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

Minutes of the Board of Education virtual meeting held March 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	4 Staff
J. Vouros	2 Press
R. Harriman-Stites (absent)	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
Item 2 – Consent Agenda
MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of March 2, 2021 and the correspondence report. Mr. Vouros seconded. The addition of the donation to Hawley School was approved to add to the consent agenda. Motion passes unanimously.

Item 3 – Public Participation
Item 4 – Reports
Chair Report: Mrs. Ku reported that Dr. Rodrigue continues to visit out PTA meetings to discuss the budget. There are a lot of hearings on legislation right now and tomorrow she will testify for a couple of bills from CABE. The letter to legislators regarding security officers in schools has been sent. The Legislative Council will hold a public hearing tomorrow night and the Board of Finance will presents our and the Selectman's budget at that meeting.

Superintendent's Report: Dr. Rodrigue started visiting schools and classrooms and has spent time at the high school and Middle Gate School. Students looked happy and teachers continue doing what they need to do. March is Board of Education recognition month. We thought we would be meeting in person as we have a special gift each member. She told the Board how wonderful their support was and that staff, leaders and the community appreciate all they do.

Committee Reports:
Mr. Vouros reported on the March 9 Curriculum and Instruction meeting where there was a presentation of Applied Robotics Technology and Accounting I for the next meeting. The middle school had an update on the five new courses being presented to their students which includes Kitchen Science, Project Adventure and Beyond, Pathways to Success, Democracy in Action, and Money, Sports, Games and Mathematics. The survey will go out to grade six and seven students. New courses will be presented to them in person. The vote will be presented to the Board when the first two choices come to us.

Mr. Cruson reported on the Policy Committee meeting where they are continuing with the personnel policies with many that were optional and would not be moved forward but we have a couple to continue to work on. The Communications Committee had a special meeting to finalize the budget newsletter.

Mrs. Leidlein said the CFF Sub-committee met and talked about the municipal building committee who are looking at their charges. Mr. Gerbert spoke about the Head O'Meadow

lighting project and the Reed lighting and boiler project. We also discussed the year-to-year maintenance needs. There are some delayed projects we need to discuss with the potential for funding. Mrs. Vadas also presented the financial report including the Covid expenses.

Mr. Delia reported that EdAdvance has gone into a collaborative venture with CES to purchase a building in Bethel which will provide services for surrounding towns.

Student Representative Reports:
Mr. Jerfy reported that all seniors can attend prom this year. The NICE Club is working with the Japan Society conducting a virtual student exchange program. Students are recording "A Day in the Life" videos.

Ms. Clure said winter sports are coming to a close March 27 and spring sports will begin. Unified Basketball had its first home game last Friday. Club meetings are shorter or held virtually. Our Science Bowl team placed second in Regionals. The Annual Day of Silence is being held next month. Next Wednesday is SAT day for juniors.

Mr. Vouros asked Ms. Clure to get a copy of the Capstone presentation schedule in advance for the Board members.

Financial Report:
Mr. Delia moved that the Board of Education approve the financial report and transfers for the month ending February 28, 2021. Mr. Cruson seconded.

Mrs. Vadas presented the report which showed we spent approximately $4.5M with $4M on salaries and $.5M on all other objects.   She also provided a lunch program comparison between this year and the previous school year. There were no emergency repairs in February but general repairs totaled $37,000. The estimated year-end balance is -$87,423. We received $1,158,821 or 76% from the Excess Cost Grant. We also received $8,585 in local tuition and $801.42 in interest.

Mrs. Ku asked if when the weather is better and students can eat outside will we be able to return to a schedule to allow them to eat at school. Dr. Rodrigue said we will continue this schedule through the rest of this year because of the number of students we have in the middle and high schools.

Dr. Longobucco said students need to be sitting six feet apart and we can't do that at the high school without adding another lunch wave. The outdoor seating is still not enough. Our remote number is significantly less so our in-person numbers are higher.

Dr. Rodrigue said that question came up with a lot of superintendents. There was a study out of Massachusetts which shows little difference between three and six feet but we can't change for this year.

Mrs. Leidlein said in the past when we've had an overage in the budget the administrators have looked at making changes to spending. She asked if we are feeling secure that the overage will be made up by the end of the year and expenditures going forward with the unexpected or if things change.

Dr. Rodrigue said the Board of Finance asked for a better picture of the end of the year. We tried not to have a freeze on the budget which would hurt the teachers this year. We wanted

teachers to have what they need throughout the year and we have not asked anyone to not spend for what they need.

Mrs. Ku said the Board of Finance asked us to let them know specifically of any financial issues we may have and asked for a financial update in April.
Dr. Rodrigue noted that we also have ESSER funds which should be recognized as well and there's more to come.

Mrs. Leidlein wanted a better understanding of other funds.
Dr. Rodrigue said there are more funds but they are not solidified yet but we expect more than we had the last time.
Motion passes unanimously.

Item 5 – Presentations
Abi Marks gave the presentations on the Humanities and Writing through Film curricula.
Item 6 – Old Business
MOTION: Mr. Delia moved that the Board of Education approve the Grade 1 Reading Curriculum, the Grade 1 Writing Curriculum, the Grade 2 Reading Curriculum and the Grade 2 Writing curriculum. Mr. Cruson seconded. Motion passes unanimously.

COVID Update:
Dr. Rodrigue noted that we are moving to a better place with 2% positivity rate. We are out of the red and have had two vaccination clinics with nearly 700 vaccinations for staff. This Saturday there were just over 100 more staff vaccinated. We still need to comply with quarantine guidelines. Once everyone is fully vaccinated after two weeks they no longer have to quarantine.

Mr. Cruson referred to the lunch issue and asked if consideration was being given to what we might do next year if we still have to deal with this and try to get back to a full in-person schedule.

Dr. Rodrigue said there are no guidelines yet for next year. She thinks that with more and more staff vaccinated things will look different next year. Superintendents are asking if it will stay at six feet or move to three feet.
Mrs. Ku said we also have to be concerned about who is or is not vaccinated next year.

Item 7 – New Business
First Read of Policies:
Mr. Cruson spoke about the two policies.
Policy 5145.11 Police in Schools / Questioning and Apprehension. We got this from CABE, Mr. Pompano reviewed it, and we made some edits.

Mr. Pompano said Lt. Robinson worked with him on these policies. It's a fair document which is very workable.
Mr. Delia suggested for #2 to put in the word "prior" regarding notifying the student's parents before the student is interviewed.
Mr. Cruson would take that back to committee.

Ms. Zukowski also referred to #2 and the last sentence referring to the school principal or designee will be present but the regulations say in the absence of parents the principal or

designee will be present. That suggests if the parents are there a school representative is not needed but #2 indicates there should always be a school representative present.

Mr. Cruson said we are focused on the policy because the regulation is not what the Board is approving. It's up to Dr. Rodrigue and Mr. Pompano if they feel the policy should be changed to match the regulation.

Ms. Zukowski asked if this would apply to school resource officers.

Mr. Pompano stated SROs have additional powers so they can work under the guidance of the administration. Police officers are sworn with powers of arrest.

Ms. Zukowski asked if it should indicate this applies to SROs also.

Mr. Pompano stated that it could.

Ms. Zukowski said people have the right to not submit to questioning. Parents should be there for 16 year olds. We could say students under 18 years old cannot be questioned without a parent.

Mr. Cruson said that's in the regulation so up to Dr. Rodrigue's and Mr. Pompano's discretion to address. He asked her to send wording to discuss at the next meeting as an addition to the policy.

Dr. Rodrigue said we can look at the regulations and policy. There are certain circumstances we don't necessarily have to wait for a parent in an emergency. We have to be careful what we put in our policies as we have rights to do certain things in a school building. Sometimes we can't notify a parent in advance.

Ms. Zukowski noted in the last paragraph, was there an expectation that the principal be on police walk-throughs.

Dr. Rodrigue said that will be addressed.

Ms. Zukowski asked if the Board should be notified with these events in some form or have a summary with long-term monitoring like at the end of the year.

Mr. Cruson felt that it was difficult for Board members to know what we can and can't know legally.

Mr. Delia said we have to be careful in knowing too much as a Board in case we have to be involved in an expulsion hearing or grievance and being over-informed. He agreed with the summary.

Policy 5145.111 Probation/Police/Courts

Mr. Cruson said this came from CABE. There were no changes and was left as written.

Middle School and High School Graduation Programs:

Dr. Rodrigue shared that state guidelines begin March 19 which outlines a number of events that can take place.

Dr. Longobucco said with the new guidelines we are able to have two graduation ceremonies in the stadium with two guests being able to attend. There will be 190 students in each session which will be on June 11 at 5:00 p.m. and June 12 at 2:00 p.m. with student and faculty speakers at both sessions. If it rains Friday, we will add a second ceremony on June 12 at 5:00 p.m. Sunday, June 13 would only be a rain date if both days have weather issues. The students voted on the senior prom theme for June 4 which is "A Night Under the Stars." This information will be shared tomorrow.

Mr. Einhorn said the moving up ceremony will have one cluster at a time on June 9 and June 10 with a program at 4:00 p.m. and 6:00 p.m. We will use part of back field area to set up a stage and tent. Two family members can attend. The ceremony will be recorded and streamed out so that family members can view at a later time. The rain date is June 14. We are also planning field days for both grade levels. .

MOTION: Mr. Delia moved that the Board of Education approve the Middle School and High School graduation programs. Mr. Cruson seconded.
Mrs. Ku asked if things needed to be changed to come back to the Board and keep us informed.
Motion passes unanimously.

Cyber Liability Insurance:
MOTION: Mr. Delia moved that the Board of Education approve the purchase of Cyber liability insurance through Corvus. Mr. Cruson seconded.

Mrs. Vadas noted that our current policy is with Cirma and they prepared a blanket policy on this at a blanket cost. Cyber insurance plans have been soaring and they will no longer be offering this policy so we have to find another company. We found two companies and this quote is only good for 30 days and feels we should act quickly. This cost was not budgeted for next year and it would start immediately with March to March coverage. The premiums would be more in July and we were advised to act now.

Mrs. Ku asked if this went through Rick Spreyer.
Mrs. Vadas said we used our insurance representative who alerted us last August or September and have been working on quotes. A few companies declined to give us coverage and Corvus was the number one choice.
Motion passes unanimously.

Communications Newsletter
MOTION: Mr. Delia moved that the Board of Education approve the Communications Sub-committee Newsletter. Mr. Cruson seconded.

Mrs. Ku noted that there were two numbers transposed on the last page in the section at the end. Technology equipment was $29,941 and Mrs. Vadas thought it was $29,491. Mrs. Vadas confirmed that amount.
Mr. Delia moved to amend the motion to include the edit just discussed. Mr. Cruson seconded.
Motion to amend passes unanimously.
Main motion passes unanimously.

Item 8 – Public Participation
MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.
Item 9 – Adjournment
The meeting adjourned at 9:13 p.m.

                                        Respectively submitted:

                                        _____
                                        Daniel J. Cruson, Jr.
                                        Secretary

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:

_____
Daniel J. Cruson, Jr.
Secretary

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Charleston, SC 29492

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Date: 3/2/2021

Page 1 OF 1

The Blackbaud Giving Fund is pleased to present HAWLEY ELEMENTARY SCHOOL with the enclosed grant of $20.00 made on behalf of PepsiCo Foundation United Way Worldwide DAF and its donors.

Grant Amount $20.00

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by its agent, YourCause
65 Fairchild Street
Charleston, SC 29492

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3/2/2021	$********20.00

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PAY EXACTLY Twenty And 0/100 Dollars

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29 CHURCH HILL RD
NEWTOWN, CT 06470-1612

11

Matthew J. Noel
AUTHORIZED SIGNATURE

SIGNATURE HAS A BLUE-GREEN BACKGROUND • BORDER CONTAINS MICROPRINTING MP

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Newtown Middle School and Newtown High School
Year End Activities/Moving Up and Graduation Ceremonies

NMS Moving Up

Two ceremonies are being schedule: **Wednesday, June 9th and Thursday, June 10th**

On each date, two clusters will participate in a Moving Up Ceremony held outside at NMS (back field area) at 4:00 p.m. and 6:00 p.m.

A rain date is scheduled for Monday, June 14.

Each student will be given two tickets for parents to attend. This is necessary due to the ability to provide adequate space to comply with social distancing. The ceremony will be recorded and streamed out so that other members of the family can view at a later time.

Field Days

NMS also plans on allowing field days for both 7th and 8th grades. These will comply with spacing/social distancing requirements.

Newtown High School Graduation/Commencement

Newtown High School is planning for two graduation ceremonies: **Friday, June 11th and Saturday, June 12.** On each date, approximately ½ of the senior class will participate in one of the two graduation ceremonies, which will be held on the football field.

On Friday, June 11th, commencement will begin at 5:00 p.m. and on Saturday, June 12th, commencement will begin at 2:00 p.m.

A rain date is scheduled for Friday, June 11, which will add a second ceremony on Saturday, June 12th at 5:00 p.m. (Sunday, June 13 would only be a rain date if both days have weather issues)

Each student will be given two tickets for parents to attend. This is necessary due to the ability to provide adequate space to comply with social distancing and guidelines for the stadium at 50% capacity. The ceremony will be streamed live so that other members of the family can view in real time.

Juniors

A Junior BBQ/Picnic including lawn games, music and an ice cream truck will be planned at Dickinson Park.

Senior Prom

A senior prom is being currently planned. "A Night Under the Stars" is scheduled tentatively for Friday, June 4th and will be held on the football field.

SUMMARY

The eighth report of the 2020-21 school year continues to provide year to date expenses, active encumbrances, anticipated obligations and year-to-date transfers. A majority of accounts such as professional development, energy, transportation, fuel, instructional supplies, repairs, postage and printing (to name a few) have not been encumbered but are projected in this report through the end of the year. We will continue to refine these projections and forecasts each month and enter new encumbrances when required.

During the month of February, The Board of Education spent approximately $4.5M; $4.0M on salaries and approximately $0.5M on all other objects.

The overall projected year-end balance has been reduced by -$33,364 with a new projection of -$87,423.

This report also includes budget transfers within the curriculum account in the amount of $107,037. This transfer will adjust the salary accounts for summer curriculum writing, district wide committee work and professional development. Also included is an adjustment in textbooks for the K-5 math program.

Major Account Movers

> ### Salary Accounts

The overall position of the salary accounts continue to show a negative balance, incurring an additional $99,987 in expenses with the new balance at -$243,134. The majority of this change comes from certified teacher & specialists (-$57,877 change over prior month), special education services (-$23,044 change over prior month) and custodial & maintenance overtime (-$39,789 change over prior month).

The change in certified salaries can be attributed to the analysis and realignment of encumbrances for teachers on leave as well as coverage for long and short term assignments. We also included and updated estimate for homebound tutors, certified subs and the 4 newly added 1-year assignment teachers.

- We have hired one of the four 1-year assignment teaching positions (these were Board approved last month) with the other three positions projected to start on or around April first.

Note: We continue to feel the negative affect from the inability to offset the large budget in the certified turnover account. Theses salary accounts will most likely remain negative throughout the remainder of the year.

In non-certified salaries, our largest change comes from custodial overtime due to the onslaught of snowstorms. Changes also occurred in the special education salaries due to reallocation of the excess cost grant of -$7,435 and also the filling of an open behavioral therapist position.

- There are about ten open positions in the para-professional account and we have included estimates for these positions with an anticipated start date of April fist.

➢ **Other Purchased Services**

The overall balance in these accounts have increased by $44,757. The majority of this positive change is coming from transportation and out-of-district tuition. However, the offset to these positive balances can be found in contracted services where we have adjusted our year-end prediction by -$75,632 ($74,000 coming from food services).

- Transportation balance has increased by approximately $56,000 as we have reduced some of our anticipated obligations based on current conditions. This account will be closely monitored and adjusted throughout the balance of the year.

- The out-of-district tuition account has been adjusted for the excess cost grant (as noted in the excess cost grant update) and the final deposit will be made in May. We have also begun to reconcile our open encumbrances; changes will be reported in next month's financial update.

- We have included $20,740 for a new cyber insurance policy. Our current policy with CIRMA will expire on 6/30/21 and CIRMA will not be renewing this policy as they have withdrawn from the cyber insurance business. After reviewing the plans, and based on our risk analysis, we are recommending the Board move forward with this one year policy that will take effect in March 2021.

➢ **Supplies**

The supply account remains positive as we have incurred significant savings in our electric account (as mentioned in the virtual net metering update).

- Other impactful changes are found in plant supplies as we have adjusted this account by -$24,544 over the prior month to provide a more realistic estimate for the balance of the year.

- We are also beginning to see a small positive balance emerge in propane.

- All supply accounts will be monitored and adjusted each month.

Emergency Repairs

There were no emergency repairs for the month of February. However, regular building repairs totaled $37,446 and affected all seven schools.

Excess Cost Grant Update

As stated last month, the reimbursable portion of the grant was calculated by the State at 83.54% yielding an additional $65,732 over our estimate of $1,479,789. Based on our internal re-calculation of Special Education costs for qualified students, we are now projecting slightly less at $63,395 with the State reimbursement rate at 83.48%. This brings our new estimate to $1,543,184; still less than our original budget by $267,005.

This grant will be re-calculated once again at the State level where they will analyze the needs across other districts and determine our final percentage for reimbursement. These changes will be reflected in the May deposit.

Food Service Update

The lunch program continues to be a concern although we are beginning to see additional sales especially at the High School where we actually turned a small profit for the month of February. Over the past few months we've begun to see the losses decline with the current combined school loss of $19,338.

