical equations?(S1/S2)
- Why is an inverse operation needed to solve radical equations? (S2)

Provocative:

- Considering radical, rational or polynomials equations, which is more useful/important?(S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Real Number System

HSN-RN.A. Extend the properties of exponents to rational exponents.

HSN-RN.A.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

HSN-RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

The Complex Number System

HSN-CN.A. Perform arithmetic operations with complex numbers.

HSN-CN.A.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

HSN-CN.A.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

HSN-CN.A.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.8b. Use the properties of exponents to interpret expressions for exponential functions.

Mathematical Practice

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MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will

- compute and simplify with radicals/complex expressions, employing rationalization techniques
- calculate then check answers for extraneous solutions when solving
- convert rational exponents to radical form; convert radical form to rational exponents
- apply rules of exponents
- apply general and particular equations to phenomena in the real world

Critical Content & Skills

*What students must **KNOW** and be able to DO*
Students will be able to
Simplify nth root radical expressions.

- use square roots and nth roots considering only the real number system and use absolute value for even roots

Perform operations on nth root radical expressions.

- add/subtract/multiply/divide and rationalize
  o binomial rationalization

Core Learning Activities

Notes and Additional Exercise Problems Radical Functions.pdf

Perform operations on complex number expression.

- add/subtract/multiply/divide and rationalize
  - binomial rationalization

Use rational exponents.

- convert between rational exponents and radical expressions
- apply properties of exponents to simplify and perform operations with rational exponents

Solve radical equations, including equations involving rational exponents.

- use inverse operations/reciprocal powers to solve
- check for extraneous solutions

Assessments

Formative Exercise Problems (all subsections) Radical Functions.pdf
Summative Test (6 versions) Radical Functions.pdf

Resources

Professional & Student
Professional
Intermediate Algebra: A Graphing Approach by Martin-Gay & Greene
(Chapter 7)

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Engineering

- measure voltage

Physical Education

- Measure body surface (BSA)

Newtown Public Schools
Pre-Calculus

Newtown High School > Grade 11 > Mathematics > Pre-Calculus

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
Trigonometric Functions	⊘	0	▬▬▬									
Analytical Trigonometry	⊘	0		▬▬▬								
Sequences and Series	⊘	0			▬▬▬							
Polynomial and Rational Functions	⊘	0				▬▬						
Exponential and Logarithmic Functions	⊘	0					▬▬▬					
Conics	⊘	0						▬▬▬				
Polar Coordinates and Graphs	⊘	0							▬▬▬			
Limits	⊘	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

Trigonometric Functions
Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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
Lens: Relationships

Concepts

- Degrees
- Radians
- Trigonometric Functions
- Trigonometric Ratios
- Right Triangles
- Angles
- Periodic Functions
- Transformations

Generalizations / Enduring Understandings
Strand 1: Unit Circle
Concepts:

- Degrees
- Radians
- Trigonometric Functions
- Trigonometric Ratios
- Right Triangles
- Angles

Generalization:
Trigonometric ratios evaluate angles in degrees and radians.
Trigonometric functions relate angles in a right triangle to the ratio of its side lengths.

Strand 2: Graphing
Concepts:

- Periodic Functions
- Transformations

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

- What are the six trigonometric ratios? (S1)
- What are co-terminal angles? (S1)
- What are reference angles? (S1)
- What is the difference between a positive and negative angle? (S1)
- What variables affect transformations? (S2)
- What makes a periodic function undefined? (S2)
- How do angle measures relate to the sides in a right triangle? (S1)
- How are trigonometric graphs related to the reciprocal graph? (S2)
- How are the period and amplitude found from the trigonometric function and its graph? (S2)
- How are trigonometric functions written from graphs? (S2)
- How are degree measures converted to radian measures? (S1)

Generalization: Graphs of periodic functions represent patterns of cycles transformed over regular intervals.	Conceptual: • How are radian measures related to degree measures? (S1) • What are the similarities and differences of the trigonometric ratios between the quadrants? (S1) • What transformations can be used to create the same trigonometric graph? (S2) Provocative: • Where could the relationships formed by trigonometric functions be applied in science? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Trigonometric Functions

HSF-TF.A. Extend the domain of trigonometric functions using the unit circle.

HSF-TF.A.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

HSF-TF.A.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to

all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

HSF-TF.A.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for p/3, p/4 and p/6, and use the unit circle to express the values of sine, cosines, and tangent for x, p + x, and 2p – x in terms of their values for x, where x is any real number.

HSF-TF.A.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

CCSS: HS: Geometry

Similarity, Right Triangles, & Trigonometry
HSG-SRT.C. Define trigonometric ratios and solve problems involving right triangles

HSG-SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

HSG-SRT.C.7. Explain and use the relationship between the sine and cosine of complementary angles.

HSG-SRT.C.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Evaluate trigonometric ratios
- Graph trigonometric functions

Critical Content & Skills

What students must KNOW and be able to DO
Students must be able to:

Evaluate and apply trigonometric ratios

- Convert radians to degrees.
- Convert degrees to radians.
- Evaluate the six trigonometric ratios using reference angles.
- Evaluate the six trigonometric ratios using special right triangles.
- Evaluate the six trigonometric ratios given a ratio or coordinate point.
- Find coterminal and reference angles.

Graph and transform trigonometric functions

- Find key features and critical points.
- Write the trigonometric equation given a graph.
- Write the trigonometric equation given critical information.
- Graph trigonometric functions on the coordinate plane.
- Model a trigonometric function using real world applications.

Core Learning Activities

Unit 1 notes for AB
Trigonometric Functions Notes CPA.pdf

Assessments

Trig Unit 1 Quiz
Summative: Written Test

Resources

Professional & Student
Department developed materials on google drive

Trig Quiz 1.doc **Graphing Trig Quiz AB** **Summative: Written Test** Graphing Trig functions quiz.pdf Trigonometric Functions Formative Assessment CPA.pdf Trigonometric Functions Summative Assessment 1 CPA.pdf Trigonometric Functions Summative Assessment 2 CPA.pdf Problem Set 3 Formative AB.pdf	Pre-Calc Textbook
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Physics and Engineering-Finding location of a wheel at a certain point. Finding the amplitude of different pitches on a sound wave.
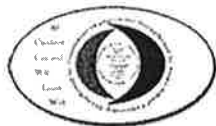
Unit Planner: Analytical Trigonometry
Pre-Calculus
Friday, February 5, 2021, 12:03PM

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus >
Week 7 - Week 11

Last Updated: Today by Eugene
Hall

Analytical Trigonometry

Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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
Lens: Balance

Concepts

- Domain
- Input
- Output
- Inverse of trigonometric functions
- Pythagorean Identities
- Sum and Difference Identities
- Double angle and half angle Identities
- Quotient and Reciprocal Identities
- Properties of Equality
- Solution(s)

Generalizations / Enduring Understandings

Strand 1: Inverse Trigonometry
Concepts:

- Domain
- Input
- Output
- Inverse of trigonometric functions

Generalizations:
The inverse of a trigonometric function maps outputs to inputs while restricting its domain.

