

2nd/3rd Data Cluster

Date: 1/23/13

Teacher	Sign In
Claudy	✓
Lawson	✓
Jacobson	✓
Johnson	✓
Chan	✓
Dailey	✓
Thompson	✓
Smith	✓
Lyons	✓
Luna	✓

Today's Notes	Next Steps
<p>We took some time to read through the literature standards for grades 2-4. We then broke up into grade level teams to pull out the specific genres that we see need to be explicitly taught and re-iterated all throughout the year in order for students to be able to be set up for the next year.</p> <p>We used the alignment tool below to identify the changes from grade to grade. Then we decided to focus on poetry for now since none of us have taught it yet this year. This will allow us to look at the complexity as we plan and to ensure it's aligned according to the common core standards.</p> <p>We also talked many times about how implementing this should not be in isolated "genre" lessons. Rather, we can teach skills and strategies <i>through</i> the</p>	<p>We are looking at the highlighted standards and coming up with a plan as to how we will implement this into our planning. We are supposed to be bringing any resources related to the standards with poetry. This includes both reading and writing.</p>

<p>repeated use of a genre. We also discussed the need to expose students to the necessary vocabulary to understand a genre as well as the need to implement genres into our writing curriculum.</p>	
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Alignment Tool

Overall Strand/Concept: Literature

	Standards/Objectives	Implications for Instruction
<p>2nd Grade</p>	<ul style="list-style-type: none"> • [Key Ideas and Details] Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • [Craft and Structure] Describe how words and phrases (e.g. regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song. • [Integration of Knowledge and Ideas] Compare and contrast two or more versions of the same fairytale by different authors or from different cultures. • [Range of Rdg Level and Text Complexity] Comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently. 	
<p>3rd Grade</p>	<ul style="list-style-type: none"> • [Key Ideas and Details] Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • [Craft and Structure] 	

	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <ul style="list-style-type: none"> • [Integration of Knowledge and Ideas] Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series). • [Range of Rdg Level and Text Complexity] By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. 	
<p>4th Grade</p>	<ul style="list-style-type: none"> • [Key Ideas and Details] Determine the theme of a story, drama, or poem from details in the text; summarize the text. • [Craft and Structure] Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean) • [Key Ideas and Details] Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions). • [Integration of Knowledge and Ideas] Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in 	

	<p>the text.</p> <ul style="list-style-type: none">• [Integration of Knowledge and Ideas] Compare and contrast treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.• [Range of Rdg and Level of Text Complexity] By the end of the year, read and comprehend literature, including satires, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
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