We have included a full year cost estimate for this program of $321,558, increasing the projection by $74,000 over the prior month's financial report. This account will continue to be monitored and analyzed.
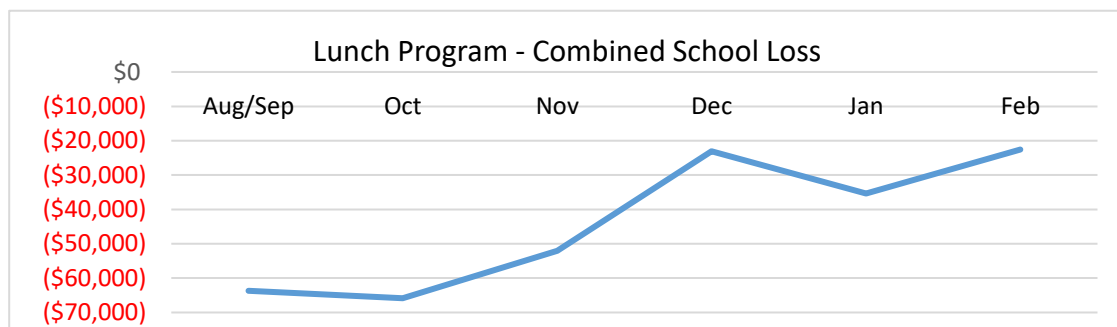
Virtual Net Metering Update

The VNM project is well underway for all schools with the exception of Middle Gate which may be included in the 2021-22 fiscal year. This project has produced significant savings and our current estimate provides for an additional $52,500 over the prior month bringing our total balance in electric to $352,500.

COVID update

COVID related expenses are holding steady at around the $2.5M mark with a total of $945,842 in grant and Town funding offsets. We are also experiencing COVID related savings which can be found throughout the financial report.

Tanja Vadas
Director of Business & Finance
March 11, 2021

NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING FEBRUARY 28 , 2021

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	2020 - 2021 APPROVED BUDGET	YTD TRANSFERS 2020 - 2021	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
	GENERAL FUND BUDGET										
100	**SALARIES**	$ 49,586,526	$ 51,044,554	$ -	$ 51,044,554	$ 29,009,221	$ 21,284,231	$ 751,102	$ 994,236	**$ (243,134)**	100.48%
200	**EMPLOYEE BENEFITS**	$ 11,126,524	$ 11,435,283	$ -	$ 11,435,283	$ 8,490,674	$ 2,143,116	$ 801,493	$ 836,825	**$ (35,332)**	100.31%
300	**PROFESSIONAL SERVICES**	$ 659,940	$ 751,382	$ -	$ 751,382	$ 319,864	$ 87,641	$ 343,877	$ 266,974	**$ 76,904**	89.77%
400	**PURCHASED PROPERTY SERV.**	$ 2,304,638	$ 1,884,463	$ -	$ 1,884,463	$ 1,177,140	$ 355,682	$ 351,641	$ 382,367	**$ (30,726)**	101.63%
500	**OTHER PURCHASED SERVICES**	$ 8,823,709	$ 9,314,942	$ -	$ 9,314,942	$ 5,239,176	$ 3,392,052	$ 683,714	$ 448,139	**$ 235,575**	97.47%
600	**SUPPLIES**	$ 3,347,825	$ 3,498,335	$ -	$ 3,498,335	$ 2,054,539	$ 161,256	$ 1,282,540	$ 1,117,410	**$ 165,129**	95.28%
700	**PROPERTY**	$ 831,904	$ 549,402	$ -	$ 549,402	$ 501,131	$ 300,128	$ (251,857)	$ 7,000	**$ (258,857)**	147.12%
800	**MISCELLANEOUS**	$ 66,090	$ 73,415	$ -	$ 73,415	$ 57,039	$ 2,145	$ 14,231	$ 11,212	**$ 3,018**	95.89%
910	**SPECIAL ED CONTINGENCY**	$ -	$ 100,000	$ -	$ 100,000	$ -	$ -	$ 100,000	$ 100,000	**$ -**	100.00%
	TOTAL GENERAL FUND BUDGET	$ 76,747,157	$ 78,651,776	$ -	$ 78,651,776	$ 46,848,784	$ 27,726,252	$ 4,076,740	$ 4,164,162	**$ (87,423)**	100.11%
900	**TRANSFER NON-LAPSING**										
	GRAND TOTAL	$ 76,747,157	$ 78,651,776	$ -	$ 78,651,776	$ 46,848,784	$ 27,726,252	$ 4,076,740	$ 4,164,162	(87,423)	100.11%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	APPROVED BUDGET	TRANSFERS 2020 - 2021	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	**SALARIES**										
	Administrative Salaries	$ 4,163,820	$ 4,160,309	$ 11,430	$ 4,171,739	$ 2,789,104	$ 1,378,575	$ 4,060	$ 4,059	$ 1	100.00%
	Teachers & Specialists Salaries	$ 31,619,798	$ 32,219,745	$ (11,430)	$ 32,208,315	$ 17,641,235	$ 14,919,833	$ (355,253)	$ 71,382	$ (426,635)	101.32%
	Early Retirement	$ 32,000	$ 16,000	$ -	$ 16,000	$ 16,000	$ -	$ -	$ -	$ -	100.00%
	Continuing Ed./Summer School	$ 92,408	$ 93,096	$ -	$ 93,096	$ 54,377	$ 15,529	$ 23,190	$ 3,750	$ 19,440	79.12%
	Homebound & Tutors Salaries	$ 88,213	$ 185,336	$ -	$ 185,336	$ 38,880	$ 30,781	$ 115,675	$ 78,987	$ 36,688	80.20%
	Certified Substitutes	$ 548,648	$ 698,193	$ -	$ 698,193	$ 414,473	$ 229,405	$ 54,315	$ 199,910	$ (145,595)	120.85%
	Coaching/Activities	$ 643,256	$ 656,571	$ -	$ 656,571	$ 337,446	$ -	$ 319,125	$ 291,223	$ 27,901	95.75%
	Staff & Program Development	$ 173,319	$ 143,517	$ -	$ 143,517	$ 94,118	$ 28,115	$ 23,784	$ 80,000	$ (56,216)	140.91%
	CERTIFIED SALARIES	$ 37,361,462	$ 38,172,767	$ -	$ 38,172,767	$ 21,385,634	$ 16,602,238	$ 184,895	$ 729,311	$ (544,416)	101.43%
	Supervisors & Technology Salaries	$ 917,739	$ 945,154	$ 50,245	$ 995,399	$ 680,384	$ 326,318	$ (11,303)	$ 9,252	$ (20,555)	102.06%
	Clerical & Secretarial Salaries	$ 2,310,741	$ 2,362,981	$ (69,514)	$ 2,293,467	$ 1,420,744	$ 805,802	$ 66,921	$ 7,976	$ 58,945	97.43%
	Educational Assistants	$ 2,743,151	$ 2,875,564	$ -	$ 2,875,564	$ 1,551,059	$ 1,097,893	$ 226,612	$ 46,048	$ 180,564	93.72%
	Nurses & Medical Advisors	$ 764,244	$ 801,532	$ 58,592	$ 860,124	$ 459,253	$ 397,788	$ 3,084	$ 15,500	$ (12,416)	101.44%
	Custodial & Maint. Salaries	$ 3,144,919	$ 3,263,032	$ -	$ 3,263,032	$ 2,044,767	$ 1,122,329	$ 95,936	$ 18,500	$ 77,436	97.63%
	Non-Certied Adj & Bus Drivers Salaries	$ 22,043	$ 81,607	$ (56,022)	$ 25,585	$ 8,379	$ 19,245	$ (2,039)	$ 17,500	$ (19,539)	176.37%
	Career/Job Salaries	$ 117,954	$ 183,209	$ (32,281)	$ 150,928	$ 7,234	$ 77,548	$ 66,146	$ (1,000)	$ 67,146	55.51%
	Special Education Svcs Salaries	$ 1,224,685	$ 1,355,856	$ 48,980	$ 1,404,836	$ 764,708	$ 596,558	$ 43,570	$ (7,313)	$ 50,883	96.38%
	Security Salaries & Attendance	$ 594,071	$ 621,957	$ -	$ 621,957	$ 358,774	$ 236,860	$ 26,323	$ -	$ 26,323	95.77%
	Extra Work - Non-Cert.	$ 141,823	$ 115,447	$ -	$ 115,447	$ 106,722	$ 1,654	$ 7,071	$ 18,961	$ (11,890)	110.30%
	Custodial & Maint. Overtime	$ 214,479	$ 233,448	$ -	$ 233,448	$ 220,118	$ -	$ 13,330	$ 109,500	$ (96,170)	141.20%
	Civic Activities/Park & Rec.	$ 29,216	$ 32,000	$ -	$ 32,000	$ 1,445	$ -	$ 30,555	$ 30,000	$ 555	98.27%
	NON-CERTIFIED SALARIES	$ 12,225,064	$ 12,871,787	$ -	$ 12,871,787	$ 7,623,587	$ 4,681,993	$ 566,207	$ 264,925	$ 301,282	97.66%
	SUBTOTAL SALARIES	$ 49,586,526	$ 51,044,554	$ -	$ 51,044,554	$ 29,009,221	$ 21,284,231	$ 751,102	$ 994,236	$ (243,134)	100.48%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	APPROVED BUDGET	TRANSFERS 2020 - 2021	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
200	**EMPLOYEE BENEFITS**										
	Medical & Dental Expenses	$ 8,051,502	$ 8,289,180	$ -	$ 8,289,180	$ 6,234,546	$ 2,036,568	$ 18,067	$ 18,067	$ -	100.00%
	Life Insurance	$ 86,352	$ 86,760	$ -	$ 86,760	$ 57,980	$ -	$ 28,780	$ 28,780	$ -	100.00%
	FICA & Medicare	$ 1,523,488	$ 1,602,597	$ -	$ 1,602,597	$ 935,375	$ -	$ 667,222	$ 667,222	$ -	100.00%
	Pensions	$ 863,104	$ 913,394	$ -	$ 913,394	$ 846,304	$ 500	$ 66,590	$ 66,590	$ -	100.00%
	Unemployment & Employee Assist.	$ 122,970	$ 82,000	$ -	$ 82,000	$ 76,332	$ -	$ 5,668	$ 41,000	$ (35,332)	143.09%
	Workers Compensation	$ 479,108	$ 461,352	$ -	$ 461,352	$ 340,137	$ 106,049	$ 15,166	$ 15,166	$ -	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	$ 11,126,524	$ 11,435,283	$ -	$ 11,435,283	$ 8,490,674	$ 2,143,116	$ 801,493	$ 836,825	$ (35,332)	100.31%
300	**PROFESSIONAL SERVICES**										
	Professional Services	$ 500,341	$ 559,102	$ -	$ 559,102	$ 261,900	$ 83,825	$ 213,377	$ 216,887	$ (3,509)	100.63%
	Professional Educational Serv.	$ 159,599	$ 192,280	$ -	$ 192,280	$ 57,964	$ 3,816	$ 130,500	$ 50,087	$ 80,413	58.18%
	SUBTOTAL PROFESSIONAL SERV.	$ 659,940	$ 751,382	$ -	$ 751,382	$ 319,864	$ 87,641	$ 343,877	$ 266,974	$ 76,904	89.77%
400	**PURCHASED PROPERTY SERV.**										
	Buildings & Grounds Contracted Svc.	$ 716,095	$ 664,859	$ -	$ 664,859	$ 437,149	$ 160,715	$ 66,995	$ 76,993	$ (9,998)	101.50%
	Utility Services - Water & Sewer	$ 134,403	$ 146,945	$ -	$ 146,945	$ 68,571	$ -	$ 78,374	$ 74,074	$ 4,300	97.07%
	Building, Site & Emergency Repairs	$ 503,227	$ 460,850	$ -	$ 460,850	$ 316,940	$ 73,618	$ 70,292	$ 110,926	$ (40,634)	108.82%
	Equipment Repairs	$ 283,175	$ 351,506	$ -	$ 351,506	$ 173,309	$ 71,688	$ 106,509	$ 88,939	$ 17,570	95.00%
	Rentals - Building & Equipment	$ 268,547	$ 260,303	$ -	$ 260,303	$ 181,171	$ 49,661	$ 29,471	$ 31,435	$ (1,964)	100.75%
	Building & Site Improvements	$ 399,191	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	SUBTOTAL PUR. PROPERTY SERV.	$ 2,304,638	$ 1,884,463	$ -	$ 1,884,463	$ 1,177,140	$ 355,682	$ 351,641	$ 382,367	$ (30,726)	101.63%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	APPROVED BUDGET	TRANSFERS 2020 - 2021	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
500	**OTHER PURCHASED SERVICES**										
	Contracted Services	$ 750,419	$ 669,215	$ -	$ 669,215	$ 712,930	$ 51,638	$ (95,353)	$ 216,768	$ (312,121)	146.64%
	Transportation Services	$ 3,827,061	$ 4,457,135	$ -	$ 4,457,135	$ 2,256,779	$ 1,355,797	$ 844,559	$ 467,924	$ 376,635	91.55%
	Insurance - Property & Liability	$ 378,323	$ 378,032	$ -	$ 378,032	$ 301,786	$ 80,007	$ (3,760)	$ 21,024	$ (24,784)	106.56%
	Communications	$ 142,944	$ 146,872	$ -	$ 146,872	$ 99,464	$ 80,298	$ (32,890)	$ (27,160)	$ (5,730)	103.90%
	Printing Services	$ 24,637	$ 31,040	$ -	$ 31,040	$ 4,731	$ 6,390	$ 19,919	$ 17,125	$ 2,794	91.00%
	Tuition - Out of District	$ 3,527,920	$ 3,399,851	$ -	$ 3,399,851	$ 1,825,857	$ 1,721,140	$ (147,145)	$ (299,111)	$ 151,966	95.53%
	Student Travel & Staff Mileage	$ 172,406	$ 232,797	$ -	$ 232,797	$ 37,630	$ 96,782	$ 98,385	$ 51,569	$ 46,816	79.89%
	SUBTOTAL OTHER PURCHASED SERV.	$ 8,823,709	$ 9,314,942	$ -	$ 9,314,942	$ 5,239,176	$ 3,392,052	$ 683,714	$ 448,139	$ 235,575	97.47%
600	**SUPPLIES**										
	Instructional & Library Supplies	$ 805,612	$ 801,275	$ -	$ 801,275	$ 514,675	$ 83,867	$ 202,733	$ 205,585	$ (2,852)	100.36%
	Software, Medical & Office Supplies	$ 212,777	$ 221,701	$ -	$ 221,701	$ 102,886	$ 37,630	$ 81,185	$ 81,136	$ 48	99.98%
	Plant Supplies	$ 423,659	$ 356,400	$ -	$ 356,400	$ 414,069	$ 35,008	$ (92,677)	$ 102,508	$ (195,185)	154.77%
	Electric	$ 1,164,615	$ 1,228,072	$ -	$ 1,228,072	$ 583,804	$ -	$ 644,268	$ 291,768	$ 352,500	71.30%
	Propane & Natural Gas	$ 347,253	$ 431,350	$ -	$ 431,350	$ 207,361	$ -	$ 223,989	$ 194,489	$ 29,500	93.16%
	Fuel Oil	$ 76,257	$ 63,000	$ -	$ 63,000	$ 30,836	$ -	$ 32,164	$ 32,164	$ -	100.00%
	Fuel for Vehicles & Equip.	$ 122,159	$ 205,031	$ -	$ 205,031	$ 82,087	$ -	$ 122,944	$ 78,944	$ 44,000	78.54%
	Textbooks	$ 195,495	$ 191,506	$ -	$ 191,506	$ 118,821	$ 4,751	$ 67,934	$ 130,815	$ (62,881)	132.84%
	SUBTOTAL SUPPLIES	$ 3,347,825	$ 3,498,335	$ -	$ 3,498,335	$ 2,054,539	$ 161,256	$ 1,282,540	$ 1,117,410	$ 165,129	95.28%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2019 - 2020	APPROVED BUDGET	TRANSFERS 2020 - 2021	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	**PROPERTY**										
	Technology Equipment	$ 559,515	$ 410,000	$ -	$ 410,000	$ 464,100	$ 197,814	$ (251,914)	$ -	$ (251,914)	161.44%
	Other Equipment	$ 272,389	$ 139,402	$ -	$ 139,402	$ 37,031	$ 102,314	$ 57	$ 7,000	$ (6,943)	104.98%
	SUBTOTAL PROPERTY	$ 831,904	$ 549,402	$ -	$ 549,402	$ 501,131	$ 300,128	$ (251,857)	$ 7,000	$ (258,857)	147.12%
800	**MISCELLANEOUS**										
	Memberships	$ 66,090	$ 73,415	$ -	$ 73,415	$ 57,039	$ 2,145	$ 14,231	$ 11,212	$ 3,018	95.89%
	SUBTOTAL MISCELLANEOUS	$ 66,090	$ 73,415	$ -	$ 73,415	$ 57,039	$ 2,145	$ 14,231	$ 11,212	$ 3,018	95.89%
910	**SPECIAL ED CONTINGENCY**	$ -	$ 100,000	$ -	$ 100,000	$ -	$ -	$ 100,000	$ 100,000	$ -	100.00%
	TOTAL LOCAL BUDGET	$ 76,747,157	$ 78,651,776	$ -	$ 78,651,776	$ 46,848,784	$ 27,726,252	$ 4,076,740	$ 4,164,162	$ (87,423)	100.11%

REVENUES

EXCESS COST GRANT REVENUE	EXPENDED 2019 - 2020		APPROVED BUDGET	PROJECTED 1-Dec	PROJECTED 1-Mar	VARIANCE Dec to March	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
Special Education Svcs Salaries ECG	$ (33,039)		$ (26,247)	$ (39,115)	$ (31,680)	$ (7,435)	$ (22,367)	$ (9,313)	120.70%
Transportation Services - ECG	$ (354,206)		$ (402,480)	$ (244,709)	$ (258,303)	$ 13,594	$ (182,364)	$ (75,939)	64.18%
Tuition - Out of District ECG	$ (1,372,981)		$ (1,381,462)	$ (1,195,965)	$ (1,253,201)	$ 57,236	$ (954,090)	$ (299,111)	90.72%
Total	$ (1,760,226)		$ (1,810,189)	$ (1,479,789)	$ (1,543,184)	$ 63,395	$ (1,158,821)	$ (384,363)	85.25%