Strand 2: Trigonometric Identities
Concepts:

- Pythagorean Identities
- Sum and Difference Identities
- Double Angle and Half Angle Identities
- Quotient and Reciprocal Identities

Guiding Questions

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

- What are the range restrictions on the six trigonometric inverse functions? (S1)
- What are the Pythagorean identities? (S2)
- What are the sum and difference identities? (S2)
- What are the double and half-angle identities? (S2)
- What are the quotient and reciprocal identities? (S2)
- How are all possible solutions to a trigonometric equation expressed? (S3)
- How can trigonometric identities be used to prove equivalence? (S2)
- How is the composition of inverse functions evaluated? (S1)
- Why are certain identities memorized? (S2)
- Why are there multiple solutions to a

Generalization:
Sum and difference, double and half angle, quotient and reciprocal, and Pythagorean identities reveal relationships between trigonometric expressions.

Strand 3: Trigonometric Equations
Concepts:

- Properties of Equality
- Solution(s)

Generalization:
Properties of equality maintain balance to determine the solution(s) to trigonometric equations.

trigonometric equation? (S3)

Conceptual:

- How can trigonometric identities be used to solve a trigonometric equation? (S3)
- When proving a trigonometric identity, why can only one side of the equation be manipulated? (S2)

Provocative:

- What makes one way to prove a trigonmetric identity better than another method? (S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Evaluate Inverse trigonometric functions
- Apply trigonometric identities

- Solve trigonometric equations

Critical Content & Skills

What students must KNOW and be able to DO
Students must be able to:
Define, evaluate, and graph inverse trigonometric functions

- Define inverse trigonometric functions.
- Evaluate inverse trigonometric functions.
- Graph inverse trigonometric functions.

Use trigonometric identities to prove equivalence

- Manipulate trigonometric expressions using trigonometric identities.
- Derive trigonometric identities including sum and difference, double and half angle, and Pythagorean identities.
- Use sum and difference, double and half angle identities to evaluate trigonometric ratios.

Solve trigonometric equations

- Use inverse trigonometric functions to solve trigonometric equations.
- Use properties of equality to solve trigonometric equations.

Core Learning Activities

Trig Unit 2 Notes AB.pdf
Analytic Trig Notes CPA.pdf

Assessments

Trig Unit Test Review
Summative: Written Test
Unit 1 Test Review.pdf
Trig Identities Quiz AB
Summative: Written Test
Trig ID quiz.pdf
Inverses and Solving quiz
Summative: Written Test
inverse and solving trig quiz.pdf
Analytic Trig Formative Assessment CPA.pdf
Analytic Trig Summative Assessment 1 CPA.pdf
Analytic Trig Summative Assessment 2 CPA.pdf
Problem Set 6 Formative AB.pdf

Resources

Professional & Student
Department developed materials on google drive
Pre-Calc Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Physics-Angles of elevation and depression.
Vectors-speed and direction
Engineering- How long should a cable be?

Sequences and Series

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

Lens: Patterns

Concepts

- Arithmetic
- Geometric
- Explicit Formula
- Recursive Formula
- Sums
- Infinite value
- Finite value
- Sigma Notation
- Convergence
- Divergence

Generalizations / Enduring Understandings

Strand 1: Sequences
Concepts:

- Arithmetic
- Geometric
- Explicit Formula
- Recursive Formula

Generalization:
Arithmetic and geometric sequences create a list of numbers expressed recursively and/or explicitly.

Strand 2: Series
Concepts:

- Sums
- Infinite
- Finite
- Sigma Notation
- Converging
- Diverging

Generalization:
A series is a sum of a finite or infinite sequence expressed using sigma notation and is either converging or diverging.

Guiding Questions

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

Factual:

- What is sigma notation? (S2)
- What is converging? (S2)
- What is diverging? (S2)
- What is the general form for an explicit and recursive formula? (S1)
- What is an arithmetic sequence? (S1)
- What is a geometric sequence? (S1)
- How is the convergence or divergence of an infinite series determined? (S2)
- How is an explicit formula for a sequence that is neither arithmetic or geometric written? (S1)

Conceptual:

- Can a series that has an infinite number of terms have a sum? (S2)
- Can every recursive sequence be written as a geometric or an arithmetic sequence? (S1/S2)

Provocative:

- Is there a type of sequence more applicable to the real world?(S1/S2)

CSS: Mathematics

CCSS: HS: Num/Quantity

Mathematical Practice

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- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

- HSA-SSE.B.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.

CCSS: HS: Functions

Building Functions

HSF-BF.A. Build a function that models a relationship between two quantities.

- HSF-BF.A.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the tw forms.

Objective(s)
loom/ Anderson Taxonomy / DOK Language

Students will:

- Express sequences using formulas
- Find sums of series

Critical Content & Skills
That students must KNOW and be able to DO

Students must be able to:
Express and apply explicit and recursive formulas for sequences

- Given an arithmetic sequence write the explicit and recursive formula.
- Given a geometric sequence write the explicit and recursive formula.
- Given a formula, find the nth term of an arithmetic or geometric sequence.

Find sums of finite and infinite series

- Given the formula, find the sum of the first n terms of an arithmetic or geometric series, including infinite series.
- Finding the sum of a finite or infinite series.
- Expand a series written in summation notation.
- Expressing a series in summation notation.
- Using summation formulas, find the sum of the first n terms of a series written in summation notation.

Core Learning Activities

- 🔗 Sequences and Series Unit 3 Notes AB.pdf
- 🔗 Sequences and Series Notes CPA.pdf

Assessments

Resources
Professional & Student

Arithmetic Sequences & Series Worksheet.pdf

Sequences and Series Test
Summative: Written Test
sequences series test AB.pdf

Sequences and Series Formative Assessment CPA.pdf

Sequences and Series Summative Assessment CPA.pdf

Sequences and Series Formative Assessment AB

tudent Learning Expectation & 21st
entury Skills

formation Literacy
ritical Thinking
poken Communication
'ritten Performance

Interdisciplinary Connections

Physics- Pendulum problems.
Ball bouncing problems.
Counting-Find total numbers.
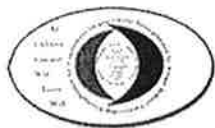
Unit Planner: Polynomial and Rational Functions
Pre-Calculus
Friday, February 5, 2021, 12:05PM

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus >
Week 16 - Week 18

Last Updated: Today by
Eugene Hall

Polynomial and Rational Functions
Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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
Lens: Function

Concepts

- Polynomial Functions
- Rational Functions
- Zeros
- Maximums/Minimums
- End Behavior
- Discontinuity
- Increasing/Decreasing
- Number line
- Testing points
- Zeros
- Discontinuity
- Multiplicity

Generalizations / Enduring Understandings
Strand 1: Key Features
Concepts:

- Polynomials functions
- Zeros
- Maximums/Minimums
- End Behavior
- Rational functions
- Discontinuity
- Increasing/Decreasing
- Asymptote

Generalization:
Zeros, maximums and minimums, end behavior, discontinuity, intervals of increasing or decreasing, and asymptotes describe the key features of polynomial and rational functions.

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

- What are the different types of discontinuities? (S1)
- What is end behavior? (S1)
- What is number line analysis? (S2)
- What is multiplicity? (S2)
- How does multiplicity affect graphed behavior? (S1)
- Why is only one test point used on an interval when solving inequalities? (S2)
- How can technology be used to find the maximums and minimums of a function? (S1)
- How are complex zeros of a polynomial function found? (S1)
- Where are horizontal or vertical asymptotes

Strand 2: Inequalities
Concepts:

- Polynomial inequalities
- Rational inequalities
- Number line
- Testing points
- Zeros
- Discontinuity
- Multiplicity

Generalization:
Number line analysis tests points between the zeros and discontinuities of varying multiplicities which solve polynomial and rational inequlaties.

located for a rational function? (S1)

Conceptual:

- How can all the critical information of a polynomial or rational function be used to create a sketch of the curve? (S1/S2)
- How can the concept of linear inequalities be used to determine the solution set of a polynomial or rational inequality? (S2)
- How can all the critical information of a polynomial or rational be used to determine the solution set of a polynomial inequality? (S1/S2)
- How do functions behave differently around horizontal or vertical asymptotes? (S1)
- Why can a function cross a horizontal asymptote and not a vertical asymptote? (S1)

Provocative:

- In what real-world situations is a polynomial function the best model? (S1)
- What real-world situations can be modeled by an asymptote? (S1)

Standard(s)
Connecticut Core Standards / Content Standards
CCSS: Mathematics
CCSS: HS: Num/Quantity

Mathematical Practice
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MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Algebra

Arithmetic with Polynomials & Rational Functions

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

HSA-APR.B.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

HSA-APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

HSA-APR.C. Use polynomial identities to solve problems.

HSA-APR.C.4. Prove polynomial identities and use them to describe numerical relationships.

HSA-APR.C.5. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

HSA-APR.D. Rewrite rational expressions.

HSA-APR.D.6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

HSF-IF.C.7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify key features of polynomial and rational functions
- Analyze polynomial and rational inequalities

Critical Content & Skills

What students must KNOW and be able to DO

Students must be able to:
Identify key features of polynomial and rational functions

- Graph polynomial and rational functions.
- Find key features and critical points of polynomial and rational functions given an equation.
- Find key features and critical points of polynomial and rational functions given a graph.
- Write a polynomial or rational equation given a graph.

Analyze polynomial and rational inequalities using number line analyses

- Find all zeros and discontinuities with their multiplicities.
- Test on the appropriate intervals.

Core Learning Activities

Polynomials Notes AB.pdf
Polynomial Notes Part 2 AB.pdf
Polynomials Notes CPA.pdf
Rational Functions Notes.pdf

Assessments

Rational Functions Test Review
Formative: Written Test
Review Rational Functions Test.pdf
Polynomials Unit Test AB
Summative: Written Test
Polynomials Test AB.pdf
Rationals Quiz AB
Summative: Written Test
Rationals Quiz AB.pdf
Polynomials Formative Assessments CPA.pdf
Rational Functions Formative Assessments CPA.pdf

Resources

Professional & Student
Department developed materials on google drive.
Pre-Calc Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Science-Modeling data using an equation.

Unit Planner: Exponential and Logarithmic Functions
Pre-Calculus
Friday, February 5, 2021, 12:05PM

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus >
Week 19 - Week 22

Last Updated: Today by
Eugene Hall

Exponential and Logarithmic Functions
Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- **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
Lens: Functions

Concepts

- Exponential Functions
- Logarithmic Functions
- Growth
- Decay
- Transformations
- Properties of equality
- Properties of Logarithms
- Properties of Exponents
- Domain
- Input
- Output
- Inverse

Generalizations / Enduring Understandings
Strand 1: Graphing
Concepts:

- Exponential functions
- Logarithmic functions
- Growth
- Decay
- Transformations

Generalization:
Transformations of exponential and logarithmic
functions model exponential growth and decay.

Strand 2: Solving
Concepts:

- Properties of equality
- Properties of Logarithms

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

- What are the properties of exponents? (S2)
- What are the properties of logarithms? (S2)
- What are the limits of the domain on a logarithm? (S3)
- How is a logarithmic function converted to an exponential function? (S2/S3)
- How is an exponential function converted to a logarithmic function? (S2/S3)
- What are the parent exponential and logarithmic functions? (S1)
- What are the parameters of an exponential function? (S1)
- What are the parameters of a logarithmic function? (S1)
- How do the parameters of an exponential function transform the parent function? (S1)

- Properties of Exponents

Generalization:
Properties of equality, logarithms, and exponents assist in solving logarithmic and exponential equations.

Strand 3: Inverses
Concepts:

- Domain
- Input
- Output
- Inverse

Generalization:
The domain of inputs for an exponential function becomes the range of outputs for its inverse logarithmic function.

- How do the parameters of a logarithmic function transform the parent function? (S1)
- How can exponents be used to solve logarithmic equations? (S2)

Conceptual:

- How are the graphs of exponential function and logarithmic functions related to each other? (S1/S3)
- How can the properties of exponents be used to prove the properties of logarithms? (S2)

Provocative:

- Which are more versatile for studying mathematics-exponential or logarithmic functions? (S1/S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and

trigonometric functions, showing period, midline, and amplitude.

HSF-IF.C.8b. Use the properties of exponents to interpret expressions for exponential functions.

Building Functions
HSF-BF.B. Build new functions from existing functions.

HSF-BF.B.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models
HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Model exponential and logarithmic functions by graphing
- Solve exponential and logarithmic equations
- Apply inverse properties to exponential and logarithmic functions
- Understand the definitions and properties of exponential and logarithms

Critical Content & Skills

What students must KNOW and be able to DO
Students must be able to:
Graph exponential and logarithmic functions and identify their characteristics

- Write exponential equations to describe real-world applications.
- Transform an exponential parent function based on the parameters.
- Transform a logarithmic parent function based on the parameters.
- Identify domain, asymptotes, and intercepts of exponential and logarithmic functions.
- Given a graph or a table of values, write the exponential or logarithmic function.

Use properties of exponents and logarithms to solve exponential and logarithmic equations

- Evaluate exponential functions.
- Evaluate logarithmic functions.
- Apply change of base formula to solve logarithmic functions.
- Apply properties of exponents to solve exponential equations.
- Apply properties of logarithms to solve logarithmic equations.
- Define and use common log, natural log, and the number "e".
- Solve real-world problems using exponential

Core Learning Activities

Exponential and Logarithmic Functions Notes.pdf

growth and decay.

Identify the inverse relationship between exponential and logarithmic functions

- Convert between logarithmic and exponential form.
- Convert between exponential and logarithmic form.
- Describe relationships between key features of exponential functions compared to its inverse function.
- Describe relationships between key features of logarithmic functions compared to its inverse function.

Assessments

Exponentials and Logs Review
Formative: Written Test
Exponents and Logs worksheet.pdf
Logs Quiz AB
Summative: Written Test
Logs Quiz AB.pdf
Graphing Logs Quiz AB
Summative: Written Test
honors precalc exponents and logs quiz.pdf

Resources

Professional & Student
Department developed materials on google drive.
Pre-Calc Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Finance-Money/Interest
Chemistry-Half Life and radioactivity
Science-Population models

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus > Week 23 - Week 26

Last Updated: Today by Eugene Hall

Conics
Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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
Lens: Classification

Concepts

- Conic Sections
- Key Features

Generalizations / Enduring Understandings

Strand 1: Graphing
Concepts:

- Conic Sections
- Key Features

Generalization:
Key features that appear in graphs classify conic sections.