OTHER REVENUES

BOARD OF EDUCATION FEES & CHARGES - SERVICES	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	$32,340	$8,605	$23,735	$8,605	73.39%
HIGH SCHOOL FEES FOR PARKING PERMITS	$30,000	$0	$20,000	$10,000	66.67%
MISCELLANEOUS FEES	$6,000	$3,596	$2,404	$3,596	40.07%
TOTAL SCHOOL GENERATED FEES	$68,340		$46,139	$22,201	67.51%

OTHER GRANTS & SPECIAL REVENUE OFFSETS

Excess Cost Grant State Reimbursement	$ (1,810,189)	$ (1,543,184)	$ (1,158,821)	$ (384,363)	75.09%
Corona Releif Grant - State Entitlement Grant	$380,841		$380,841		100.00%
Town Municipal Portion of CRF Grant	$165,000		$165,000		100.00%
Town Capital Non-recurring Revenue Fund	$400,000		$400,000		100.00%

2020 - 2021
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
MARCH 16, 2021

		FROM			TO
AMOUNT	CODE	DESCRIPTION		CODE	DESCRIPTION
ADMINISTRATIVE					
$8,500	100	Teachers & Specialists Salaries			
		$8,500 001800800000 51131 DISTRICT - CURRICULUM SPECIALISTS			
$15,000	100	Certified Substitutes			
		$15,000 001800800000 51311 DISTRICT - CURRICULUM CERT SUBS			
$1,862	100	Educational Assistants			
		$1,862 001800800000 51232 DISTRICT - CURRICULUM ED ASSISTANTS			
$16,223	300	Professional Educational Serv.			
		$16,223 001800800000 53100 DISTRICT - CURRICULUM STAFF TRAINING		100	$41,585 001800800000 51421 DISTRICT - CURRICULUM EXTRA WORK - CERT
$23,327	300	Professional Educational Serv.			
		$23,327 001800800000 53100 DISTRICT - CURRICULUM STAFF TRAINING			
$24,225	500	Contracted Services			
		$24,225 001800800000 54000 DISTRICT - CURRICULUM CONTRACTED SERV			
$500	500	Printing Services			
		$500 001800800000 54150 DISTRICT - CURRICULUM PRINTING			
$8,600	500	Staff Mileage			
		$8,600 001800800000 54200 DISTRICT - CURRICULUM STAFF TRAVEL			
$6,500	600	Instructional & Library Supplies			
		$6,500 001800800000 55600 DISTRICT - CURRICULUM OTHER SUPPLIES			
$2,300	800	Memberships			
		$2,300 001800800000 58900 DISTRICT - CURRICULUM MEMBERSHIPS		600	$65,452 001800800000 56900 DISTRICT - CURRICULUM TEXTBOOKS

2020 - 2021
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
MARCH 16, 2021

		FROM		TO	
AMOUNT	CODE	DESCRIPTION	CODE	DESCRIPTION	REASON

ADMINISTRATIVE

AMOUNT	CODE	DESCRIPTION	CODE	DESCRIPTION	REASON
$8,500	100	Teachers & Specialists Salaries			
$15,000	100	Certified Substitutes			
$1,862	100	Educational Assistants			
$16,223	300	Professional Educational Serv.			
$41,585			100	Staff & Program Development	Reallocate curriculum and staff development needs
$23,327	300	Professional Educational Serv.			
$24,225	500	Contracted Services			
$500	500	Printing Services			
$8,600	500	Staff Mileage			
$6,500	600	Instructional & Library Supplies			
$2,300	800	Memberships			
$65,452			600	Textbooks	Reallocate resources for the new K-5 math textbook

Humanities & Writing Through Film

Curriculum Revisions
February 22, 2021
Abi Marks, English Department Chair

Humanities

- ❏ Senior English & Fine Arts elective (one semester)
- ❏ Co-taught by English and Fine Arts teachers
- ❏ Expanded interest has allowed us to run more sections and diversify course (3 sections, ~75 students
- ❏ Written by Ellie Hanna, Carol Skolas, Chris Lee, Brian Tenney

Goals of the Revisions

- Create concept-based units that will allow for focus on visual art or music
- Consolidate course into two units
- Ensure skill-building aligned with CT Core Standards in Reading, Writing, Speaking & Listening and National Core Arts Standards

Identity in the Arts
Unit 1

Conceptual Lens: Identity

Concepts: perception, creativity, the arts, artistic vocabulary, artist's intent, process, revision, analysis

Summative Assessments
Autobiographical vignettes, self portrait, original musical composition or curated collection of music reflecting identity

The Artist in Society
Society
Unit 2

Conceptual Lens: Expression

Concepts: truth, perception, society, change, culture, values, reality

Summative Assessment: Expressionism Speech, original art in the style of an expressionist artists, original podcast

Student art inspired by *Educated* and work by Paul Klee

Student art inspired by *Silent Spring* and work by Tomas Saraceno
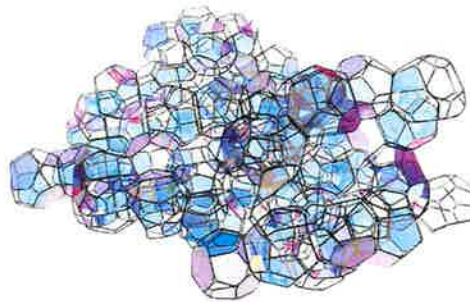
Writing Through Film

- ❏ Senior English elective (semester-long)
- ❏ Runs 6+ sections each year
- ❏ ~125 students
- ❏ Written by Jacob Thomas & Rick Lye

Goals of the Revisions

- Revise and consolidate units in concept-based format
- Ensure skill-building aligned with CT Core Standards for writing and reading visual text
- Include unit on college essay for fall semester
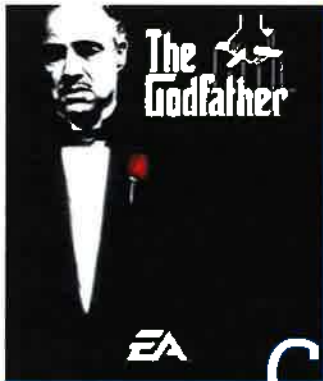
College Essay
Unit 1 (fall only)

Conceptual Lens: Identity

Concepts: perception, individualism, truth, memory

Summative Assessment: College essay

Language of Film
Unit 2

Conceptual Lens: Analysis

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

Summative Assessment: Montage Essay
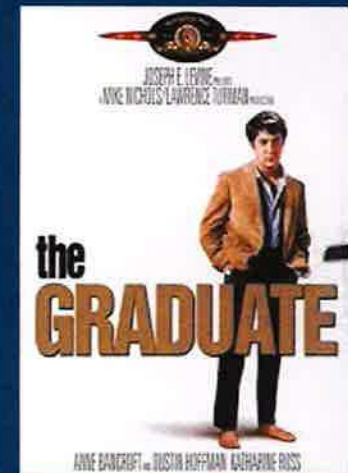
The Changing Face of Film
Unit 3

Conceptual Lens: Change

Concepts: tropes, genres (comedy, science fiction, documentary, westerns, horror) suspension of reality, directors

Summative Assessment:
Genre essay analyzing tropes across at least two films

Film in Society
Unit 4

Conceptual Lens: Perspective

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

Summative Assessment:
Film as Argument Essay

Newtown High School > High School > English Language Arts > Humanities

5 Curriculum Developers

		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
Unit:												
Identity in the Arts	❖	0	▬▬▬▬▬									
The Artist in Society	❖	0			▬▬▬▬▬▬▬							
			1 2 3 4 5	6 7 8 9	10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38
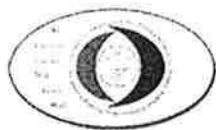
Newtown High School > 2020-2021 > High School > English Language Arts > Humanities > Week 1 - Week 8

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

Identity in the Arts

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Identity

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

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

1a. What is creativity? (F) (C)
1b. Is creativity a uniquely human trait? (P)
1c. What is identity? (F)

2a. What are "the arts?" (F)
2b. What common vocabulary and concepts exist among the arts? (F)
2c. How do common vocabulary and concepts compare among the arts? (C)

3a. What objective and subjective processes take place when close reading a work of art? (F)
3b. How do people analyze, interpret, and evaluate a work of art? (C)
3c. Why do people analyze, interpret, and evaluate a work of art? (C)

4a. How do circumstances in our lives define who we are? (C)
4b. How do external influences impact identity? (C)
4c. Does outward appearance reveal identity? (P)

5a. What is conscience? (F) (C)
5b. How does inner voice shape identity? (C)
5c. How does conscience shape identity? (C)

	6a. How does artwork influence and reflect identity? (C)
	6b. How does identity influence and reflect artwork? (C)
	7a. What comprises the artistic process? (F)
	7b. How do collaboration, revision, and reflection affect a final product? (C)
	7c. How does one know when a work is done? (C)
	7d. Is there a universal definition of good art?(P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They come to understand other perspectives and cultures.

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

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

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

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

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

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

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

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

structure and meaning as well as its aesthetic impact.

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

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

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

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

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

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

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

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

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

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

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

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

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

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

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

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

task, purpose, and audience.

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

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

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

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

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

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

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

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

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

Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

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

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

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

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

when writing.

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

L.11-12.2b. Spell correctly.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

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

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

NCCAS: Music - Music Theory/Composition
NCCAS: HS Proficient

Creating

Imagine
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas?

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

Plan and Make
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question(s): How do musicians make creative decisions?

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

Evaluate and Refine
Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s): How do musicians improve the quality of their creative work?

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

Present
Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication
Essential Question(s): When is creative work ready to share?

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

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

Responding

Select
Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

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

Analyze
Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

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

Interpret
Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

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

Evaluate
Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

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

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

Connecting

Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

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

Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

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

NCCAS: Visual Arts

NCCAS: HS Accomplished

Creating

Investigate - Plan - Make
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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

Investigate - Plan - Make
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

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

Investigate
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

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

Reflect - Refine – Continue
Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

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

Responding

Perceive
Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

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

Analyze
Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

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

Interpret
Anchor Standard 9: Apply criteria to evaluate artistic work.

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

VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

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

Objective(s)

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

Critical Content & Skills

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

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

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

Core Learning Activities

Common Experiences

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

Optional Activities

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

seminar flash fiction.doc
beasts seminar.docx
Alexie guide for discussion.docx
found poem .docx
Thirty four words.docx
artist statement mini lesson 2018.docx
Found Poem for Audio_Music section.pdf
Slideshow - Identity in the Performing Arts.pdf

Visual Introduction:

Assessments

Vocabulary Quiz (34 Words) (Required)
Formative: Written Test

Humanities Vocab Quiz (34 Words)
Vignettes for Identity (Required)
Summative: Narrative Writing Assignment
identity vignettes.docx
Visual Arts Project for Identity (Required for Visual Arts section)
Summative: Visual Arts Project
Self_Portrait_in_Humanities.docx
Audio/Music Project for Identity (Required for Audio / Music section)
Summative: Personal Project
Audio_Music Project for Identity.pdf
Rubric-Audio_Music Projects in Humanities.pdf
Final Essay (optional)
Summative: Extended Essay
Humanities Final Essay.docx
Judge a Book by its Cover (optional)
Summative: Visual Arts Project

Resources

Professional & Student
Readings & Film:

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

Visual Arts:

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

Music:

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

- Aretha Franklin - "Respect"

Multimedia:

- Daniel Pink Lectures: The Whole New Mind

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections

Information Literacy
Critical Thinking
Spoken Communication
Written Performance
   • Critical Thinking
   • Written Performance
	The connection between English and Fine Arts disciplines is inherent in the course.
	Generalizations 4 & 5 also connect to the Social Studies course Conversations on Race and Sociology.

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

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

The Artist in Society
Cardillo-Skolas, Carol ; Hanna, Elizabeth; Lee, Christopher; Marks, Abigail; Tenney, Brian

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Expression

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

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

Generalizations / Enduring Understandings

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

Guiding Questions

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

1a. What common vocabulary and concepts exist among the arts? (F)
1b. How do common vocabulary and concepts compare among the arts? (C)

2a. How does historical context impact the creative process in the arts? (C)
2b. Is an artist or artwork inextricably linked to their historical context? (P)

3a. How do societal and cultural forces influence artwork? (C)
3b. Is it possible for the artist to separate themselves from societal and cultural forces? (P)
3c. Are artists essential in society? (P)

4a. How are one's values and reality conveyed through the arts? (C)
4b. How do the arts empower? (C)
4c. Can the arts create change in society? (P)

5a. Is there a clear definition of truth? (P)
5b. How does observation drive one's understanding of reality and truth? (C)
5c. How do personal values influence one's perception of reality? (C)

Standard(s)

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

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

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

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

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

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

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

Craft and Structure

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

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

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

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

structure and meaning as well as its aesthetic impact.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

counterclaims, reasons, and evidence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

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

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

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

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

speaking.

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

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

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NCCAS: Music - Music Theory/Composition
NCCAS: HS Proficient

Creating

Imagine
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas?

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

Plan and Make
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question(s): How do musicians make creative decisions?

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

experiences, moods, images, or storylines.

Evaluate and Refine
Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s): How do musicians improve the quality of their creative work?

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

Present
Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication
Essential Question(s): When is creative work ready to share?

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

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

Responding
Select
Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

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

Analyze
Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

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

Interpret
Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

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

Evaluate
Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

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

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

Connecting

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

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

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

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

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

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

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

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

NCCAS: Visual Arts

NCCAS: HS Accomplished

Creating

Reflect - Refine – Continue

Anchor Standard 3: Refine and complete artistic work.

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

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

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

Responding

Perceive

Anchor Standard 7: Perceive and analyze artistic work

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

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

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

Analyze

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

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

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

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

Connecting

Synthesize

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

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

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

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

NCCAS: HS Advanced

Creating

Investigate - Plan - Make
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

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

Investigate - Plan - Make
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

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

Investigate
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

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

Investigate
Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

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

National Arts Standards

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Critical Content & Skills

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

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

Visual Arts:

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

Audio/Music:

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

Core Learning Activities

Common Experiences

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

Optional Activities

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

Heaven and Hell Surrealism.docx
kafka jigsaw on metamorphosis.doc
absurdist drama.pptx
absurd independent.docx
concept art presentation.docx
The Exquisite Corpse Poetry.docx
Introduction to Expressionism in the Arts.pdf
Expressionism topics with the book circles.docx
Expressionism: Responding to Meaning
midnight in paris allusions.docx
Expressionism poems and qualities.docx
German Expressionism in the Arts.pdf
the short and tragic life of robert peace (1).docx

Assessments

Expressionism Speech (Required)
Summative: Speech
The Expressionists used their canvas or pen to convey emotion and provoke a reaction.
To accompany your Expressionist artwork, please compose a speech to inform the class about your issue. Use strong, persuasive language and clearly assert your opinion! You will be delivering it as a speech.

Resources

Professional & Student
Readings and Film

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

expressionism speech 2017.docx
Visual Arts Project for "The Artist in Society"
(Required for visual arts section)
Summative: Visual Arts Project
Expressionistic Art Project.docx
Museum Hunt (Required for visual arts section)
Summative: Visual Arts Project
Museum Hunt with_withoutTrip.docx
Audio/Music Project for "The Artist in Society"
(Required for audio/music section)
Summative: Personal Project
Audio_Music Project for The Artist in Society.pdf
Rubric-Audio_Music Projects in Humanities.pdf
Expressionistic Short Story (optional)
Summative: Narrative Writing Assignment
Expressionistic Short Story.docx
No Exit Theatre Workshop (optional)
Summative: Group Project
no exit theater workshop.doc
Absurdist Play Dramatization (optional)
Summative: Group Project
absurd play dramatization 2017.docx
Essay: No Exit and What Dreams May Come
(optional)
Summative: Written Test
essay no exit what dreams may come.docx
Surrealist Composition (optional)
Summative: Visual Arts Project

SURREALIST COMPOSITION
Heaven or Hell Visual Project (optional)
Summative: Visual Arts Project

Title: Portrayal of Heaven and Hell: Surrealism

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

Book Circles:

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

Themes for the books

Visual Arts:
Surrealist Devices
Expressionistic Slides with examples from artists
Surrealism
Museums
Modern Art "/isms"

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

Audio/Music:

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

Metamorphosis - Full Text

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication	The connection between English and Fine Arts disciplines is inherent in the course.

Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance

Newtown Public Schools
Writing Through Film

Newtown High School > High School > English Language Arts > Writing Through Film

3 Curriculum Developers

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

Unit Planner: College Essay
Writing Through Film
Wednesday, March 3, 2021, 10:40AM

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Identity

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

Generalizations / Enduring Understandings

1. Writing personal stories yields investigation and discovery of personal truth.

2. Memories and the interpretations of them shape an individual's identity.

3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience.

4. Writing college essays requires acute awareness of the audience.

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

1a. How is a college essay different from a memoir or personal narrative? (F)
1b. Why do authors write about themselves? (C)
1c. How do authors decide what to include in a college essay? (C)
1d. Does personal writing always need an audience? (P)

2a. How do perspective, experience, and time shape memories? (C)
2b. How do experiences shape one's identity? (C)
2c. Can people ever truly know another's real self? (P)

3a. In what ways may writers choose to present their experiences? (F)
3b. How do writers influence language? (F)
3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
3d. What effects do various literary and rhetorical strategies have on the reader? (F)

4a. How do writers craft college essays to fit their specific audience? (F)
4b. How can writers use close reading to interpret the true nature of the task? (F)
4c. Can writers of college essays truly write about any topic? (P)

Standard(s)
Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

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

Critical Content & Skills	Core Learning Activities
What students must KNOW and be able to DO	Students will participate in in-class writing exercises. Students will examine several college essays to identify key strengths and

weaknesses.

1. Students will be able to differentiate between memoir and autobiography.
2. Students will write personal narratives that showcase their voice and style.
3. Students will use author's craft appropriate to their chosen audience, in all types of writing.
4. Students will experiment with different structures to compare effectiveness.
5. Students will close read memoirs and personal narratives to use them as mentor texts for their writing.
6. Students will apply the elements of the writing process from brainstorming, drafting, conferring, revising, editing to publishing.
7. Students will revise to maximize impact and word economy.

Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.

Students will workshop the college essay both in class and in the writing center.

Assessments

College Essay
Summative: Other written assessments
Students will examine several college essays to identify key strengths and weaknesses.

Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.

Students will workshop the college essay both in class and in the writing center.
College Essay Rubric.pdf

Resources

Professional & Student
https://www.huffpost.com/entry/the-7-worst-types-of-coll_b_787319#s187452title=The_CringeInducing_Metaphor
https://blog.prepscholar.com/college-essay-prompts
https://www.cnn.com/2009/LIVING/wayoflife/11/19/mf.offbeat.college.essays/
http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnnl=1&ref=general&src=me&adxnnlx=1384171753-I7o+M4eVGUS/GAn/4I1aHQ&
https://www.businessinsider.com/college-essay-high-school-senior-into-every-ivy-league-university-2014-4
http://blakesnow.com/the-greatest-college-application-essay-ever/

Welcome to the Wonderful World of College Essays

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance
- Written Performance

Interdisciplinary Connections

The concept of identity and how it's conveyed can connect to art, photography, and sociology, as well as conversations on race.

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

Language of Film
Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Analysis

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

Generalizations / Enduring Understandings

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

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

1a. What are film techniques? (F)
1b. How do viewers identify techniques within a film? (F)
1c. How do filmmakers both utilize and subvert traditional film techniques? (C)
1d. Do viewers need to know film techniques to understand film? (P)
1e. How do film techniques create meaning? (C)

2a. How do filmmakers and screenwriters use traditional literary devices within a film? (C)
2b. What language is used to discuss films? (F)
2c. What elements of a story are open to interpretation? (C)
2d. Can a viewer fully enjoy a film without a discussion? (P)
2e. Is there a best way to tell a story? (P)

3a. How do filmmakers manipulate audiences? (C)
3b. What film techniques do filmmakers use to alter the audiences' thought process? (C)
3c. Does the audience know when the filmmakers are manipulating their feelings about the subject? (P)

4a. Is it necessary for a viewer to have certain life experiences to fully understand a film? (P)
4b. How is the viewer able to connect to the subject matter of a film? (C)
4c. Is there a universal definition of what viewers find funny, sad or emotional? (P)
4d. How does the filmmaker make connections to the viewer's personal experiences? (C)

5a. How does the audience affect the viewing process?

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

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

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

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

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

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

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

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

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

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

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

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

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

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

Core Learning Activities
Formative:

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

decisions affected the outcome of the film. • Students will develop their writing skills through revision and editing. • Students will gain a better understanding of how each part of the film comes together to create what they are seeing on the screen.	*Boy* Film Short Summative: • Montage Essay - *The Graduate* or *The Departed* (Required) In Class Activities: • Class discussion on movies - use template for *The Godfather* or *The Graduate* • Questions on Hitchcock movies • *Citizen Kane* Greatest Movie Debate

Assessments

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

The Graduate - Montage essay

Language of Film Terms Sheet

Taking Notes and Writing a Response in Film (w ASSESSMENT)

[Template] Godfather Discussion Questions

[[Template] The Graduate: Discussion Questions

The Graduate - Montage essay

Resources
Professional & Student
Professional Resources:

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

Student Resources:

Films:

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

Books:

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

Student Learning Expectation & 21st Century	Interdisciplinary Connections

Skills	Music - use of popular songs in The Departed and The Graduate
Information Literacy Critical Thinking Spoken Communication Written Performance • Written Performance Montage Essay	
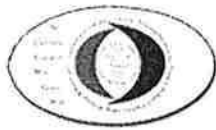
Newtown High School > 2020-2021 > High School > English Language Arts > Writing Through Film > Week 9 - Week 14

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

The Changing Face of Film
Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Change

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

Generalizations / Enduring Understandings

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

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

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

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

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

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

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

Standard(s)
Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

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

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

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

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

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

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

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

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

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

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

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

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

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

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

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

with others.

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

Core Learning Activities
Formative:

- Discussion prep
- Note-taking Sheet

Summative:

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

In- Class Activities:

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

The Western

[Template] Comedy Unit: Source of Humor

Some Like It Hot Discussion Questions

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

Assessments

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

Western Unit assessment

Resources
Professional & Student
Professional Resources:

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

CP Western Unit assessment

Western Unit assessment

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

- The New Yorker film section

Student Resources:

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

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Written Performance

Interdisciplinary Connections

History - connection between historical times and films
Art - signature techniques of artists
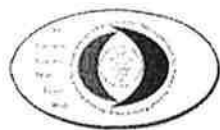
Unit Planner: Film in Society
Writing Through Film
Wednesday, March 3, 2021, 10:35AM

Film in Society
Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Perspective

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

Generalizations / Enduring Understandings

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

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

1a. How do films reflect changes in society? (C)
1b. How do viewers come to understand their beliefs through film? (P)
1c. Have American core beliefs changed substantially throughout the last century? (P)

2a. How has film dealt with societal issues over time? (C)
2b. What issues in society has film refused to actively deal with throughout history? (F)
2c. Should films of the past come with warning labels about potential racist/sexist/homophobic content? (P)

3a. How is the conflict between generations reflected in film? (C)
3b. How are young people portrayed over time in films? (F)
3c. Is the perception of young people in film an accurate representation of what it's like to be a teenager in modern society? (P)

4a. What topics do films tackle that can help to change the audience's perception? (F)
4b. Can films really change people's minds and subsequently their actions? (P)
4c. How do directors use film to make arguments? (C)
4d. How effective is a film if viewers don't understand the underlying message? (C)

5a. Does the movie industry do enough to show cultural and social issues that are occurring in society today? (P)
5b. What societal issues should students be aware of?

	(F) 5c. Why is it important for students to be aware of issues that don't directly affect them? (C) 5d. Are films the proper medium to discuss societal and cultural issues? (P) 6a. Is it possible for films to be racist? (P) 6b. Can you truly understand a culture by watching movies? (P) 6c. Are all voices represented fairly in films today? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

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

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

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

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

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

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

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

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

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

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

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

above.)

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

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

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

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

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

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

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

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

Core Learning Activities
Formative: World Event Research Project
New Movie Project

Summative: Film from One Culture Assignment

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

Assessments
Formative: Other written assessments

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

Summative: Group Project

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

Final (Whiplash)
Summative: Expository Essay
The final will require students to use multiple films from the course to evaluate a specific claim. In this case,

Resources
Professional & Student
Professional Resources:

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

Student Resources:

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

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

Whiplash Final

Film As Argument

Run Lola Run and There Will Be Blood Final Assessment

Silence of the Lambs Paper.docx

Film Recommendation Final Edition

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

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Journalism
Social Studies

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

Last Updated: Today by Patricia Vitarelli

Readers Build Good Habits
McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Habits
grade 1 unit web.pdf

Generalizations / Enduring Understandings

Understanding Text:
1. Sneak peeks formulate predictions.
2. Fluency enhances stamina.

Responding to Text:
Discussion of story elements strengthens comprehension.

Producing Text:
Partnerships and oral response encourage eye contact and speaking voice.

Critiquing Text:
Cueing systems promote flexibility.

Conceptual Lens:
Flexibility and strategies develop reading habits.

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

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

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

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

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

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

Standard(s)

CCSS: 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

Understanding Text:

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

Responding Text:

- Perseverance employs flexibility while word-solving.

Producing Text:

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

Critiquing Text:

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

Conceptual Lens:

- Cueing systems establish fluent readers and comprehension.

Guiding Questions

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

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

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

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

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

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

Standard(s)

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

PDF
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

Learning About the World

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Information
Grade 1 - Reading Unit 3.pdf

Generalizations / Enduring Understandings

Understanding Text:
Sources of information, text features and vocabulary build comprehension.

Responding to Text:
Key words enhance readers' mental images of new information.

Producing Text:
Partnerships and drama strengthen understanding of informational text.

Critiquing Text:
Word analysis and cueing systems develop flexibility in solving words.

Conceptual Lens:
Sources of information and schema lead to acquisition of knowledge.

Guiding Questions

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

Understanding Text:

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

Responding To Text:

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

Producing Text:

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

Critiquing Text:

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

Conceptual Lens:

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

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 1

Reading: Informational Text

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

RI.1.1. Ask and answer questions about key details in a text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reading: Foundational Skills

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

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

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

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

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

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

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

b. Decode regularly spelled one-syllable words.

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

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

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

f. Read words with inflectional endings.

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

Fluency
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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.

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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

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

What students must KNOW and be able to DO
Critical Content:
Understanding Text:

- read with fluency
- demonstrate comprehension
- form and revise predictions
- understand that words are clues to what characters are thinking

Responding to Text:

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

Core Learning Activities

1. Read instructional level books (to focus on solving reading problems).
2. Reread books to develop independence.
3. Develop a repertoire of reading strategies for decoding and comprehension (tool box).
4. Reread to practice fluency and strengthen comprehension.
5. Listen to digital books.
6. Retell big events from a story.
7. Make and confirm predictions.
8. Work with reading partners to grow ideas, develop new vocabulary, and solve problems.
9. Read to an audience.
10. Celebrate reading growth.

reading habits

Critiquing Text:

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

Producing Text:

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

CCSS Bookmarks

Assessments

Running Records
Other oral assessments
The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.
Records the reader's miscues on a copy of the passage read.
The teacher solicits a retelling,
Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.
Conferring
Formative: Other oral assessments
Teacher observes and/or interviews, researching especially to understand what the reader can do, can almost do, and cannot yet do, and to understand the new work that a reader is attempting to do, and the challenges the reader is confronting.
The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the reader is already engaged in doing.

The teacher compliments the reader, making sure to name what the reader is doing well in such a way that the reader transfers that to other days, other texts.
The teacher then sets the reader up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the reader the specifics strategies he or she could use in order to make progress towards this new goal. The reader may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the reader of future follow-up.
j-running_record_sheet_4-14-F.doc

Resources

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

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

Unit 3: Readers Have Big Jobs To Do from Units of Study for Teaching Reading: Grade 1
Demonstration Texts/Series:

- Dinosaur Chase by Hugh Price
- Tumbleweed Stew by Susan Stevens Crummel
- Zelda and Ivy: The Runaways by Laura McGee Kvasanosky

Fundations® Level 1

Read Aloud Texts/Series:
Frog and Toad Are Friends by Arnold Lobel

Heinemann on-line resources:

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

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

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: Today by Patricia Vitarelli

Meeting Characters and Learning Lessons

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Story Elements
Unit 5 Meeting Characters and Learning Lessons.pdf

Generalizations / Enduring Understandings

Understanding Text:
Readers discover life lessons through big events.

Responding to Text:
Readers employ strategies to identify key details.

Producing Text:
Fluency and expression ignite imagination and engagement.

Critiquing Text:
Readers track characters' actions and dialogue to form inferences about characters' feelings.

Conceptual Lens:
Story elements activate literal and inferential understanding of characters.

Guiding Questions

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

1. What is a life lesson? (C)
2. How do readers identify big events in stories? (F)

Responding to Text:

1. What are reading strategies? (F)
2. How do readers determine importance of details? (C)
3. How does the story line help readers predict? (C)

Producing Text:

1. How do readers use fluency to sound like the characters? (C)
2. How does rereading support fluency? (C)
3. What does expressive reading sound like? (C)
4. Do readers have to use fluency and expression to engage with text? (P)
5. What is imagination? (F)

Critiquing Text:

1. How do readers track characters' actions and feelings? (C)
2. What is an inference? (F)
3. How do readers' develop vocabulary to describe characters' feelings and actions? (C)

Conceptual Lens:

1. What is the difference between literal and

inferential understanding? (F)
2. What are story elements? (F)
3. How do readers understand characters? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 1

Reading: Literature

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

RL.1.1. Ask and answer questions about key details in a text.

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

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

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

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

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

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

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

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

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

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

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

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

Reading: Foundational Skills

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

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

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

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

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

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

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

b. Decode regularly spelled one-syllable words.

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

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

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

f. Read words with inflectional endings.

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

Fluency
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

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

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

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

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster 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
Critical Content:
Understanding Text:

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

Core Learning Activities

1. Read story books (narrative structure and story line).
2. Describe character personality traits.
3. Create a bank of vocabulary to describe a character's feelings.
4. Identify character actions and dialogue.
5. Retell main events and key details of a story.
6. Use voice to bring stories to life.
7. Work with reading partners.

- understand character
- identify characters within the story
- identify main character of the story
- identify and verbalize major story events, citing key
  details
- identify key events and details of story in sequential
  order (problem-resolution)
- understand the lesson or moral of a story

Responding to Text:

- reread, retell and discuss text when finished
- employ reading strategies
- work in partnerships and groups to strengthen reading habits
- identify and verbalize key details and main events within the story

Critiquing Text:

- use reading strategies (cueing systems) flexibly
- use picture and context clues to solve tricky words
- compare and contrast
- identify words that communicate feelings....happy, sad, angry, worry, fear

Producing Text:

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

8. Reread books to develop fluency, expression, and comprehension.
9. Compare and contrast books with a partner
10. Discover and share lessons from stories.
11. Set reading goals and reflect on them.
12. Make book recommendations to a partner.

Assessments

Running Records
Formative: Other oral assessments

The reader will be given a leveled text. The teacher first conducts running records on a level that is probably a bit easy for the reader.
Records the reader's miscues on a copy of the passage read.
The teacher solicits a retelling,
Student's accuracy, fluency and comprehension are noted on the form. If the reader reads with 96% accuracy, fluency and comprehension, the reader is given a text that is one notch harder, and the process continues until the reader's fluency, accuracy and/or comprehension de-compose, at which point the reader's miscues will be fertile ground for analysis.
Conferring
Formative: Other oral assessments
Teacher observes and/or interviews, researching especially to understand what the reader can do, can

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

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

Unit 4: Meeting Characters and Learning Lessons from Units of Study for Teaching Reading: Grade 1

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

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Habits of Mind
Social Emotional Learning

Newtown Public Schools
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

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

Last Updated: Today by Patricia
Vitarelli

Small Moments

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Storytelling
Grade 1 - Writing Unit 1 Web.pdf

Generalizations / Enduring Understandings

Understanding Text:

1. A plan and sequence of events generate stories.
2. Phonemic awareness strengthens spelling.

Producing Text:

- Routines and structure build stamina.

Responding to Text:

- Checklists and partnerships facilitate discussions.

Critiquing Text:

- Mentor texts guide the writing process.

Conceptual Lens:

- Storytelling sparks literacy.

Guiding Questions

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

Understanding Text:
1a. What is a small moment? (F)
1b. How do writers plan a small moment? (C)
1c. What is a sequence of events? (F)
1d. How can writers generate story ideas? (C)
2a. What is phonemic awareness? (F)
2b. Is correct spelling necessary for writing? (P)
2c. What resources do writers use to strengthen spelling? (F)

Producing Text:
1. What is stamina? (F)
2. Do routines build stamina? (P)
3. What are routines? (F)
4. How do writers structure their work? (C)

Responding to Text:
1. What is a checklist? (F)
2. How do writers use checklists? (C)
3. Do partnerships facilitate discussions? (P)

Critiquing Text:
1. What are mentor texts? (F)
2. What is the writing process? (F)
3. How do writers incorporate craft moves from mentor texts into a piece? (C)

Conceptual Lens:
1. What is storytelling? (F)
2. How does storytelling support literacy? (C)
3. How do writers incorporate drama into storytelling? (C)

Standard(s)

Connecticut Core Standards / Content Standards

Reading: Foundational Skills

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

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

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

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

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

b. Decode regularly spelled one-syllable words.

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

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

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

f. Read words with inflectional endings.

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

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

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Language

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

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

L.1.2b. Use end punctuation for sentences.

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

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

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

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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

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:	

- step-by-step writing
- writing to teach readers
- generate topic to write about
	- *Follow the writing process:
	  o Generating and collecting ideas
	    ▪ Think of topics
	    ▪ Tour classroom, bring a picture, create an idea booklet
	    ▪ Choose an Idea
	    ▪ Use mentor texts to model how-to

Producing Text:	

- generate topics/ideas
- use transitional words
- write across pages
- organize ideas to write logically
	o Rehearsing ideas
	    ▪ Touch and tell
	    ▪ Act out steps
	  o Drafting
	    ▪ Sketch and then write and label (for each step)

Responding to Text:	

- revise
- edit
- work with peers
	o Revising
	    ▪ Read piece and have partner act out
	    ▪ Check for clarity
	    ▪ Use mentor text to create a how-to series
	    ▪ Use checklist to determine areas to revise

Critiquing Text:	o Editing
	    ▪ With a partner or on your own:
	        • check final piece for first grade grammar and spelling conventions

- use checklists
	• write a conclusion
	  o Publishing
	    ▪ Select one piece to publish
	    ▪ Illustrate a cover
	    ▪ Celebrate writing - share published piece with an audience

tcoe_bookmarks_grade_1.pdf	
	*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	

Critical Content & Skills

What students must KNOW and be able to DO

Understanding Text:

- identify a topic
- identify facts about a topic
- share facts about topic with peer
- understand informational text structure
- teach topic part by part

Producing Text:

- organize ideas to be written logically
- add details to support topics
- use commas to separate single words in series
- use end punctuation for sentences
- capitalize dates, proper nouns, and beginning of sentences
- write in complete sentences
- use conventional spelling for common spelling patterns and frequently occurring irregular words

Responding to Text:

- work in partnerships to revise and edit writing
- retell/recall key details

Critiquing Text:

- locate information within a text
- know that information can come from different sources
- use content specific vocabulary

Core Learning Activities

- *Follow the writing process:
  - Generating and collecting ideas
    - Think of topics
    - Choose an Idea
    - Use mentor texts to identify text features
  - Rehearsing ideas
    - Tell, sketch, and write
    - Ask questions and write to answer questions
    - Talk with partner to talk about topic and reflect on what they are learning
    - Plan and write different chapters
  - Drafting
    - Teach with illustrations and details
    - Develop a table of contents
    - Use craft moves from mentor texts
    - Use comparisons, examples and elements of persuasion
    - Use fancy words
  - Revising
    - Read piece to a partner
    - Write an introduction
    - Check for clarity
    - Check for purposeful punctuation
    - Use checklist to determine areas to revise
    - Research images or photos to say more
  - Editing
    - With a partner or on your own:
      - check final piece for first grade grammar and spelling conventions
      - write a conclusion
  - Publishing
    - Select one piece to publish
    - Illustrate a cover
    - Celebrate writing - share published piece with an audience

*Students should go through the writing process multiple times

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

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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	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

Understanding Text:

- Reviews and judgement communicate an opinion.