Strand 2: Writing
Concepts:

- Conic Sections
- Key features

Generalization:
Key features of conic sections equations illicit the type.

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

Factual:

- What are the conic sections? (S1/S2)
- What are the key features for each type of conic section? (S1/S2)
- What is the standard form of each conic section? (S1/S2)
- How is standard form converted to graphing form? (S2)
- How is graphing form converted to standard form? (S2)
- How is the type of conic section classified based on the equation in standard form? (S1/S2)
- How is the type of conic section classified based on the equation in graphing form? (S1/S2)
- How is the orientation of the conic section determined? (S1/S2)

Conceptual:

- How can the parameters of a conic be manipulated to change the version of the conic? (S2)

Provocative:

- How can conics be effectively used in real-world

| | applications? (S1/S2)
• Are non-function conics more versatile than polynomials? (S1/S2) |

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

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MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Geometry

Expressing Geometric Properties with Equations

HSG-GPE.A. Translate between the geometric description and the equation for a conic section

HSG-GPE.A.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

HSG-GPE.A.2. Derive the equation of a parabola given a focus and directrix.

HSG-GPE.A.3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph conic sections
- Write conic equations

Critical Content & Skills

What students must KNOW and be able to DO
Students must be able to:
Graph and identify key features of conic sections

- Graph a circle given specific characteristics.
- Identify the center and radius of a circle.
- Graph a parabola given specific characteristics.
- Identify the vertex, focus, directrix, and orientation of a parabola.
- Graph a hyperbola given specific characteristics.
- Identify the vertices, asymptotes, foci, transverse and conjugate axes, and orientation of a hyperbola.
- Graph an ellipse given specific characteristics.
- Identify the vertices, co-vertices, foci, major and minor axes, and orientation of an ellipse.

Write and identify key features of conic sections

- Convert a conic section equation from graphing form to standard form.
- Convert a conic section equation from standard form to graphing form.
- Write the equation of a conic section given a graph.
- Identify key features of each conic section given the equation.
- Model practical problems involving conic sections.

Core Learning Activities

Conics Notes.pdf

Assessments

Conics Review
Formative: Written Test
3. Conic Sections Review.pdf
Conics Test AB
Summative: Written Test
Conics Quiz AB.pdf

Resources

Professional & Student
Department developed materials on google drive.
Pre-Calculus Textbook

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Science-Planetary orbits
-Projectile motion
-GPS

Unit Planner: Polar Coordinates and Graphs
Pre-Calculus
Friday, February 5, 2021, 12:07PM

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus >
Week 27 - Week 30

Last Updated: Today by
Eugene Hall

Polar Coordinates and Graphs
Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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
Lens: Position

Concepts

- Radius
- Directed Angle
- Polar axis
- Rectangular coordinate
- Pole
- Circles
- Cardiods
- Lemniscates
- Limacons
- Rose Petals

Generalizations / Enduring Understandings
Strand 1: Polar Coordinates
Concepts:

- Radius
- Directed Angle
- Polar axis
- Rectangular coordinate
- Pole

Generalization: A polar coordinate system graphs rectangular coordinate points on a plane with the pole at the center of a circular grid using a radius and a directed angle.

Strand 2: Polar curves
Concepts:

- Circles
- Cardiods
- Lemniscates

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

- What are the properties of the polar coordinate plane (S1)
- What is a radius? (S1)
- What is a directed angle? (S1)
- What is the general form for a polar curve in the cardioid family? (S2)
- What is the general form for a Lemniscate? (S2)
- What is the general form for a Rose Petal Curve? (S2)
- How is a coordinate from rectangular form converted to polar form? (S1)
- How are polar coordinates converted to rectangular form? (S1)
- How is a polar equation converted to rectangular form? (S2)
- How is a rectangular equation converted to polar form? (S2)

- Limacons
- Rose Petals

Generalization: Circles, Cardioids, Lemniscates, Limacons, and Rose Petal Curves satisfy a polar equation.

- How is a polar equation graphed using a table of values? (S2)
- How do the parameters of a polar equation affect the dimensions of a polar curve? (S2)
- How is a polar curve classified based on its equation? (S2)

Conceptual:

- How can a parameter of one polar equation be manipulated to create a new polar equation? (S2)

- What are the advantages and disadvantages to using the polar coordinate plane for graphing? (S1/S2)

Provocative:

- Which polar curve is most applicable to real-world scenarios? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Complex Number System

HSN-CN.B. Represent complex numbers and their operations on the complex plane.

HSN-CN.B.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will:

- Graph polar coordinates
- Graph polar curves

Critical Content & Skills

What students must KNOW and be able to DO
Students must be able to:
Identify key features of polar coordinates and graphs

- Given a polar coordinate, write other polar coordinates that would land in the same location.
- Graph polar coordinates with a negative radius or a negative directed angle.
- Graph a polar curve using a table of values.
- Graph a polar curve by identifying key points from its polar curve equation.
- Write a polar equation based on a graph.
- Identify the type of polar curve based on a graph or equation.

Identify relationships between polar coordinates and their rectangular counterparts

- Convert a rectangular coordinate to a polar coordinate.
- Convert a polar coordinate to a rectangular coordinate.
- Convert a polar equation to a rectangular equation.
- Convert a rectangular equation to a polar equation.

Core Learning Activities

Polar Coordinates and Graphs Notes.pdf

Assessments

Polar Quiz Review
Formative: Written Test
polar review.docx
Polar Unit Test AB
Summative: Written Test
Polar Unit Test.pdf

Resources

Professional & Student
Department developed materials on google drive.

Student Learning Expectation & 21st Century Skills

Information Literacy

Interdisciplinary Connections

Physics - Equations of motion and vectors. Velocity using direction and speed.

Critical Thinking	
Spoken Communication	
Written Performance	

Unit Planner: Limits
Pre-Calculus
Friday, February 5, 2021, 12:08PM

Newtown High School > 2020-2021 > Grade 11 > Mathematics > Pre-Calculus >
Week 31 - Week 34

Last Updated: Today by
Eugene Hall

Limits

Cavataro, Charlotte; Hall, Eugene; Pearson, Christopher; Raccio, Keristen; Tierney, Shawn

- 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

Lens: Estimation

Concepts

- Properties
- Limit Existence Theorem
- One-Sided Limits
- Infinity
- Limit existence

Generalizations / Enduring Understandings

Strand 1: Evaluate
Concepts:

- Properties
- Limit Existence Theorem
- One-Sided Limits
- Infinity

Generalization:
Limits of a function evaluated graphically or algebraically use the properties and the limit existence theorem. One-sided limits, limits at infinity, and limits as x approaches a constant derives the definition of a limit.

Strand 2: Continuity
Concepts:

- Defined
- Limit existence

Generalization:
For continuity to exist at a point, the functions defined value equals the limit at that point.