Responding Text:

- Perspective leads an audience in debate.

Producing Text:

- Reasons and comparison strengthen an argument.

Critiquing Text:

- Checklists and partnerships assist with revision.

Conceptual Lens:

- Voice and evidence facilitate persuasion.

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

Understanding Text:
1. What is an opinion? (F)
2. How do writers communicate an opinion? (C)
3. What is a review? (F)

Responding Text:
1. What is a debate? (F)
2. What is the purpose of debate? (C)
3. Does the audience influence the debate? (P)
4. How does perspective impact opinion? (C)

Producing Text:
1. How do writers strengthen arguments? (C)
2. What is a comparison? (F)

Critiquing Text:
1. How can writers utilize checklists? (C)
2. What is revision? (F)
3. What is a partnership? (F)

Conceptual Lens:
1. What is voice? (F)
2. What does it mean to persuade? (C)
3. How do writers persuade others? (C)

Standard(s)
Connecticut Core Standards / Content Standards
CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5
  CCSS: Grade 1

   Reading: Literature
   Key Ideas and Details

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

RL.1.1. Ask and answer questions about key details in a text.

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

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

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

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

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

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

Reading: Foundational Skills
Phonological Awareness
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

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

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

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

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

b. Decode regularly spelled one-syllable words.

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

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

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

f. Read words with inflectional endings.

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

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Language

Conventions of Standard English

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

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

L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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

L.1.2b. Use end punctuation for sentences.

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

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster 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	
• identify a "favorite" (i.e. book, toy, movie, restaurant, etc.)	• *Follow the writing process:
• express and opinion	○ Generating and collecting ideas
• support opinion with reason and supporting details	▪ Collect things (toys, books, superhero figures, beanie babies, etc.)
	▪ Choose topic
Producing Text:	▪ Use mentor texts to identify qualities of opinion writing
	○ Rehearsing ideas
• state an opinion	▪ Evaluate and rank
• supply a reason	▪ Form an opinion
• provide closure	▪ Give a reasons for opinion and provide supporting details
• use commas to separate single words in series	▪ Talk with partner about topic
• use end punctuation for sentences	▪ Plan and write
• capitalize dates, proper nouns, and beginning of sentences	○ Drafting
• write in complete sentences	▪ Introduce the topic
• use conventional spelling for common spelling patterns and frequently occurring irregular words	▪ State opinion
	▪ Supply a reason
	▪ Add details to support a reason
Responding to Text:	▪ Provide closure
	▪ Use craft moves from mentor texts
• work in partnerships	▪ Use comparisons, examples and elements of persuasion
	▪ Monitor volume and set clear expectations (produce multiple reviews)
Critiquing Text:	○ Revising
	▪ Read piece to a partner
• edit and revise	▪ Check for clarity
	▪ Check for thoughtful punctuation
	▪ Check for linking words
	▪ Use checklist to determine areas to revise
	○ Editing
	▪ With a partner or on your own:
	▪ check final piece for first grade grammar and spelling conventions
	○ Publishing
	▪ Select one piece to publish
	▪ Illustrate a cover
	▪ Celebrate writing - share published piece with an audience
	*Students should go through the writing process multiple times throughout the unit.
	*Students are exposed to narrative journal writing throughout the year
	REMINDER:
	Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments	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	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	Habits of Mind SEL Curriculum: Second Step

Unit Planner: Poetry and Songs
Writing Grade 1

Last Updated: Today by Patricia Vitarelli

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Language
Grade 1 Writing - Unit 5.pdf

Generalizations / Enduring Understandings	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
  - Editing
    - With a partner or group:
      - share your poem to hear what words sound like
      - check final piece for first grade spelling
  - Publishing
    - Create a poetry anthology
    - Celebrate writing - share published work with an audience

*Students should go through the writing process multiple times throughout the unit.
*Students are exposed to narrative journal writing throughout the year

REMINDER:
Student chooses one piece to add to writing portfolio for last unit - Independent Writing Project.

Assessments	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)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 1

Reading: Literature

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

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

Craft and Structure

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

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

Integration of Knowledge and Ideas

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

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

Reading: Foundational Skills

Phonological Awareness

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

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)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>
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	Guiding Questions
Understanding:	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*
• Writers choose narrative, opinion, or informational/procedural writing to convey their purpose.	**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: • Writers use partnerships to strengthen aspects of their work during the writing process.	**Responding:** • How do writers use the writing process to improve writing? (C) • What is a partnership? (F) • Do partnerships strengthen writing? (P)
Producing: • Writers use habits of writing to demonstrate independence.	**Producing:** • What are good habits of writing? (F) • What is independence? (F) • How do writers demonstrate independence? (C)
Critiquing: • Mentor texts function as teachers for writers.	**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: • Genres communicate a writer's message to their audience.	**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***	

Critical Content & Skills

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

Understanding Text:

- generate genre-specific topic to write about
- understand the structures of different genres (narrative, opinion, informational/procedural)
- use grade level conventions

Producing Text:

- write complete sentences with details
- organize writing so it moves logically
- use words related to topic
- recount two or more appropriately sequenced events
- segment words
- use conventional spelling for common spelling patterns and frequently occurring irregular words
- use transitional words
- use commas to separate single words in a series
- add details to support topic
- provide closure

Responding to Text:

- revise
- edit
- work with peers
- ask questions for clarity

Critiquing Text:

- locate information within a text
- develop a satisfying ending
- use a checklist

tcoe_bookmarks_grade_1.pdf

Core Learning Activities

- Follow the writing process:
  - Generating and collecting ideas
    - Reflect on writing from portfolio (pieces collected throughout the year)
    - Reiterate the characteristics of good writing specific to genre
    - Think of ideas
    - Choose a genre to write
    - Choose a topic
  - Rehearsing ideas
    - Tell, sketch, and write
    - Ask questions and write to answer questions
    - Talk with partner to discuss topic and reflect on what they are learning about their writing
    - Create writing groups (publishing houses)
  - Drafting
    - Use illustrations and details to enhance writing
    - Develop a table of contents (if applicable)
    - Use mentor texts to identify qualities of good writing to replicate
    - Write to answer questions for your audience
    - Use precise words
  - Revising
    - Reread to make sure the meaning is clear
    - Read piece to a partner
    - Enhance the introduction
    - Check for clarity
    - Check for thoughtful punctuation
    - Use checklist to determine areas to revise
  - Editing
    - With a partner or on your own:
      - check final piece for first grade grammar and spelling conventions
      - write a conclusion
  - Publishing
    - Publish one piece (select a way that fits project best)
    - Illustrate a cover
    - Celebrate writing - share published piece with an audience

Assessments	Resources

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: *teach the writer, not fix the writing).*
Check to see:

- independence
- habits
- qualities of chosen genre
- rereading
- who writes long
- who has a knowledge of words (letter sounds, spelling patterns, phonemic awareness)

Standards Assessed.pdf

PDF tcoe_bookmarks_grade_1.pdf

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

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

If...Then... Curriculum: Grade 1 - Independent Writing Project across Genres(pgs. 54 - 64)

Fundations® Level 1

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Texts
Song Books
Poetry
Informational books
Narrative text
Newspaper articles
Persuasive Letters and reviews
Posters
Pamphlets
Greeting cards
Graphic novels
Picture books

Paper choice available on Heinemann.

Heinemann on-line resources:

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

Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Habits of Mind SEL Curriculum: Second Step NGSS Grade 1 Units Unified Art

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
			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

Second-Grade Reading Growth Spurt

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

- Unit Planner
- Lesson Planner

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Independence
Gr2 Unit1 Reading Web.docx

Generalizations / Enduring Understandings

Understanding:

- Story elements and key details build comprehension.

Responding:

- Partner discussion and use of text evidence strengthen a retell of a story.

Producing:

- Fluency strategies, questions, and text responses increase stamina.

Critiquing:

- Analysis of word choice and author's craft help determine author's purpose.

Lens:

Guiding Questions

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

Understanding:

- What are story elements? (F)
- What story elements does the author include? (F)
- What are key details? (F)
- Which key details are important to the story? (C)
- How do all the parts of a story fit together? (C)

Responding:

- What should be included in a retell of a story? (F)
- What is text evidence? (F)
- How does text evidence support retelling? (C)
- Do reading partnerships improve reading comprehension? (P)

Producing:

- What does reading fluently mean? (F)
- Why is it important to ask questions to monitor comprehension? (C)
- Do student generated questions effect comprehension? (P)
- What reading strategies help clarify meaning? (C)

Critiquing:

- What words does the author use to teach about the characters, setting, and/or plot?(C)
- What is an author's purpose/intention for writing? (F)
- What is the author's lesson/message? (C)
- What words does the author use to help convey meaning? (C)
- How does the author communicate a lesson/message? (C)

• Improved fluency and comprehension promote independence.	**Lens:** • What does independent mean? (F) • What does it mean to be an independent reader? (C) • Is it important to be an independent reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 2

Reading: Literature

Key Ideas and Details

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

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

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

Fluency
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

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

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional

information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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
Please attach your completed Unit Web Template here
Synthesis

📎 Gr2Unit2readingWeb.docx

Generalizations / Enduring Understandings

Understanding:

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

Responding:

- Background knowledge and question strategies enhance discussion and clarification.

Producing:

- Structure and vocabulary validate authenticity to process information.

Critiquing:

- Analysis and connections of text sets generate new learning.

Lens:

- Synthesis of prior knowledge and text content facilitate deeper understanding.

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

Understanding:

- What are key details?(F)
- What are text features?(F)
- What is a main idea?(F)
- How do key details support the main idea?(C)
- Why are text features and images important to navigate nonfiction?(C)
- Which text features are most helpful for gathering information?(P)

Responding:

- What is background knowledge (schema)?(F)
- How do questions lead to understanding?(C)
- How does background knowledge impact reading?(C)
- Is nonfiction read differently from fiction?(C)
- Does group discussion clarify new information?(P)
- How do question strategies guide reading?(C)

Producing:

- What is structure?(F)
- How is the structure of nonfiction different from fiction?(C)
- What is author's intent?(F)
- Is the author trying to explain, describe or inform?(C)
- How does word choice and vocabulary demonstrate author's intent?(C)
- What strategies and tools can be used to find out what a word means?(C)
- Are location of text features important?(P)

Critiquing:

- What does compare and contrast mean?(F)
- Is it important to read more than one text about a topic?(P)
- What are the similarities and differences between how information is presented about the same topic in different texts?(C)

Lens:

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

Standard(s)
Connecticut Core Standards / Content Standards

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 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
'hat 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 Editi 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

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)

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

- 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)

<u>**Lens:**</u>

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

Understanding:

- Identify character traits
- Differentiate between feelings and traits
- Notice characters' dialogue, actions, and feelings
- Understand the difference between major/minor characters
- Recognize story elements
- Ask and answers questions such as: Who, What, Where, When, Why, How?
- Understand how stories are developed through author's craft

Responding:

- Use key ideas and details to retell a story
- Make relevant character connections
- Make inferences about characters based on text evidence
- Practice Partner/Book Club Protocols
- Make thoughtful predictions based on information from the story

Producing:

Core Learning Activities

1. Read Just Right books (Independent reading level) to develop fluency and comprehension.
2. Set, modify, and reflect on reading goals.
3. Continue tracking progress of reading using a Reading Log (volume and stamina).
4. Record thinking using written response to text (Graphic Organizers, Think Marks, Stop & Jots, Post-it Notes, Reading Journals, etc.).
5. Talk across books with reading partnerships/book clubs.
6. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, inferring, etc.).
7. Analyze characters to support comprehension.

- Feelings and actions
- Response to problems
- Use of figurative language
- Making predictions based on knowledge of characters
- Relationships with others
- Lessons learned

8. Analyze Author's Craft

- language
- punctuation
- word choice
- patterns in a series of books

9. Read aloud text with proper expression.

- Compose insightful oral and written responses to text
- Distinguish between characters' voices when reading aloud
- Use text evidence to support thinking
- Build stamina to read longer texts

Critiquing:

- Identify point of view
- Compare/contrast characters
- Synthesize information
- Interpret author's message
- Use of author's craft

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_2.pdf

Assessments

Informal Running Records
Other oral assessments
1. Observe fluency (accuracy 96% or higher/rate, prosody), and comprehension during the reading.
2. Note reading behaviors and miscues.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.
Progress Monitoring
Formative: Other written assessments
1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work Samples
Progress Monitoring
Formative: Other oral assessments
1. Student oral responses
2. 1:1 Conferring
3. Feedback on assigned work
4. Teacher Observations
LP_NARR_G2.pdf
Standards Assessed.pdf

Resources
Professional & Student
Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French, Corwin, 2017

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning, Corwin, 2013

Studying 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

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

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

Traditional Literature

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

- **Unit Planner**
- **Lesson Planner**

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Storytelling

📄 FairyTalesFables Web Gr 2 - Google Docs.pdf

Generalizations / Enduring Understandings

Understanding:

- Unique story elements and patterns define traditional literature.

Responding:

- Character actions and relationships lead to the central message or moral.

Producing:

- Role playing with expression demonstrates understanding of characters.

Critiquing:

- Readers analyze multiple versions of the same story to strengthen understanding.

Lens:

- Storytelling teaches a lesson or moral from one generation to

Guiding Questions

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

Understanding:

- What is traditional literature? (F)
- What makes a story traditional literature? (C)
- What are some examples of traditional literature? (F)
- What is a fairy tale? (F)
- What is a folktale? (F)
- What is a fable? (F)
- What is a pattern? (F)
- What patterns are used in traditional literature? (C)
- Do patterns in the story matter? (P)
- What is word play? (F)
- How does word play embellish a story? (C)
- How are characters in traditional literature different from characters in other narratives? (C)
- How are the settings in traditional literature different from the settings in other narratives? (C)

Responding:

- What is a central message, lesson or moral? (F)
- Who are the main characters? (F)
- How do characters respond to important challenges in the story? (C)
- How do character actions lead to the central message, or moral? (C)
- What effect do the events in the story have on the characters? (C)
- Does good always win over evil? (P)
- Are the lessons in traditional literature useful today? (P)

another.

Producing:

- What is role playing? (F)
- What is exaggeration? (F)
- How is exaggeration used in role playing? (C)
- What makes the characters speak or act differently from each other? (C)
- What do the characters do to show what they are feeling? (C)
- What do characters of traditional literature have in common? (C)
- How is vocabulary used to describe character feelings and actions? (C)
- Does word choice matter? (P)

Critiquing:

- What culture is represented in the story? (F)
- Why do authors create their own versions of the same story? (C)
- How are the versions of the same story different? (C)
- Does the message or moral of a story change when it is told from a different cultural perspective? (P)

Lens:

- Why are stories told? (C)
- Does traditional literature need to continue to be passed down to each generation? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 2

Reading: Literature

Key Ideas and Details

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

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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

RL.2.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
Phonics and Word Recognition
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

Fluency
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional

information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

PDF
webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills	Core Learning Activities
*What students must **KNOW** and be able to DO* <u>Understanding:</u> • 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

District Elementary > 2020-2021 > Grade 2 > English Language Arts > Reading Grade 2 > Week 33 - Week 37

Last Updated: Tuesday, June 30, 2020
by Lina Silveira

Reading Nonfiction Cover to Cover: Book Clubs
McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Uberti, Anne; Vitarelli, Patricia

- <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
Analysis
Gr2Unit5readingWeb (1).docx

Generalizations / Enduring Understandings	Guiding Questions
Understanding:	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*
	Understanding:
• Main ideas and details provide evidence of author's purpose.	• 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)
Responding:	• How does the author's intent affect the text?(P)
• Collaboration and inquiry clarify information.	**Responding:**
	• What is inquiry?(F)
	• What is collaboration?(F)
	• How does collaboration lead to new ideas?(C)
Producing:	• How do questions lead to understanding?(C)
	• Does group discussion clarify new information?(P)
• Readers question and process information through guided discourse.	
	Producing:
	• What is discourse?(F)
	• How do graphic organizers help to process information?(C)
	• What does a guided conversation look like?(C)
Critiquing:	• How does asking questions demonstrate understanding?(C)
	• Do group members have to agree?(P)
• Compare/contrast and synthesize information across multiple texts to develop new ideas.	
	Critiquing:
	• What does compare and contrast mean?(F)
Lens:	• What are the similarities and differences between how information is presented about the same topic in different texts?(C)
• Readers analyze two or more texts on similar topics to build	• 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

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

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

Unit Planner: Lessons from the Masters:Narrative Writing
Writing Grade 2

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: Best Personal Narrative
- *Follow the writing process:
    -
        - Generating and collecting ideas using a variety of resources (people and places that matter):
            - Graphic Organizers (Heart)
            - Tiny Topic Notebook
            - Photo Album
        - Rehearsing ideas
            - Story-tell in partnerships focusing on small moments/scenes.
            - Touch & Talk - Beginning-Middle-End.
        - Drafting
            - Draft various leads for different stories.
            - Develop the "heart of the story"/main event.
            - Craft dialogue, feelings, thoughts, actions, and word choice.
            - Study mentor texts to incorporate word choice.
        - Revising
            - Organize stories by grouping related sentences.
            - Study mentor texts to experiment with author's craft in writing.
            - Work in partnerships to provide feedback about the draft.
            - Use checklist to determine areas to revise.
        - Editing
            - With a partner or on your own, check final piece for second grade grammar and spelling conventions.
        - Publishing
            - Celebrate writing - share polished piece with an audience.