Guiding Questions

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

Factual:

- What are the properties of limits? (S1)
- What is the limit existence theorem? (S1)
- What is a one-sided limit? (S1)
- What is the proper notation for a limit? (S1)
- What is the definition of continuity? (S2)
- What does it mean for a function to be continuous? (S2)
- How can limits at a discontinuity be evaluated? (S1)
- When do limits fail to exist? (S1)

Conceptual:

- How can properties of limits be used to evaluate complex limits? (S1)
- How can limits be used to develop the definition of derivatives? (S1)
- How can a function be undefined but still have a limit? (S1/S2)

- How can limits be effectively used in real-world applications? (S1/S2)
- Why are one-sided limits equal to infinity, but the limit existence theorem does not allow the limit to exist? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Evaluate limits
- Define continuity

Critical Content & Skills	Core Learning Activities
What students must KNOW and be able to DO Students must be able to: Evaluate limits from a graph or from an expression	Limits Notes.pdf

- Given a limit, evaluate algebraically.
- Evaluate a limit given a graph.
- Define where limits do not exist based on a graph.
- Evaluate one-sided limits from a graph or algebraically.
- Use properties of limits to evaluate.

Define continuity from a graph or an expression

- Determine if continuity exists at key points of a piecewise function.
- Find the value of a variable that will make a function continuous at a given point.
- Determine if continuity exists algebraically.

Assessments
Limits Unit Review
Formative: Written Test
10. Review Unit Test on Limits.pdf
Limits Quiz AB
Summative: Written Test
Limits Quiz AB.pdf

Resources
Professional & Student
Department developed materials on google drive.
Pre-Calculus Textbook

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
Physics-Rate of change

District Elementary > Grade 1 > English Language Arts > Reading Grade 1

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	▬▬▬▬									
Word Detectives	❯	0		▬▬▬								
Learning About the World	❯	0			▬▬▬▬							
Readers Get to Know Characters	❯	0					▬▬▬▬					
Readers Have Big Jobs to Do	❯	0							▬▬▬▬			
Meeting Characters and Learning Lessons	❯	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

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

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: 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.

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 Nibblet because she nibbles too much because she likes that).

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	Core Learning Activities
What students must KNOW and be able to DO	1. Read within-reach books (just right books).
Critical Content:	2. Track volume of reading (reading mat).
Understanding Text:	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

Fundations® 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

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	choices.
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** Habits of Mind

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	Guiding Questions
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.	*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)

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.

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 Nibblet because she nibbles too much because she likes that).

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

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)

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).

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

tcoe_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 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

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.

the reader of future follow-up. j-running_record_sheet_4-14-F.doc Standards Assessed.pdf	
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections NGSS Grade 1 Unit: From Molecules to Organisms-Structures & Processes

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).

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	Core Learning Activities
What students must KNOW and be able to DO	1. Read character books (types of characters: animals, friends, family, pets, etc.).
Critical Content:	2. Read across at least one series.
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

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 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

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
Poppleton 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

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 Nibblet because she nibbles too much because she likes that).

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	Core Learning Activities
What students must KNOW and be able to DO	1. Read instructional level books (to focus on solving reading problems).
Critical Content:	2. Reread books to develop independence.
Understanding Text:	3. Develop a repertoire of reading strategies for decoding and comprehension (tool box).
	4. Reread to practice fluency and strengthen comprehension.
• read with fluency	5. Listen to digital books.
• demonstrate comprehension	6. Retell big events from a story.
• form and revise predictions	7. Make and confirm predictions.
• understand that words are clues to what characters are thinking	8. Work with reading partners to grow ideas, develop new vocabulary, and solve problems.
	9. Read to an audience.
Responding to Text:	10. Celebrate reading growth.
• 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

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.

Standards Assessed.pdf	
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** Habits of Mind

District Elementary > 2020-2021 > Grade 1 > English Language Arts > Reading Grade 1 > Week 32 - Week 38

Last Updated: <u>Today</u> by Patricia Vitarelli

Meeting Characters and Learning Lessons
McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
<u>Unit Web Template (Optional)</u>

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Story Elements
<u>Unit 5 Meeting Characters and Learning Lessons.pdf</u>

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 Nibblet because she nibbles too much because she likes that).

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	Core Learning Activities
What students must KNOW and be able to DO	1. Read story books (narrative structure and story line).
Critical Content:	2. Describe character personality traits.
Understanding Text:	3. Create a bank of vocabulary to describe a character's feelings.
• read with fluency	4. Identify character actions and dialogue.
• demonstrate comprehension	5. Retell main events and key details of a story.
• take a sneak peek at text (picture walk)	6. Use voice to bring stories to life.
• form and revise predictions	7. Work with reading partners.
• understand that words are clues to what characters are thinking	

- 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

Fundations® 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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind Social Emotional Learning

District Elementary > Grade 1 > English Language Arts > Writing Grade 1

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
Small Moments	⌄	0										
Writing How-To Books	⌄	0										
Nonfiction Chapter Books	⌄	0										
Writing Reviews	⌄	0										
Poetry and Songs	⌄	0										
From Scenes to Series: Writing Fiction	⌄	0										
Independent Writing Projects	⌄	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: Small Moments
Writing Grade 1

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.

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	Core Learning Activities
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	 - 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

Unit Planner: Writing How-To Books
Writing Grade 1

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

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.

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	Core Learning Activities
*What students must **KNOW** and be able to **DO***	Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.
Understanding Text:	
	- *Follow the writing process:
- step-by-step writing	o Generating and collecting ideas
- writing to teach readers	▪ Think of topics
- generate topic to write about	▪ Tour classroom, bring a picture, create an idea booklet
Producing Text:	▪ Choose an Idea
	▪ Use mentor texts to model how-to
- generate topics/ideas	o Rehearsing ideas
- use transitional words	▪ Touch and tell
- write across pages	▪ Act out steps
- organize ideas to write logically	o Drafting
	▪ Sketch and then write and label (for each step)
Responding to Text:	o Revising
	▪ Read piece and have partner act out
- revise	▪ Check for clarity
- edit	▪ Use mentor text to create a how-to series
- work with peers	▪ Use checklist to determine areas to revise
	o Editing
Critiquing Text:	▪ With a partner or on your own:
	• check final piece for first grade grammar and spelling conventions
- use checklists	• write a conclusion
	o Publishing
tcoe_bookmarks_grade_1.pdf	▪ 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

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

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

- Unified Arts
- NGSS - Patterns of the Sun and Moon; Light and Sound

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	Guiding Questions
Understanding Text:	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*
	Understanding Text:
• Structure organizes informational writing.	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:	**Producing Text:**
	1. What is volume? (F)
• Elaboration and text elements increase volume.	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:	**Responding to Text:**
	1. How do writers set goals? (C)
• Setting goals develops independence and builds stamina.	2. What is a goal? (F)
	3. How do writers build stamina? (C)
Critiquing Text:	**Critiquing Text:**
	1. How do writers identify areas to improve writing? (C)
• Checklists and mentor texts guide self-assessment.	2. What tools help writers self-assess? (F)
	3. What is a mentor text? (F)
Conceptual Lens:	**Conceptual Lens:**
	1. What is schema? (F)
• Information refines a writer's schema.	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.