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring
Formative: Other oral assessments

Resources

Professional & Student
Professional Resources:

During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: *teach the writer, not fix the writing*).
Narrative Writing Pre-Assessment
Formative: Other written assessments
LearningProg_NAR.pdf
CL_WP_IL_NAR_G2.pdf

Narrative Writing Rubric G1-2 - Google Docs.pdf

CL_NAR_G2.pdf

Gr2PrePostNarrSept 1,2017.docx - Google Docs.pdf

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

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

Lessons From the Masters: Improving Narrative Writing: Grade 2 Unit 1 - Amanda Hartman, Julia Mooney; Heinemann, 2013
The book is divided into three parts, or bends: *Studying the Masters for Inspiration and Ideas, Noticing Author's Craft: Studying Imagery, Tension, and Literary Language, and Study Your Own Authors;* each part of the unit designed to strengthen narrative writing skills focusing on small moments in the students' lives they can write about. Students work towards increasing independence paying attention to editing and revising skills to make their writing as clear as possible.

Fundations® Level 2

Patterns of Power Inviting Young Writers into the Conventions of Language, Grade 1-5 by Jeff Anderson with Whitney La Rocca, Stenhouse Publishers 2017

Mentor Text(s): Owl Moon - by Jane Yolen
The Leaving Morning - by Angela Johnson

Heinemann on-line resources:

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

Student Resources:
Various paper choice from Heinemann on-line resources.

WUOS_G2B1_IfThen_Revving_Up_Writing_Muscles_red (1).pdf
RevvingUpWritingMusclesUnit1 (1).pdf

Student Learning Expectation & 21st Century Skills	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

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:	
	• *Follow the writing process:
• Organize thoughts and ideas	○ Generating and collecting ideas using a variety of resources (people and places that matter):
• Identify character motivation	
• Develop a realistic fiction story	○ Graphic Organizers
• Elaborate using dialogue, actions, and feelings	▪ 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

- o Rehearsing ideas
  - Story-tell in partnerships focusing on emotions.
  - Touch & Talk - Beginning-Middle-End.
- o Drafting
  - Draft various leads for different stories.
  - Develop the character and events.
  - Craft dialogue, feelings, thoughts, actions, and tension.
  - Study mentor texts to revise.
- 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 and reflect 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
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

Unit Planner: Writing About Reading
Writing Grade 2

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

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

CL_OP_G2.pdf

Gr2DirectionsPostOpinionAug2016.docx - Google Docs.pdf

formulating opinions that are supported with reasons using text evidence. Students then apply their new learning to opinions about issues in which they have strong feels. Students will use what they know to formulate opinions and support their reasons with evidence.

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)

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

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:

Critical Content & Skills

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

Understanding:

- Understand line breaks
- Know alliteration, metaphors and repetition
- Spacing

Responding:

- Perspectives
- Active listening
- Mood

Producing:

- Know structure of a poem, Stanzas, Line Breaks
- Point of View
- Specific word choice

Critiquing:

- Analyze text
- Revise for meaning

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

Core Learning Activities

Follow the Writing Process:

- Generating and collecting ideas using a variety of observations for a topic
  - Tiny Topic Notebook
  - Graphic Organizers

- Rehearsing ideas
  - Work in partnerships

- Drafting
  - Study mentor poems to incorporate word choice and structure
  - Study mentor poems to experiment with author's craft in writing

- Revising
  - Craft: word choice, feelings, thoughts, and actions

tcoe_bookmarks_grade_2_(1).pdf

- 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

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 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

Understanding:

- Writers organize main ideas and key details through text structure.

Responding:

- Writers use note taking strategies to categorize information from multiple sources.

Producing:

- Writers build stamina and volume through multiple projects.

Critiquing:

- Writers self-reflect to revise and edit.

Lens:

- Stamina and volume increase independence.

Guiding Questions

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

Understanding:

- What is a main idea? (F)
- What is a key detail? (F)
- How do key details support the main idea? (F)
- How does the structure of nonfiction text affect understanding? (C)
- Is organizing information important? (P)

Responding:

- What are multiple sources? (F)
- Why use multiple sources? (C)
- In what ways can information be categorized? (C)
- What strategies can be used to elaborate? (C)

Producing:

- What is domain-specific vocabulary? (F)
- How do writers build stamina? (C)
- Does stamina and volume affect the quality of writing? (P)

Critiquing:

- How are revising and editing different? (C)
- Does peer feedback and revision improve writing? (P)
- Should writers self-reflect? (P)

Lens:

	- What does it mean to be independent? (C) - How does stamina and volume increase independence? (C)

Standard(s)

Connecticut Core Standards / Content Standards

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

CCSS: Grade 2

Reading: Informational Text

Key Ideas and Details

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

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Craft and Structure

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

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

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

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

RI.2.8. Describe how reasons support specific points the author makes in a text.

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

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Writing

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

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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
	<u>Student Resources:</u> Various paper choice from Heinemann on-line resources.
Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u>	Interdisciplinary Connections Habits of Mind SEL NGSS Units or Social Studies

Students

Police in Schools

Schools are responsible for students during school hours which include protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion and physical or emotional harm.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1.   Students will be questioned as confidentially and inconspicuously as possible.

2.   An attempt will be made to notify the student's parents when a student is interviewed by police so that they may be present during the questioning. The school principal, or his/her designee, will be present.

3.   Preferably, if possible, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation that has occurred off school grounds or is not part of a school program, the police will be encouraged to question students in their homes. However, the police may be permitted to question students in the schools only when Procedures 1-3 outlined above are followed.

In order to promote school security and safety, police may conduct periodic walk-throughs of school facilities and grounds.

(cf. 1411 - Law Enforcement Agencies)

Policy adopted:

Students

Police in Schools

Questioning and Apprehension

In these regulations, the administration is reminded that a student who has attained the age of 18 enjoys the responsibility of speaking for him/herself without the agreement of a parent, guardian or representative as to whether or not he/she will submit to questioning.

Questioning Initiated by School Administrators and Conducted by Administrators

Building Principals shall have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. Such investigations shall be conducted in a manner which does not interfere with school activities.

Initiated by School Administrators and Conducted by Law Enforcement Officers

The building Principal shall determine when the necessity exists that law enforcement officers be asked to conduct an investigation of alleged criminal behavior which jeopardizes the safety of other people or school property, or which interferes with the operation of the schools.

The building Principal may request that law enforcement officers conduct an investigation and question students who are potential witnesses of such alleged criminal behavior during school hours. A reasonable attempt shall be made to contact the student's parents, guardian or representative prior to questioning by law enforcement officers. Reasonable requests of the parents, guardian or representative shall be observed. The administrator involved shall document such notifications or attempted notifications to parents, guardian or representative. In the absence of a student's parents, guardian or representative during any questioning of such students, the Principal or a designated, certified school staff person shall be present as may be allowed by law.

If the investigation has centered on any particular student under the age of 16 suspected of any alleged criminal activity, the police may not question the student absent the presence of his/her parent or guardian. Police questioning of a student age 16-17 suspected of engaging in criminal activity shall be done in accordance with current Police Department policies and procedures.

The procedure for taking students into custody by the procedure set forth below shall be followed to the extent that it does not interfere with reasonable law enforcement procedures.

Initiated and Conducted by Law Enforcement Officers

Although cooperation with law enforcement officers will be maintained, it is the preference of the District that it will not normally be necessary for law enforcement officers to initiate and conduct any investigation and interrogation on the school premises during school hours pertaining to criminal activities unrelated to the operation of the school. It is preferred that only in demonstrated emergency situations, when law enforcement officers find it absolutely

necessary, will they conduct such an investigation during school hours. These circumstances might be limited to those in which delay might result in danger to any person, flight of a person reasonably suspected of a crime from the jurisdiction or local authorities, destruction of evidence, or continued criminal behavior. No school official, however, should ever place him/herself in the position of interfering with a law enforcement official in the performance of his or her duties as an officer of the law.

If the law enforcement officials are not recognized and/or are lacking a warrant or court order, the building Principal shall require proper identification of such officials and the reason(s) for the visit to the school. If the Principal is not satisfied he/she shall immediately notify the Superintendent, documenting such action.

In all cases, police officers shall be requested to obtain the prior approval of the Principal or other designated person before beginning such an investigation on school premises. The Principal shall document the circumstances of such investigations as soon as practical. Alleged criminal behavior related to the school environment brought to the Principal's attention by law enforcement officers shall be dealt with under the provisions of the two previous sections.

Interrogation of Student during Investigation of Violations of School Rules

In instances where school rules have allegedly been violated, the Principal may notify the suspected rule violator(s) or potential witness(es) to the infraction. When suspension or expulsion may be a consideration, the suspect student shall be advised orally or in writing of the nature of the alleged offense and of the evidence, if any, against the student.

In questioning a potential student witness to an alleged disciplinary infraction, care should be taken by the administrator to ensure there is a reasonable likelihood that the student was indeed a witness. School officials should not engage in detailed questioning of students at random without reasonable cause in hope of gathering information as to school misconduct. Probable witnesses should be told the nature of the alleged misconduct and the reason to believe that they were witnesses. Such students should be given the opportunity to give their consent before answering questions of school officials.

Circumstances may arise where it would be advisable to have another adult present during questioning of students.

Violations of Criminal Law

During an investigation of violation of school rules, it may come to the attention of an administrator that the investigated activity may also be a violation of criminal law. In proceeding with the investigation, the Principal shall attempt to ascertain whether there is sufficient justification to believe that a criminal offense was committed that warrants notifying law enforcement officials.

Students

Police in Schools

Questioning and Apprehension (continued)

Interrogation and Investigations Conducted in School

When a suspected violation of criminal law has occurred on the school grounds involving the operation of the school or at a school-sponsored activity, law enforcement officials may be notified and their presence requested during the administrator's questioning of suspected students. If such officials are notified, unless circumstances dictate otherwise, the administrator's questioning of the student(s) shall not begin or continue until the arrival of law enforcement officers.

Reasonable attempts shall be made to contact a student's parents, guardian or representative who, unless an emergency exists, shall be given the opportunity to confer with the student and to be present with the student during such questioning. The administrator shall document the notification or attempted notification to the student's parents, guardian, or representative.

In the absence of parent/guardian and student consent, it is the preference of the District that law enforcement officers on school premises shall not question a student. The law enforcement officers shall be asked to advise the student of his/her legal rights. If the parent/guardian or student refuses to consent to the questioning, the law enforcement officer(s) will determine the course of action to be pursued.

Information of criminal conduct not related to the schools shall be turned over to law enforcement officials, without additional investigation by school officials.

Taking a Student into Custody

School officials shall not release students to law enforcement authorities voluntarily unless the student has been placed under arrest, or unless the parent, guardian or representative and the student agree to the release.

When students are removed from school for any reason by law enforcement authorities, every reasonable effort will be made to notify the student's parents, guardian or representative immediately. Such effort shall be documented.

Whenever an attempt to remove a student from school occurs without an arrest warrant or court order, or without acquiescence of the parent, guardian/representative or the student, the administrator shall immediately attempt to notify the parents/guardians of the student. The Superintendent's office shall be notified immediately of any removal of a student from school by law enforcement officers under any circumstances.

Students

Police in Schools

Questioning and Apprehension (continued)

Taking a Student into Custody (continued)

The building Principal shall make reasonable efforts to persuade law enforcement officers not to make arrests or to take students into custody on school premises. Whenever the need arises to make arrests or take students into custody on school premises, the Principal shall make reasonable efforts to persuade the law enforcement officers to utilize a non-uniformed officer in making the arrest and/or to make the arrest out of the public view.

When it is necessary to take a student into custody on school premises and time permits, the law enforcement officer shall be requested to notify the building Principal and relate the circumstances necessitating such action. When possible, the Principal shall have the student summoned to the Principal's office where the student may be taken into custody.

When an emergency exists, the Principal may summon law enforcement officials to the school to take a student into custody.

When a student has been taken into custody or arrested on school premises without prior notification to the building Principal, the school staff present shall encourage the law enforcement officers to notify the Principal of the circumstances as quickly as possible. In the event that the officers decline to notify the Principal, the school staff members present shall immediately notify the Principal or the Superintendent.

If at all possible, the parents, guardian or representative of the student shall be notified by the Principal or other school administrator before the student is taken into custody by law enforcement officers or as quickly thereafter as possible. The administrator shall document such notification or attempted notification.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the school environment which the building Principal or other school administrator has found to be unmanageable by school personnel and which disturbances have the potential of causing harm to students, other persons, or school property. Such potential of possible disturbance includes members of the general public who have exhibited undesirable or illegal conduct on school premises or at a school event held on school property and who have been requested to leave by an administrator, but have failed or refused to do so.

Students

Police in Schools

Questioning and Apprehension (continued)

Coordination of Policies by Enforcement Officials

School administrators shall meet at least annually with local law enforcement officials to discuss the District's policy and rules regarding law enforcement contacts with the District. Law enforcement officials will be asked to instruct their staffs as to the terms of the school's policies and rules.

Regulation approved:

Students

Probation/Police/Courts

Notification to Superintendent when Student Arrested for Felony. Police who arrest, at any time during the year, an enrolled district student, ages seven to twenty, for a Class A misdemeanor, felony, or for selling, carrying or brandishing a facsimile firearm, are required by C.G.S. 10-233h, as amended by Public Act 94-221, Public Act 95-304, and Public Act 97-149, to notify orally the Superintendent of Schools by the end of the next weekday following the arrest, the identity of the student and the offense or offenses for which the student was arrested and follow up in writing, including a brief description of the incident, not later than seventy-two hours of the arrest.

The Superintendent shall maintain this information confidential in accordance with C.G.S. 46b-124 and in a secure location and disclosed, during the school year, only to the Principal of the school in which such person is a student or to the Principal or supervisory agent of any other school in which the Superintendent knows such person is a student. The Principal may disclose the information only to special services staff or a consultant (such as a psychiatrist, psychologist, or social worker) for the purpose of assessing the danger posed by such person to himself, other students, school employees, or school property and effectuating an appropriate modification of such person's educational plan or placement, and for disciplinary purposes.

Police may testify and provide information related to an arrest at an expulsion hearing if such testimony is requested by the Board of Education or an impartial board conducting the hearing, or by the school principal or student or his/her parent. Such testimony must be kept confidential in conformity with applicable state statutes.

Attendance of Students Placed on Probation by a Court. Before allowing a student placed on probation to return to school, the Connecticut court will request from the Superintendent of Schools information on the attendance, adjustment, and behavior of the student along with the Superintendent's recommendation for conditions of sentencing or disposition of the case.

School Officials and Probation Investigations. If requested by the court prior to disposition of a case, the Superintendent of Schools, or designee, shall provide information on a student's attendance, adjustment, and behavior, and any recommendations regarding the proposed conditions of probation included in the probation officer's investigation report.

School Attendance As a Condition of Probation. Under Section 46b-140, a court may include regular school attendance and compliance with school policies on student conduct and discipline as a condition of probation.

Students

Students/Probation/Police/Courts (continued)

Information to Superintendents on a Student Adjudged to be a Delinquent as a Result of Felony. Under Section 46b-124 of CGS, courts are required to release the identity of a student adjudged a delinquent as a result of felony to the Superintendent of Schools who may only use this information for school placement and disciplinary decisions.

Information to Superintendents on a Student Adjudged to be a Youthful Offender. Under Section 54-761 of CGS, courts are required to release the identity of a student adjudged a youthful offender to the Superintendent of Schools who may only use this information for school placement and disciplinary decisions.

(cf. 1411 Law Enforcement Agencies)
(cf. 5145.11 Police in Schools)
(cf. 5114 Suspension/Expulsion)

Legal Reference: Connecticut General Statutes

46b-121 "Juvenile matter" defined Authority of court. Fee.

46b-124 Confidentiality of records of juvenile matters. Exceptions.

46b-134 Investigation by probation officer prior to disposition of delinquency case. Physical mental and diagnostic examination

46b-140 Disposition upon conviction of child as delinquent.

53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.

54-76l Records confidential. Exceptions.

10-233a through 10-233g re student suspension, expulsion… Public Act 94-221 Public Act 95-304

10-233h Arrested students. Reports by police to superintendent, disclosure, confidentiality.

Policy adopted:

NFP®

Smart Cyber Insurance™ Quote
Newtown Public Schools

Powered by CORVUS

FEBRUARY 18, 2021

PRODUCER

Will Walker, NFP
will.walker@nfp.com

86 CORVUS SCORE

Feb 18, 2021

Newtown Public Schools scores in the 74th percentile

Corvus calculates percentile based on other companies with similar industry class and annual revenue.

Learn more about this DLP Report:
Watch at www.corvusinsurance.com/dlp

Breakdown of Risk Exposure Groups

In addition to calculating an overall Corvus Score and benchmark percentile, the Corvus Scan also rates **8 types of risk exposure** and provides a score for each group.

The full Dynamic Loss Prevention (DLP) Report has **specific recommendations** to reduce risk exposure for each group, ranked by severity.

Ransomware & Cyber Extortion	98
Phishing & Dark Web Monitoring	100
Disclosure Of Sensitive Information	80
Contingent Business Interruption	98
Network Security & Privacy	83
Hacking, Malware, Unauthorized Access	0
Business Interruption & System Failure	96
Social Engineering & Cyber Crime	100

Preview Recommendations

LOW IMPACT **Open Ports: Dedicated Servers**

We discovered 8 open ports on your domains with dedicated servers, a moderate number. Audit your open ports and ensure only the minimum necessary are open. Open ports leave sensitive areas vulnerable to attackers which can result in disclosure of sensitive information.

LOW IMPACT **Open Ports: Popular Domains**

We discovered 45 open ports on your most popular domains, a moderate number, associated with lower risk of breach. Audit your open ports and ensure only the minimum necessary are open. Open ports leave sensitive areas vulnerable to attackers, which can result in unintentional disclosure of sensitive information.