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	Core Learning Activities
What students must KNOW and be able to DO	
Understanding Text:	• *Follow the writing process:
	○ Generating and collecting ideas
• identify a topic	▪ Think of topics
• identify facts about a topic	▪ Choose an Idea
• share facts about topic with peer	▪ Use mentor texts to identify text features
• understand informational text structure	○ Rehearsing ideas
• teach topic part by part	▪ Tell, sketch, and write
	▪ Ask questions and write to answer questions
Producing Text:	▪ Talk with partner to talk about topic and reflect on what they are learning
	▪ Plan and write different chapters
• organize ideas to be written logically	○ Drafting
• add details to support topics	▪ Teach with illustrations and details
• use commas to separate single words in series	▪ Develop a table of contents
• use end punctuation for sentences	▪ Use craft moves from mentor texts
• capitalize dates, proper nouns, and beginning of sentences	▪ Use comparisons, examples and elements of persuasion
• write in complete sentences	▪ Use fancy words
• use conventional spelling for common spelling patterns and frequently occurring irregular words	○ Revising
	▪ Read piece to a partner
	▪ Write an introduction
Responding to Text:	▪ Check for clarity
	▪ Check for purposeful punctuation
• work in partnerships to revise and edit writing	▪ Use checklist to determine areas to revise
• retell/recall key details	▪ Research images or photos to say more
	○ Editing
Critiquing Text:	▪ With a partner or on your own:
	▪ check final piece for first grade grammar and spelling conventions
• locate information within a text	▪ write a conclusion
• know that information can come from different sources	○ Publishing
• use content specific vocabulary	▪ 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

tcoe_bookmarks_grade_1.pdf	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	Resources

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

• using capital letters and punctuation • spelling word wall words correctly • labels their pictures CL_WP_IL_INFO_G1.pdf rsb-engagement_inventory.pdf Standards Assessed.pdf Gr1PostInfoAug2016.docx.pdf Informational Writing Rubric G1-2.pdf	
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** NGSS Units: • From Molecules to Organisms: Structures and Processes Habits of Mind Learning About the World: Reading Nonfiction

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	Guiding Questions
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.	*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 Nibblet because she nibbles too much because she likes that).

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	Core Learning Activities
*What students must **KNOW** and be able to **DO***	
Understanding Text:	• Collect a piece of student writing after 7-10 days of instruction and use the attached checklist to inform instruction.
• understand the concept of having an opinion	• *Follow the writing process:
• identify a "favorite" (i.e. book, toy, movie, restaurant, etc.)	○ Generating and collecting ideas
• express and opinion	▪ Collect things (toys, books, superhero figures, beanie babies, etc.)
• support opinion with reason and supporting details	▪ Choose topic
	▪ Use mentor texts to identify qualities of opinion writing
Producing Text:	○ Rehearsing ideas
	▪ Evaluate and rank
• state an opinion	▪ Form an opinion
• supply a reason	▪ Give a reasons for opinion and provide supporting details
• provide closure	▪ Talk with partner about topic
• use commas to separate single words in series	▪ Plan and write
• use end punctuation for sentences	○ Drafting
• capitalize dates, proper nouns, and beginning of sentences	▪ Introduce the topic
• write in complete sentences	▪ State opinion
• use conventional spelling for common spelling patterns and frequently occurring irregular words	▪ Supply a reason
	▪ Add details to support a reason
	▪ Provide closure
Responding to Text:	▪ Use craft moves from mentor texts
	▪ Use comparisons, examples and elements of persuasion
• work in partnerships	▪ Monitor volume and set clear expectations (produce multiple reviews)
	○ Revising
Critiquing Text:	▪ Read piece to a partner
	▪ Check for clarity
• edit and revise	▪ 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	Resources
Preassessment	*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

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

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
Habits of Mind
SEL Curriculum: Second Step

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	Guiding Questions
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.	*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 Nibblet because she nibbles too much because she likes that).

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
  - o Editing
    - With a partner or group:
      - share your poem to hear what words sound like
      - check final piece for first grade spelling
  - o 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	Resources
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	*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:**

	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 Music

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)

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).

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

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.

Objective(s)

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

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 Nibblet because she nibbles too much because she likes that).

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	Core Learning Activities

*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
	- 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

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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL Curriculum: Second Step NGSS Grade 1 Units Unified Art

District Elementary > Grade 2 > English Language Arts > Reading Grade 2

5 Curriculum Developers

Unit:		Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Unit:		Lessons	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
Second-Grade Reading Growth Spurt	⦿	0										
Becoming Experts: Reading Nonfiction	⦿	0										
Characters & Their Stories - Series Book Clubs	⦿	0										
Bigger Books Mean Amping Up Reading Power	⦿	0										
Traditional Literature	⦿	0										
Reading Nonfiction Cover to Cover: Book Clubs	⦿	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

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.	• 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.

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	Core Learning Activities
*What students must **KNOW** and be able to DO*	1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
Understanding:	2. Set and modify reading goals.
	3. Track progress of reading using a Reading Log (volume and stamina).
- Identify story elements	4. Record thinking using written response to text (Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
- Identify key details	5. Develop reading partnerships.
- Describe story structure (beginning, middle, end)	6. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, visualizing, etc.).
	7. Use word-solving strategies to support comprehension.
Responding:	
- Retell story in sequential order	
- Use text evidence to support thinking	
- Peer discussion protocols	
Producing:	

- 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 Montioring
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

Fundations® 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

	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.
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Habits of Mind SEL

Becoming Experts: Reading Nonfiction

5 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

lease attach your completed Unit Web Template here
'nthesis

📄 Gr2Unit2readingWeb.docx

Generalizations / Enduring Understandings

nderstanding:

- Key details, text features, and images support the main idea.

esponding:

- Background knowledge and question strategies enhance discussion and clarification.

oducing:

- Structure and vocabulary validate authenticity to process information.

itiquing:

- Analysis and connections of text sets generate new learning.

ens:

- 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 presentec about the same topic in different texts?(C)

Lens:

- How can new reading influence prior knowledge and understanding?(P)

tandard(s)

onnecticut Core Standards / Content Standards

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

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 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 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

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.

Objective(s)

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DK2: 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)

DK3: 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 asoning 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?

DK4: 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 ipact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

cerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

} webinar-handout-7-17-2018_(1).pdf

Critical Content & Skills
That students must KNOW and be able to DO

nderstanding:

- Structure of informational texts
- Know and use various text features
- Identify key details and main idea
- Re-read and self-monitor to comprehend text

esponding:

- Ask and answer questions about texts
- Access background knowledge for clarification of new information
- Practice partner protocols
- Read with appropriate intonation and rate

oducing:

- Use context clues to help solve unknown words
- Academic vocabulary
- Navigate structure of the text
- Identify author's intent

itiquing:

- Analyze how word choice shapes meaning
- Compare and contrast two or more versions of the same topic

ns:

- Merge background knowledge with new information

ease see attached document (bookmarks) for critical content and key skills students iould be able to do for each standard listed above.

} tcoe_bookmarks_grade_2.pdf

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.

ssessments

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

Resources
Professional & Student
Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Editio 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 Montioring
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
Spoken Communication
Written Performance

Interdisciplinary Connections
Habits of Mind

SEL

NGSS Units or Social Studies

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)

- 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.