Bind with Corvus for additional recommendations on the full DLP Report

Beyond the Report: Risk & Response Services

In addition to receiving your full DLP report at the start of the policy term, and quarterly thereafter, you'll be eligible for Risk and Response Services to help you prevent, prepare for, and respond to any cyber incident.

See our Services Guide to learn more: https://hubs.ly/H0CFhRM0

Ransomware Risk Report

98
RANSOMWARE
SCORE

You are at lower risk of a ransomware attack based on our cyber risk model.

What Makes Up Your Score

✗ 2 Risky Open Ports Detected
A high number of open ports across a network is an indicator of a larger attack surface. We focus on remote administration ports as they are targeted at a higher rate.

✓ No Software Vulnerabilities Detected
Our risk model considers critical and high vulnerabilities from the national vulnerability database for relevant software detected on your public infrastructure.

How does this scan work?
Corvus scans your public web infrastructure looking for known vulnerabilities, then compares your security posture to patterns associated with a higher likelihood of ransomware events.

Are all risks covered?
Our score accounts for common risk factors, but not all attempted attacks are part of a recognizable pattern or trend. Organizations should be vigilant and continually follow best practices.

Ransomware by the Numbers

Regardless of how sophisticated your business' IT security infrastructure is, ransomware is always a threat.

$233,817
average payment
Average ransomware payment in Q3 2020 is a 31% increase from Q2 2020, with the increase driven by large ransom demands, some over one million dollars. **(Coveware)**

31%
of cyber claims
For all businesses with up to $2bn in annual revenue, ransomware accounts for nearly ⅓ of cyber claims, making it by far the leading cause of loss. **(Net Diligence)**

1 in 10
include data theft
More than 1 in 10 ransomware attacks in H1 2020 involved the theft of data, increasing the attackers' leverage and potential response costs. **(emisoft)**

Best Practices To Reduce Your Risk

Know your risk: Assess your IT environment for vulnerabilities by reviewing the full DLP report delivered upon binding your policy, and test your employees to identify phishing risk.

Improve resiliency: Maintain & test backup strategy; ensure software is kept up to date; train employees to recognize phishing; use multi-factor authentication for critical systems.

Monitor your environment: Watch for suspicious behaviors on your network or devices, ensure security technologies are deployed & actively monitored, and check vulnerability alerts from Corvus.

Partner with Corvus

Not sure where to start?
Our Risk and Response Services, available for all policyholders, include hands-on help in reviewing and prioritizing cybersecurity practices.

Learn More:
https://hubs.ly/H0CFhNY0

Ransomware/Business Interruption Cost Calculator

Prepared For
Newtown Public Schools

Let's Approximate the Risk

In the event of a ransomware event leading to a shutdown
of all operations, what might the approximate cost be?

$80,450,000	**26%**	**$59,533,000**
Annual Revenue	Cost of Goods Sold	Net Annual Business Interruption Expenses

$59,533,000
Over 365 Days

× 100%
Percentage of Revenue Reliant on Operational Computer Systems

$1,000,000
Ransom Payment

$500,000
Data Recovery Costs & Extra Expenses

$1,000,000
Breach Response Costs

Total Estimated Cost:

$4,946,562
Over 15 Days

$7,393,123
Over 30 Days

$12,286,247
Over 60 Days

Total cyber loss estimates may be greater as this calculation does not include: regulatory fines and penalties, PCI-DSS assessment expenses, cyber crime/ financial fraud, and reputational loss.

This calculation is an approximation of the cost of a ransomware event that shuts down the operations of an organization. If the organization does not rely on digital assets and tools for all of its operations then this recommendation may be too high and the recommendations should be discounted accordingly. Cost of Goods Sold percentages are based on sources including eRiskHub and NYU/Stern (Jan. 2020) and other Corvus data; COGS estimates are recommendations only and should be adjusted for individual company costs. Corvus recommends that each company consult further with their accountants and insurance broker in order to produce a more exact time-based recommendation. The non-Business Interruption numbers are estimates, based on the client's revenue, and may include digital forensics, customer notification, public relations, and other first party breach response expenses.

CORVUS

Smart Cyber Insurance™ Quote
FEBRUARY 18, 2021

NAMED INSURED

Newtown Public Schools
State: Connecticut

PRODUCER OF RECORD

NFP

45 Executive Drive
Plainview, NY 11803

Through **Corvus Insurance Agency, LLC**

POLICY PERIOD

From 11/18/2020 to 11/18/2021
Both dates at 12:01 a.m. Standard Time at the address of the named
Insured as stated herein.

RETROACTIVE DATE

None; Full Unknown Prior Acts

INSURER

Hudson Excess Insurance Company (Non-Admitted, AM Best "A"
Excellent)

OPTION COMPARISON

	Limit	Retention	Basic Premium	TRIA
Option 1	$1,000,000	$10,000	$19,559	$196
Option 2	$2,000,000	$10,000	$30,512	$305
Option 3	$3,000,000	$15,000	$35,141	$351

Option 1

Third Party Insuring Agreements	Limit	Retention
☑ A. Network Security and Privacy Liability	$1,000,000 Each Claim / Aggregate	$10,000 Each Claim
☑ B. Regulatory Investigations, Fines and Penalties	$1,000,000 Each Claim / Aggregate	$10,000 Each Claim
☑ C. Media Liability	$1,000,000 Each Claim / Aggregate	$10,000 Each Claim
☑ D. PCI DSS Assessment Expenses	$1,000,000 Each Claim / Aggregate	$10,000 Each Claim
☑ E. Breach Management Expenses	$1,000,000 Each Claim / Aggregate	$10,000 Each Claim

First Party Insuring Agreements	Limit	Retention, Waiting Period, & Period of Indemnity
☑ A. Business Interruption See Video: www.corvusinsurance.com/bi	$1,000,000 Each Loss / Aggregate	Waiting Period: 6 Hours Period of Indemnity: 6 Months
☑ B. Contingent Business Interruption See Video: www.corvusinsurance.com/bi	$1,000,000 Each Loss / Aggregate	Waiting Period: 6 Hours Period of Indemnity: 6 Months
☑ C. Digital Asset Destruction, Data Retrieval and System Restoration	$1,000,000 Each Loss / Aggregate	$10,000 Each Loss
☑ D. System Failure Coverage	$1,000,000 Each Loss / Aggregate	Waiting Period: 6 Hours Period of Indemnity: 6 Months
☑ E. Social Engineering & Cyber Crime Coverage See Video: www.corvusinsurance.com/1st-party	$100,000 Each Loss / Aggregate	$10,000 Each Loss
☑ F. Reputational Loss Coverage	$1,000,000 Each Loss / Aggregate	Waiting Period: 2 Weeks Period of Indemnity: 6 Months

CORVUS

☒ G. Cyber Extortion and Ransomware Coverage See Video: www.corvusinsurance.com/1st-party	$1,000,000 Each Loss / Aggregate	$10,000 Each Loss
☒ H. Breach Response and Remediation Expenses See Video: www.corvusinsurance.com/1st-party	$1,000,000 Each Loss / Aggregate	$10,000 Each Loss
☒ I. Court Attendance Costs	$250,000 Each Loss / Aggregate	$10,000 Each Loss
		Maximum Policy Aggregate Limit: $1,000,000

ENDORSEMENTS

	Endorsement Name	Limit
CB-107-002	Bodily Injury Claims	$100,000
CB-108-001	Breach Response and Remediation Expenses Outside the Limit See Video: www.corvusinsurance.com/1st-party	$1,000,000
CB-126-002	Bricking	$1,000,000
CB-194-001	California Consumer Privacy Act	
CB-202-001	Coverage for Certified Acts of Terrorism	
CB-123-001	Criminal Reward Expenses	$50,000
CB-155-001	Cryptojacking	
CB-109-001	Defense Expenses Outside the Limit	$1,000,000
CB-136-001	Forensic Accounting Coverage	$50,000
CB-111-003	GDPR Coverage	
CB-133-001	Invoice Manipulation Loss	$100,000
CB-128-001	Loss of Funds Exclusion Carveback	

CORVUS

	Endorsement Name	Limit
CB-218-002	RT Specialty Cyber Amendatory	
CB-120-001	Solicitation Claims	$50,000
CB-167-001	War Exclusion Cyber Terrorism Carveback	

PREMIUM, TAXES & FEES

Premium	$19,559
TRIA	$196
Policy Fee (Fully Earned)	$195
Surplus Lines Tax	$790.20
Total	$20,740.20

District Highlights

Every year the process of putting together a budget proposal for the next school year is a complex process. It is a process that requires the communication with and coordination between many different stakeholders across the district. Once the proposal is written, it starts the 3-4 month journey through the various boards in town until it finally reaches all of the voters in town on the 4th Tuesday of April.

The 2021-2022 budget had added complications brought on by events of 2020, including a continuing pandemic and increased emphasis on equity and diversity. We have done our best to break down the thinking that went into the building of the budget as well as walking through what is actually in the budget. We hope that this newsletter will help you make an informed decision when the referendum occurs on April 27th, 2021.

Daniel Cruson Jr. and Deborra Zukowski
BoE Communications Subcommittee

A Responsible Design: Newtown's 2021-22 Budget

By Dr. Lorrie Rodrigue, Superintendent

Newtown School leaders contemplated many factors as they prepared their budget requests for the 2021-22 school year. Despite the academic and financial issues we faced in response to COVID, my goal as superintendent was to design and communicate a responsible budget tied to our district's goals and priorities. Throughout the pandemic, Newtown educators and leaders bravely confronted abrupt changes to long-standing practices in teaching and learning. Classrooms functioned from homes, and teachers shifted familiar instructional strategies to engage students in a virtual learning environment. As a result of CT Dept. of Public Health (DPH) requirements and the district's Re-Entry Plan, COVID expenditures grew – close to 2 million dollars – which included PPE (personal protective equipment), air purifiers, hand sanitizers, and overtime for custodians and nurses. However, future needs in staffing, technology, and new programming were still necessary in our effort to sustain the quality of our educational system and make long-term improvements. Aside from fixed costs like salaries and energy, budget requests included hiring instructional specialists to mitigate learning loss, providing digital tools and resources, expanding world language, supporting efforts around diversity & equity, and offering meaningful professional development opportunities for staff.

When the annual budget development process began in the fall of 2020, leaders engaged in direct conversations about their requests in relation to our Strategic Plan and district priorities. Although attention still centered on the effects of remote and hybrid learning models on students and staff, three objectives in our Strategic Plan were integral to our students' long-term success: developing and demonstrating college, career, and global readiness skills; demonstrating character attributes for personal well-being and to become contributing members of the local and global communities; and ensuring all students had the opportunity to set and achieve personally challenging goals. In concert with our district goals, budget decisions also relied on information regarding enrollment, class size, staffing, and program needs. Although COVID had impacted our district unexpectedly, we remained focused on goals that would support our school system in the year ahead. Leaders in Newtown believed it was paramount to…

* Implement academic instructional strategies and social-emotional supports to address COVID-related influences on student learning and growth.
* Promote a culture of rigorous learning that fosters student engagement, deepens conceptual understanding, and provides appropriate transitions between grade levels.
* Embrace technology and digital resources that facilitate students' application of concepts and understanding of content.
* Ensure policies, protocols, and practices are implemented to address diversity and equity in the creation of a positive climate.
* Identify and fund training and professional development for staff.

While district goals remained at the forefront of our planning, budget conversations were equally focused on the impact that COVID would have on student and staff needs. Given the assumption that the pandemic would continue to impact instruction and social emotional learning needs well into the fall, our decisions centered on our school populations. We could not fully plan for future needs without a thoughtful analysis of district enrollment. How many students did we expect in August of 2021? Would families feel comfortable returning students to our schools? What staffing adjustments might we have to make due to enrollment and class size? All of these questions played a role in our budget planning and would influence existing and new programs. More importantly, without the knowledge of what our district might still face in August of 2021, such as social distancing requirements and mitigation strategies mandated by the State, maintaining reasonable class sizes at all levels was a key decision. These class sizes would also help support students who had struggled academically during the pandemic.

Instructional Strategies and Social Emotional Supports
In the wake of expected learning deficits and isolation for some students during remote learning, instructional supports were key in the formulation of our budget. Following an assessment data report by our Director of Teaching and Learning during a BOE meeting in January, students' progress in math and, to a lesser degree reading, reflected a dip in scores on the NWEA, a standard formative assessment that measures growth and proficiency in grades 1-8. In response, school leaders, particularly at the elementary level, requested math and reading interventionists to provide support. These new staff members would collaborate with classroom teachers and work closely with students identified as struggling learners.

Additionally, the inclusion of a behavioral interventionist and increases in paraprofessional hours would help students cope with behavioral needs, anxiety, and disengagement given the trauma caused by a uniquely different school year. New special education teachers were added to staffing requests, primarily to support increased academic and social-emotional needs, and to deliver the services that were challenging to provide for this population throughout distance learning. While some service hours might

be difficult to recoup, the development of a robust summer school and adequate staffing to meet students' IEP objectives in the fall were necessary budgetary items.

Student engagement, Conceptual understanding, and Transitions
During the budget presentation to the Board of Education in January, we pointed out that promoting a culture of rigorous learning, fostering student engagement, and building students' conceptual understanding were vital in sustaining the quality of our educational services. Changes in programming identified prior to the pandemic would provide timely benefits for our learners, and these adjustments would strengthen students' progress and growth as learners.

In pilot form at the time of the budget development, a new K-5 math program had also been accounted for in the operational plan. Most of the requests associated with the program encompassed textbooks and digital resources, as well as the training for elementary teachers who would be implementing the instruction in the fall. While the need for updating the K-5 math program had been talked about in the last few years, this became a priority since students demonstrated deficits and learning loss in this area. The K-5 math program would offer a stronger instructional platform for math instruction and conceptual understanding.

Similarly, a new middle school schedule had been discussed informally by teachers and leaders at Newtown Middle School long before COVID, many of whom had voiced concerns over certain restrictive elements of their schedule. Staff and leaders had been anxious to take a fresh look at a schedule that could allow for stronger academic connections and time to connect with students on social-emotional learning topics. Changes to the schedule moved world language into the cluster as one of the core academic classes to offer students a much stronger foundation in French and Spanish as they transitioned to High School. This "bridge" from the middle level to high school was a priority in the district, ultimately inspiring connections between levels.

Technology and Digital Resources
While new programs and services would continue to refine instructional improvements, the use of technology and digital resources became important themes in the building of our budget. The growing familiarity with devices and digital tools left an indelible impression on educators as an effective means of instructional delivery. Prior to COVID, resources relied primarily on texts with some digital applications to supplement the curriculum. While the remote learning itself was arduous for some learners, digital applications helped facilitate students' content understanding and skill development, while engaging learners who were either disenfranchised or struggling academically. Programs, such as Seesaw, Screencastify, and IXL for math and language arts, enabled further connections between students and staff outside of the classroom, augmented curriculum, and motivated learners to be independent and self-directed. With the right balance of technology use and appropriate funding in the 2021-22 budget, maintaining assured investments in technology and digital resources would provide significant benefits for students well beyond COVID.

Diversity and Equity
Benefits for our students would also come in the form of an ongoing commitment to create a caring and respectful culture. A belief statement in Newtown's Strategic Plan identified the importance of deepening our understanding of diversity as "….essential in the global society." Creating a safe and equitable learning environment for our students was not only a district goal but a priority by the Connecticut State Department of Education. The Newtown Board of Education worked to develop a Diversity & Equity Resolution, and policies around racial harassment and equity were developed and refined. These beliefs and values became the impetus for a new Diversity & Equity Coordinator position. The non-

administrative position would work as liaison between the district and families, and work collaboratively with leaders and staff to support students K-12 to resolve incidents of discrimination, harassment, and bullying.

Professional Development
Further, requests in the budget advocated for professional development and training for our staff on topics related to diversity and equity. In November, a full staff development day allowed for teachers to participate in anti-race workshops. These were so well received that additional funding requests were included in the 2021-22 budget so that teachers would gain a deeper understanding and confidence in having sensitive discussions in class, providing advice to students that may feel discriminated against, teaching students to be "upstanders," and consistently applying the policies and protocols to ensure a safe and respectful culture exists for all students.

Other staff development requests expressed in the budget included training in differentiated instruction, tools and strategies teachers could use to meet the diverse needs of learners in their classrooms, critically important as students would be re-entering school in the fall with a variety of strengths and deficits in academics. Teachers at the K-5 level would be implementing a new math program, and requests for professional development in this area would provide a fundamental understanding of this new program and how this should be delivered consistently across all elementary classrooms.

Final Thoughts
Jack Lew, former U.S. Secretary of the Treasury once noted, "The budget is not just a collection of numbers, but an expression of our values and aspirations." The school budget process in Newtown, which begins in October and extends until the referendum in April, reflects a thoughtful dialogue between and among staff and leaders who want to make a significant difference in the lives of all students. Requests for staffing, technology, support personnel, curriculum, texts and professional development represent genuine needs to continue to elevate the quality of programs and services extended to Newtown students. Although the economic landscape during and following the pandemic remains tenuous, the thoughtful approach we took in developing the 2021-22 budget will provide lasting investments in our students' educational futures.

A Walk Through the Budget

By Deborra Zukowski

This year, the Board of Education requested $80,682,470 for the 2021-22 budget, just over $2M more than the approved 2020-21 budget (an increase of 2.58%). The proposed budget includes growth in staff-related expenses due to wage increases, increased benefits costs, and staffing positions added during the current year as well as requested for next year. This area is, by far, the largest contributor to the overall increase.

To offset salary increases, the district is offering an early retirement package to senior teachers that is expected to save an additional $310,000 next year. In addition, the district now participates in a "Virtual Net Metering" program that is expected to offset energy costs by about $200,000. Finally, the district is currently pursuing grants to offset expenses associated with Diversity and Equity efforts. These grants were in process at the time this article was written. If successful, the grant-funded portion of Diversity and Equity efforts will be removed from the budget.