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	Core Learning Activities
*What students must **KNOW** and be able to **DO***	1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
Understanding:	2. Set, modify, and reflect on reading goals.
	3. Continue tracking progress of reading using a Reading Log (volume and stamina).
• Identify character traits	4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
• Differentiate between feelings and traits	5. Talk across books with reading partnerships/book clubs.
• Notice characters' dialogue, actions, and feelings	6. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, inferring, etc.).
• Understand the difference between major/minor characters	7. Analyze characters to support comprehension.
• Recognize story elements	
• Ask and answers questions such as: Who, What, Where, When, Why, How?	• Feelings and actions
	• Response to problems
• Understand how stories are developed through author's craft	• Use of figurative language
	• Making predictions based on knowledge of characters
	• Relationships with others
Responding:	• Lessons learned
• Use key ideas and details to retell a story	8. Analyze Author's Craft
• Make relevant character connections	• language
• Make inferences about characters based on text evidence	• punctuation
	• word choice
• Practice Partner/Book Club Protocols	• patterns in a series of books
• Make thoughtful predictions based on information from the story	9. Read aloud text with proper expression.
Producing:	

- 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 Charaters 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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

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.

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	Core Learning Activities
*What students must **KNOW and be able to DO***	1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
Understanding:	2. Set, modify, and reflect on reading goals.
	3. Track progress of reading using a Reading Log (volume and stamina).
• Notice characters' dialogue, actions, and feelings	4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
• Understand the difference between major/minor characters	5. Practice reading aloud with partnerships.
• Recognize story elements	6. Read and perform reader's theater with book clubs.
• Ask and answers questions such as: Who, What, Where, When, Why, How?	7. Employ close reading strategies to understand text (reread text for deeper analysis).
• Understand figurative language	8. Analyze literary language to support comprehension.
• How to self-monitor	9. Read aloud text with proper expression to reflect tone and mood.
• 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	

texts

<u>**Critiquing:**</u>

- 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

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.

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

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.

- 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).

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	Core Learning Activities
*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	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:
  o Magic of three
  o Good versus evil
  o Granting wishes
  o Spells and curses
  o 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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

Unit Planner: Reading Nonfiction Cover to Cover: Book Clubs
Reading Grade 2

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).

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	Core Learning Activities
*What students must **KNOW and be able to DO***	
Understanding:	1. Create book clubs.
	2. Develop and model appropriate discourse expectations (norms).
- Structure of informational texts	3. Read multiple nonfiction books to develop fluency and comprehension.
- Know and use various text features	4. Set and modify book club reading goals.
- Identify key details and main idea	5. Determine main idea and supporting details of a nonfiction text.
- Determine author's purpose	6. Identify text features and how a text is organized (Table of Contents, Glossary, Headings, etc.)
Responding:	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.).
- Ask and answer questions about texts	9. Use word-solving strategies to support comprehension.
- Access background knowledge for clarification of new information	10. Book clubs share out new learning.
- Practice Book Club protocols	

- 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

Fundations® Level 2

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

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, books on tape, etc.) based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL NGSS Units or Social Studies

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									▬▬▬	▬▬
			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

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).

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: <u>Best Personal Narrative</u>
- *Follow the writing process:
    -
        o Generating and collecting ideas using a variety of resources (people and places that matter):
            - Graphic Organizers (Heart)
            - Tiny Topic Notebook
            - Photo Album
        o Rehearsing ideas
            - Story-tell in partnerships focusing on small moments/scenes.
            - Touch & Talk - Beginning-Middle-End.
        o 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.
        o 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.
        o Editing
            - With a partner or on your own, check final piece for second grade grammar and spelling conventions.
        o 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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

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).

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	Resources

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 Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Habits of Mind SEL NGSS Units or Social Studies

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).

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	Core Learning Activities
*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	- *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.

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): 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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

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.

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 Glorius 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

PDF Copy of Opinion Writing Rubric G1-2 - Google Docs.pdf

PDF CL_OP_G2.pdf

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.

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

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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL

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.

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	Core Learning Activities
What students must KNOW and be able to DO	Follow the Writing Process:
Understanding:	

• Understand line breaks
• Know alliteration, metaphors and repetition
• Spacing
	• Generating and collecting ideas using a variety of observations for a topic
	   ○ Tiny Topic Notebook
	   ○ Graphic Organizers

Responding:	
• Perspectives • Active listening • Mood	• Rehearsing ideas ○ Work in partnerships
Producing:	

• Know structure of a poem, Stanzas, Line Breaks
• Point of View
• Specific word choice
	• Drafting
	   ○ Study mentor poems to incorporate word choice and structure
	   ○ Study mentor poems to experiment with author's craft in writing

Critiquing:	
• Analyze text • Revise for meaning	• Revising ○ Craft: word choice, feelings, thoughts, and actions
Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.	

- 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	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).*	*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. **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): 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

Resources

	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 Music

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	Guiding Questions
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.	***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.

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

	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 NGSS Units or Social Studies

Rodrigue, L. Superintendent Goals

2020-21

➢ Support administrators, staff, and the community in managing the academic and emotional challenges resulting from COVID-19

- Meet regularly with administrators to monitor the goals, practices, and protocols in place outlined in the Newtown Re-Entry Plan.
- Remain visible in buildings to show ongoing support of staff and students
- Continue to respond to staff and parent questions or concerns related to COVID-19.
- Work closely with the Director of Health in responding to COVID cases and implementing appropriate protocols and communication.
- Update the BOE regularly on COVID-19 cases, trends, and decisions regarding the status of school closure (as applicable).
- Working with school leaders and members of the Central Office Cabinet, develop a system of social-emotional supports for staff and students
- In concert with the Assistant Superintendent and the Director of Teaching and Learning, develop ongoing professional development opportunities for staff to support distance learning and the use of technology.

Midyear Reflection:

Although this year has presented immense challenges, communication and feedback from staff, leaders, and parents has remained at the forefront. I have taken calls, responded to emails, and worked with parent and staff groups to ensure clarity related to school learning models (full in model), cases and numbers quarantined, and overall status of the Newtown community. We have continued to post the EdAdvance report of COVID cases and percentages on the district website and worked closely with Donna Culbert and Anne Dalton to send appropriate and timely communication related to new information and updates.

The goals of the Re-Entry Plan have not changed, and we have worked to bring our students back in full with the appropriate mitigation strategies and safety measures in place throughout the first half of the year. In concert with CT DPH and our local health director, we have brought our students in full while monitoring the current trends and staffing needs within our community. When we needed staff, I called upon the community and parents to help out, which had a major impact on whether we could open at all (hybrid or full in-person) following the December holiday. This partnership with the community was critical in building relationships and being fully transparent about the impacts of COVID on our school operations.