The 2021-22 proposed budget provides a detailed accounting of staffing and expected expenses for the district. A more compact presentation provides a higher-level representation of the same material. What follows goes beyond the numbers, focusing instead on the modifications to staffing, programs, and services since the adoption of the 2020-21 budget and as requested in the proposed 2021-22 budget. The sections below roughly follow the organization provided in the proposed budget, for those of you who wish to cross-reference.

Definitions: To simplify the prose, "approved budget" is used to refer to the 2020-21 budget as adopted on May 6, 2020. The 2021-22 proposed budget, to be voted on in April, is called the "proposed budget." Also, operational expenses that are funded by other sources, such as grants, are discussed below. In this article, the sum of the grant-funded and budgetary expenses is referred to as "annual operational expenses" while "budgeted operational expenses" refers to expenses called out in the proposed budget and paid for using taxpayer funds.

Elementary and Reed Schools

Educational expenses, including teachers and learning supplies, account for a large portion of the budget for the elementary and Reed schools. The proposed budget includes about 9 additional teachers, roughly 4.7 were added this year and 4.33 more are requested for next year.

Both Head O'Meadow and Reed have added teaching staff this year. Kindergarten classes at Head O'Meadow exceeded class-size guidelines, so an additional kindergarten teacher was added. Reed added a part-time Spanish teacher to provide world language to 5th graders. Also, expenses for two existing world language (Spanish) teachers were transferred from the curriculum account to the elementary schools, adding to the number of teachers but incurring no additional increase in budget. In addition, when the district moved to distance learning, some students experienced difficulties that impacted their learning. To address that problem, the schools added hours to math & reading paraeducators that account for the increase in staffing for 2020-21.

The 2021-22 budget includes 4 additional teachers, based on enrollment projections. Hawley and Sandy Hook would each receive an additional teacher and a new two-teacher cluster would be added in Reed. In addition a part-time world language (Spanish) teacher would also be added to Reed, finishing the

expansion of world language from K-6. An existing paraeducator that was previously funded by a grant was also added to the proposed budget. Also, reading and math intervention programs were further expanded across the elementary schools. The intervention staffing is expected to be funded by federal COVID relief funds and so is not a budgeted operational expense.

Estimating student enrollment all while not knowing the number of students moving into or out of the district is, at best, an art. When a community experiences a pandemic, enrollment projections are even more difficult. During normal years, estimates for classroom enrollments are based on what has happened from grade to grade over the past few years – for example on average, over the last five years, how many more (or fewer) third grade students were there than second graders in the prior school year.

This year 67 students disenrolled from the district, most of whom would have been in K-6. Until September arrives, we will not know (for sure) how many of those students will re-enroll. Because of this disenrollment, our usual method for estimating enrollment will likely not be accurate. Instead, we decided to rely on the 2019 Prowda projections – 2021-22 is year 2 of those projections and evidence demonstrated that the year 1 projections were quite accurate for aggregate school-based populations when the disenrolled students were accounted for.

The housing market is also acting very differently this year. The turnover of single family houses is about 40% more than last year likely spurred by the pandemic, something that was not accounted for in the 2019 Prowda analysis. We do not know how many families are moving into the district (and what schools their children will attend) and, as importantly, how many are moving out (and what schools their children will be leaving). To provide some room in the budget to respond to unexpected enrollment, the budget includes funds for an additional teacher as a potential salary adjustment. This adjustment calls out the most likely placement for the teacher based on the information available in December, but that placement can be changed as needed.

Newtown Middle School
Educational expenses, including teachers and learning supplies, account for a large portion of the budget for the middle school also. Overall, the proposed budget eliminates 3.8 teaching positions. A new math interventionist position has been added to aid students who are struggling as a result of the pandemic. This position is expected to be funded by federal COVID relief funds.

The middle school population has decreased enough to reduce the number of clusters from 7.5 to 6, though both grades would be very close to maximum class-size guidelines. As mentioned in the prior article, the district decided that a new schedule for the middle school would be prudent. An added benefit of the new schedule is that more students may be accommodated within each cluster. By promoting world language (Spanish, French) to a core cluster class[i], students can be spread across five classrooms instead of four during the cluster class periods, reducing class size from 24 to 19 for both grades. Each cluster will have its own world language teacher, so an additional 3.2 teachers were requested in the proposed budget.

In addition to strengthening the transition of world language from the middle school to the high school, mentioned in the earlier article, the new schedule offers a bridge for students to continue their world language journey from kindergarten through high school. Since world language was originally a unified arts[ii] course, a new unified arts class will be needed to replace it. Also, the Family and Consumer Science (FaCS) teacher retired, making room for another unified arts class. The administration is planning to survey 6th and 7th grade students to solicit input into choice of replacement courses.

In tandem with the schedule revision, special education services were reassessed. The administration reviewed co-taught classes available at the high school and decided that the approach would better aid middle school students especially now, given the COVID impact on special education students. In migrating this program to the middle school, a special education teacher is needed, per cluster, to support students. As a result, two special education teachers have been added to the middle school using federal COVID relief funds. If the expanded program works as expected, these teachers will eventually be added to the budget.

Newtown High School
There are three primary components that impact the high school expenses: 1) breadth of programming to ensure that every student is prepared for life after graduation, 2) student population, and 3) educational mandates, of which there are three in progress. The changes in the budget this year are driven mostly by the latter two components, netting a proposed reduction of 2.3 teachers.

The first mandate requires the completion of a 1 credit course for a "mastery-based class" prior to graduation and applies to the 2021 graduating class. The high school fulfilled this requirement by offering a "Capstone Project," similar to what many universities have done for their graduates to demonstrate subject mastery. Students, using the tools and skills they have learned throughout their years in Newtown schools, select a topic that they are enthusiastic about or simply want to delve deeper into. All students, regardless of level, must finish a Capstone Project. This year, both juniors and seniors are working on Capstone Projects. Juniors are investigating project areas and developing proposals and seniors are implementing and completing the projects, presenting them to their class at the end of the required Capstone course. About 30% of teachers are involved, guiding and encouraging students during the process.

The second mandate affects physical education and health, and applies to the 2023 graduating class. The mandate increases the number of required graduation credits from 1.5 for both health and physical education to 1 credit for health and 1 credit for physical education. At this time, the high school has to manage both sets of classes, the original 1.5 credit program for juniors and seniors and the 2.0 program for freshmen and sophomores.

The third mandate shifts from a math and science program emphasis to a STEM (Science, Math, Engineering, and Math) emphasis, and also applies to the class of 2023. The mandate increases the total required graduation credits from 6 to 9 in this area. Electives that can be used to meet the added requirements are designated as a "STEM Elective." For example, students can fulfill the credit requirement with computer science courses, architecture, or computer music (both a STEM and a Humanities elective). It is not yet clear if/how this will impact future staffing needs.

Special Education
The budget for Special Education (SPED) is directly related to the number of students in need of special education services and the costs of those services. The bulk of the increases are for in-district student education. From June 1, 2020 to Feb 22, 2021, in-district SPED enrollment went from 623 to 653 students, not including 20 SPED students who dis-enrolled for the year and are expected to join back. Including these students in the total count, 673 in-district SPED students are expected to enroll next year - netting an effective gain of 50 students from Jun 2020 to Sep 1, 2021. Among these 50, 38 SPED students moved into the district this year. The district also saw an increase in the number of internal referrals for SPED evaluations. Because of these increased caseloads, just over five staff positions were

added this year, though one is funded by federal relief funds.

The remaining increase of staff, just over half a teacher, is accounted for in Transition Services. This program, open to students from other districts[iii], provides 18-22 year-old students added support to become contributing members of the community by gaining work experience at local businesses, something that was unfortunately limited during this year because of COVID.

Pupil Personnel
The Pupil Personnel budget consists of guidance and school counselors who guide the academic/career and social emotional well-being of all students. It also includes the nursing staff who promote and protect the health of all students.

A middle school guidance position has been phased out in response to changes in student population. Also, grants for three existing social workers ended, though another grant funding source was identified for one of the three, so the proposed budget shows 2 additional counselors.

The proposed budget maintains the increase to 8 hour days for nurses that was initiated as part of the district's COVID operations. This year, nurses needed to be on hand and prepared to ensure that students were healthy enough to be in school and to manage the added surveillance required during the pandemic. (Currently, many nurses are working well more than 8 hours a day, helping with contact tracing and administrative tasks.) However even before the pandemic, nurses were often at schools whenever students were in school or in need of medical oversight. Students are in classes for 6.5 hours each day and in the buildings even longer because of staggered arrival and departure times. Nurses also assist with medical issues that may arise on buses. Therefore, nurses have habitually been present for well over 7 hours a day. The budget increase acknowledges their efforts.

Curriculum
The budget for curriculum includes administrators and staff who oversee the implementation of the curriculum and classroom services. It also includes expenses for staff and curriculum development along with cross-school educational resources, including assessment tools, online educational platforms, and textbooks.

The proposed budget shows increases in online educational platforms and multimedia educational resources (textbooks integrated with online tools) though, as mentioned in the article above, the shift to a digitally-enhanced learning model was well underway.As learning went to full distance in March, to hybrid in September and to full in-person as the year progressed, both teachers and students became familiar with online tools that helped facilitate connection and learning. Additional online education platforms and related software are included throughout the budget, e.g., in technology, special education, and throughout the schools. The added cost for online content is also seen in the textbooks section, where multimedia activities are an integral part of the K-5 Mathematics Resource. The district has been piloting the program over the last few years, with good results. The combination of textbook and interactive, online activities engage the students and is expected to further improve academic performance across all K-5 grades and classrooms.

Technology
The technology budget includes expenses needed for providing Chromebooks to students and classroom staff, specialized technology for labs, devices for administration and operations, and the infrastructure needed to tie everything together. It also provides user-support services to students/families and staff.

A part-time software specialist position was added this year. This new position was in response to the increase in workload caused, in part, by the one-to-one device to student program. The staff has more devices to maintain and fix, and more users to support including family members who may be unable to help their children use the devices at home. In addition the breadth and number of software packages used by district students and staff is expanding as the district shifts to digitally-enhanced learning. The proposed budget also includes expenses associated with updating the world language and graphics labs at the high school.

The approved budget does not reflect the annual operational expenses approved by the Legislative Council. The budget presented to the Council last year included $525,000 for technology equipment. In April, the Council voted to offset those costs with Town funds, reducing the amount listed in the budgeted operational expenses to $410,000. The Town then provided the district with the $115,000 using the Capital Non-Recurring Account, the Town's "savings account" for selected capital projects. So while the annual operational expenses remained the same, the 2020-21 budgeted operational expenses were reduced.

Going forward, this is the first budget that fully reflects a one-to-one device to student program. There is a Chromebook now available to every student in K-8. Also, every teacher and paraeducator who assists with lessons has access to their own Chromebooks as well. From this year forward, no further grade-level expansion of student devices will be needed though devices will need to be replaced when broken or obsolete. And, some additional devices may be needed for new students over time. From 2021-22 onward, Newtown High School freshmen will be provided with a new device to use throughout their time at the high school. In four years, every high-school student will be assigned a personal device. The district will continue to add other, non-educational equipment including administrative devices, specialized lab technology, and infrastructure equipment as needed.

General Support Services
The general services budget includes expenses related to the overall operation of the district, including three school-wide administrators, the business office, security, and salary adjustments that may be needed as the 2021-22 year progresses.

To guide and implement the district's diversity and equity efforts, a new Diversity Compliance Coordinator is requested for the central office staff. Funds needed to engage the services of an outside organization experienced with such efforts are also included in the proposed budget. As mentioned in the preceding article, the district has committed attention, effort, and time to ensure that both the educational and working culture of the district are welcoming to all students and staff. At this time, the district is actively pursuing potential grant funding to offset these expenses. If successful, these costs will be removed from the budgeted operational expenses.

Plant Operations and Maintenance
The Plant Operations and Maintenance budget provides for a safe, clean, and secure learning/working environment. It includes maintenance and custodial and plant operations.

Like technology above, the proposed budget does not tell the complete story. The budget presented to the Council last year included $335,000 for "Building & Site Maint. Projects." In April, the Council voted to offset those costs with Town funds, reducing the amount listed in the budgeted operational expenses to $0. The Town then provided the district with $335,000 using the Capital Non-Recurring Account. So

while the annual operational expenses remained the same, the budgeted operational expenses for "Building & Site Maint. Projects" were eliminated.

Next Steps
The creation and approval of the final Board of Education Budget is a multi-step process, including review and recommendation by the Board of Finance, consideration and approval by the Legislative Council, adoption by Newtown voters, and finally revision of the budget by the Board of Education to reconcile any reductions in funding. As of the time of writing this article, the Board of Finance step has just been completed and the budget is heading to the Legislative Council.

The Board of Finance has reduced the overall budget by $140,000. In addition, the board has recommended that existing Town funds be used to defray the costs associated with technology equipment by $29,491, and to fully fund the building & site maintenance projects, similar to what was done this year. If accepted by the Legislative Council, this will mean that $349,491 remains part of the annual operational expenses, but is removed from the budgeted operational expenses. With these changes, the increase for the proposed budget drops to just under 2.0%.

By the time you read this, the Legislative Council should be well into their budget deliberations in preparation for presenting it to the voters on Tuesday, April 27, 2021.

Notes
[i] Currently core cluster classes include ELA, social studies, math, and science.
[ii] Unified arts are classes from non-core disciplines including art, music, physical education, health, technology education, and computer integration. This year, they also include world language and consumer sciences. These classes are taught every second or third day during the unified arts periods.
[iii] Out-of-district students pay tuition relative to the costs of the program.

A Closer Look
with Tanja Vadas, Director of Business & Finance
By Deborra Zukowski

Please give a brief history of your time with the Newtown Public School District.
I began with the district on March 31, 2011. At that time the only position available was that of a bookkeeper in the business office. Because my children had just started school here in Newtown, I was looking for something where I could utilize some of my skills having come from a corporate financial background. I was hired for the position and immediately started creating forecasting models and shortly thereafter was promoted to financial analyst. As the analyst, I also oversaw the day to day operations of our department. I was the backup to accounts payable and payroll, therefore I had a very good understanding of how our department ran.

Around that same time, I took on the task of creating and implementing our new budget manual. Since 2011/12, this manual has evolved into a 200+ page book with a plethora of information about our schools, programs, operations and financials.
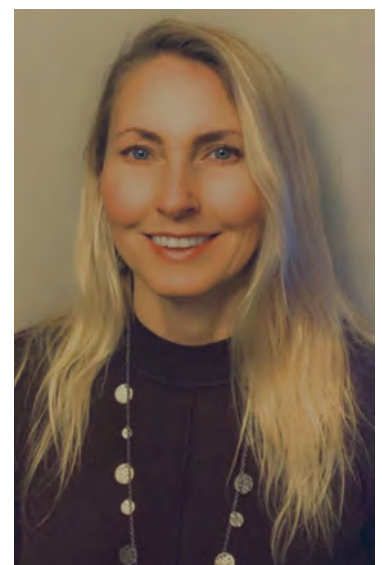
When Director Ron Bienkowski announced his retirement in 2020, it seemed natural that I apply for the position of Director of Business. After a month-long interview process, I was appointed as the new Director of Business.

What services does the Newtown Public School District's Business & Finance Department provide for the District and how are you hoping to shape these services in the future?
The Business Office provides all financial and benefit services for our employees and payments to all vendors. We process over $78 million worth of transactions in a single year. Our department includes Accounts Payable, Payroll Coordinators, Benefits Coordinator, Accountant, Assistant Director of Business, and Business Assistant. Together we handle the day to day transactions and operations of the entire district.

We have a very well educated and diverse department. Recently, as a result of retirements, we have hired new individuals who have brought forth an array of fresh ideas and efficiencies. My hopes for this department is to create a collaborative, cohesive landscape which will require all employees to be cross-trained. We are also on track to create efficiencies by way of utilizing our current software and implementing cost effective ideas such as moving to more of a paperless environment.

In what ways do the District and Town collaborate in financial operations?
A few years back an initiative was made for shared services between the Town and Board of Education. We hired a purchasing agent to streamline our purchasing and RFP activities and who is now employed by both sides. The Town also assists with the maintenance of our fields and the plowing of our school lots. We also have a good working relationship with the Town's financial team members, collaborating on projects such as the new financial database implementation, insurance policies, and benefits.

What was the make-up of the department when you became its director and how has that make-up changed?
The positions within the department have not changed since I've become director. However, at the time of my appointment, we had several key positions open due to retirement and turnover. This put quite the strain on the few that were here, including myself! Not only was I now wearing the director's hat, but I had to assist in payroll, accounts payable and also maintain all the records and forecasts that belonged to my prior position. By the beginning of December we were finally fully staffed and we were very fortunate to have the opportunity to hire extremely talented staff members.

Do you have a personal management philosophy?
My management philosophy is to create an environment that empowers all employees through teamwork and education.

What personal traits do you have that will help ensure that the department achieves and maintains success?
First and foremost, I believe in teamwork and education. I am a lifelong learner, meaning I love to learn new things and investigate possible outcomes and solutions for all obstacles. I also make it a priority to understand the needs of my colleagues, utilizing their strengths and assisting them in areas that require development. I am a good listener and always try my best to be patient, thoughtful, and have an enthusiastic outlook on life.

If, one day – well into the future, you could look back at the department you inherited, reworked, and nurtured, what accomplishment would bring you the most satisfaction?
I would like to see this department run like a well-oiled machine where everyone works collaboratively and seamlessly – a department where anyone at any time can jump in to assist another member with their workload. Due to the nature of our business, we have much manual data manipulation type work and I would like to see the use of more technology, leading to more automated processes.

Is there anything else that you feel should be included in this conversation?
Newtown is a very special town and I am so grateful to have been chosen as one of its leading members. I feel that in my position, I can actually make positive, impactful changes that will benefit not only our children but our entire community. I am very proud to represent Newtown.