I worked closely with Anne and Frank, as well as other leaders, to ensure we were offering our teachers the necessary staff development for new digital resources and online practices. Further, I worked with our Administrative Team and Director of Counseling to ensure that teachers and leaders were reaching out to families who had disengaged students. This was important given the fact that we were still in Hybrid mode or working fully remote (Cohort D students).   I also supported the PEAC subgroup on Community Partnerships to provide further social/emotional support for our students. Paras now work with students in after school groups (cross schools) to engage students in fun games and other less structured activities to build relationships and make connections. My leadership has also extended to support the Ass't Superintendent and the Safe School Climate committee as they continue to ensure consistent practices for identification of struggling students. Social/emotional supports are in place in schools, and students are identified through the SRBI (Scientific Research-Based Interventions) for academic and social/emotional supports, especially as COVID has impacted their normal engagement in school.

➢ Articulate a clear vision that promotes an academically sound, emotionally safe, and equitable learning environment for all students.

- Work closely with the Assistant Superintendent to ensure staff and administrators are provided professional development opportunities to implement remote learning for students, including the unique technologies and instructional strategies necessary for both hybrid and distance learning modes.
- Hold all leaders accountable for the ongoing and consistent review of data related to teaching and learning, as well as social-emotional practices that support students.
- Support members of PEAC (subgroups) to continue their work in the areas of community partnerships, branding and communication, and budget
- Using the BOE Resolution and new policies as a framework, establish a new PEAC subgroup devoted to areas in Diversity & Equity.

Midyear reflection:

I continued to meet and discuss the ongoing staff development opportunities for our staff, in particular at the earlier part of the school year when it was necessary for teachers to become familiar with technology and digital resources. I had multiple meetings with our Director of Technology (previous) and Assistant Superintendent to ensure we had the appropriate number of devices for students and digital resources that would be used during both hybrid and remote learning models. While the year has been focused on COVID, we have still discussed the importance of reviewing data and helping the data inform future decisions. Assessments will also be implemented in the near future, under the guidance of our Ass't Superintendent and Director of Teaching and Learning, and that will provide information about student needs and deficits following the pandemic in both literacy and math.

After establishing a PEAC subgroup devoted to Diversity & Equity, we have begun to work with staff and parents on the committee to prioritize some areas (including reporting protocols and the diversity coordinator position) as we move forward. We have worked with Re-Center who is also a strong partner with us in supporting PEAC, and they have also met with me, Anne, and Frank regarding our district vision, values, and beliefs so that this remains at the forefront of their work as well.

➢ **Develop and communicate an operational plan that considers the educational needs of the district with the current economic landscape.**

- Along with the input of the Director of Business and school leaders, review the resources necessary to meet the future needs of the district while considering current State and local economic trends.
- Monitor and make budgetary decisions based on enrollment, class size, and other factors, including COVID, that continue to impact the district.
- Utilize in-house and State data to determine new programming or staffing needs to support disengaged or failing students, as well as costs associated with such needs.
- Communicate the district's operational plan to all stakeholders (e.g., video, open forum, senior citizen talks, PTA) to increase public engagement and support.
- Work with the PEAC subgroup (budget) to implement potential strategies for increasing community awareness and investment in the 2021-22 budget.
- Empower the district grant-writer to search for new funding opportunities to support district needs as they relate to COVID-19.
- Review potential cost saving measures, such as retirement package and repurposing of staffing positions, to offset increases to the budget.

We are still immersed in the budget process for the 2021-22 school year and have presented to the BOE and BOF, as well as PTA groups and the Board of Realtors. In addition, I worked with our PEAC budget subgroup, who developed a budget brochure to increase awareness and build further understanding. The brochure was used as a communication piece to all of the community group presentation and was sent out to parents, staff, as well as the Community Center and Senior Centers.

During the budget development, I worked closely with our Director of Business, Central Office Cabinet members, as well as school leaders who presented requests not only to support students as a result of COVID impacts but to continue to implement requests in alignment with district goals.

Through the use of existing data and anecdotal information from leaders across the district, we worked to ensure supports were provided to students and families across the district. COVID had a major impact, both emotionally and financially. However, I have sent a clear and

consistent message to school leaders and staff that this is not "business as usual" and our students and families need to be fully supported, cared for, and allowed flexibility on many levels.

I also presented the Teacher Retirement Package to you as promised, which would be a cost savings to tax payers in this difficult budget year.

➢ Provide support and mentorship for the new Director of Business

- As the evaluator, work closely with the new Director of Business to support her role and responsibilities.
- Working collaboratively with the Director, offer support for changes in the business office to improve efficiencies.
- Encourage professional development opportunities (e.g., CASBO) that will help support the new Director in her new role.

I have provided support to our new Director of Business, which was evidenced throughout the budget season. Tanya has also been invited to join me during PTA meetings, so she could learn about the landscape and parent mindset around the proposed operational plan. She was also asked to participate on PEAC (budget subgroup), which has been instrumental in accomplishing tasks to building budget awareness. For example, she helped out with the information for the brochure.

Tanja and I have worked together to ensure she has the tools she needs in her new role to be successful, and this has included securing a mentor from CASBO to work with her in her first year. We have also been looking at future efficiencies in the business office. Now with a new team and the filling of the Ass't Director position, we plan to outline areas that will begin to open up new efficiencies in the department.

➢ Develop a systemic approach to monitor the expectations and outcomes related to Diversity & Equity

- Explore and identify the role of a Diversity & Equity Coordinator to provide support to staff, students, and families in dealing with and resolving complaints of harassment, bullying, and racism.
- Work with members of the Administrative Team and district staff to implement and monitor expectations outlined in the BOE resolution and policies related to Diversity and Equity.
- Establish clear protocols K-12 in the recording and reporting of incidents related to racism, as well as the measures of accountability.
- Work with the Assistant Superintendent and Director of Teaching and Learning to implement curricular revisions and instructional strategies that embrace multicultural perspectives and diversity.
- Support professional development opportunities for staff to promote a deeper understanding of diversity and equity, as well as their role in maintaining a safe, inclusive, and respectful learning environment.

- Coordinate district-wide staff development in November with Dr. Derrick Gay presentation on the topic of Diversity.
- Update the BOE and community regarding data related to harassment, bullying, and racism – including resolutions. Share State and National trends as comparative information.

Very early on this year, I began to formulate the job description for our District Diversity & Equity Coordinator, who would be hired later this year but begin a full year during the 2021-22 school year. With the support of PEAC, as well as the input of Anne, Frank, and PEAC members, we continue to tweak the job description, role and responsibilities, as well as the overall expectations for the position so that it meets with success in the future. Additionally, the PEAC subgroup has set its priorities and will be looking at reporting protocols for staff and students, which aligns with our district policy on racial harassment. The encouragement of the anonymous alerts app will also be a focus, and we are currently collecting data from our bullying survey for 7-12. This was accomplished through the John Jay College graduate department and led by Tony Gentile. Tony has been a part of our Safety and Security meetings at the district level and this was mentioned at a previous meeting.

With respect to professional development, in November I brought in Dr. Derrick Gay, Keynote Speaker, and Kerry Lord/Richard Lemon, Center for School Change, for an entire November PD devoted to Diversity & Equity. The workshops and open discussions proved extremely valuable, and we will be continuing this during the April PD.

However, another part of the April PD day will focus on CA"R"Es (Caring About "R" Educators) an afternoon for our staff for workshops and groups on distressing, relaxation, mindfulness, and healthy habits of mind and body! Well deserved.