Together is Better
Teaching the Common Core with Integrated Units

Presented by
Charlotte Knox
Context

Atwater Elementary SD
Duarte USD
Monrovia USD
Saddleback USD
Laguna Beach USD
Ballico-Creessey USD
Walnut Valley USD
Washington USD
Tools

Knox Education website
www.knoxeducation.com
Clear Targets
Backwards Mapping

Professor John Hattie
“Success Criteria”
Visible Learning for Teachers
Backwards Mapping
From Standards and Anchor Papers

GRADE 4 STUDENT CHECKLIST
California Common Core Standards English Language Arts

Reading Standards: Literature

<table>
<thead>
<tr>
<th>Number</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>HID 1</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 2</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 3</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 4</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 5</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 6</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 7</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 8</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 9</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
<tr>
<td>HID 10</td>
<td>Identify and analyze the ideas and inferences drawn from the text.</td>
</tr>
</tbody>
</table>

Reading Standards: Informational Text

<table>
<thead>
<tr>
<th>Number</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>HID 1</td>
<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
<tr>
<td>HID 2</td>
<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
<tr>
<td>HID 3</td>
<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
<tr>
<td>HID 4</td>
<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
<tr>
<td>HID 5</td>
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</tr>
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<td>Determine the main idea of a text and explain how it is supported by key details.</td>
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<tr>
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<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
<tr>
<td>HID 10</td>
<td>Determine the main idea of a text and explain how it is supported by key details.</td>
</tr>
</tbody>
</table>

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. __________ and Mrs. __________,

We have a problem. The wildlife here in __________ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to __________ our problem would be solved __________, __________, and I would like to take our class for a great learning experience. In addition, we will provide a study guide to __________ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how __________ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with targeted data. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fundraiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don’t get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to __________? How does this help __________ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

[Signature]
Backwards Mapping
From Standards and Anchor Papers

Writing Anchor Papers with Students
Learning About a Rubric from the Inside Out

A powerful way to help students understand what the elements of a rubric really mean is to write anchor papers reflecting each level on a rubric WITH the students. Here’s how:

1. Either write yourself, or locate a piece of writing that represents a “3” on the rubric you are hoping to help the students understand. (On a four point scale this is a paper that is just below proficient.) Project this piece of writing on the screen or chart paper so that all of the students can see it.

2. Provide each student with a copy of the rubric; you will be illustrating with the anchor papers you will be writing together.

3. Read the “3” to the students aloud and ask them to find evidence from the rubric for why it’s a “3”. For example, students may say, “I think it’s a “3” because it uses a lot of everyday words instead of more interesting word choices.”

4. Using a piece of chart paper take suggestions from the class and collaboratively rewrite the “2” paper to make it a “3” or proficient paper. PLEASE NOTE: you will need to have taught the students about each of the elements on the rubric before attempting this lesson.

5. Next, take the “3” paper and re-write it collaboratively with student input to make it a “4”. There may be times during this process that you make suggestions yourself if the students are stuck for ideas about how to write an advanced paper. Early in the school year, you may even model and think aloud as you go to compose this yourself in front of the students.

6. Finally, revisit the “2” paper and collaboratively rewrite it to make it a “1”. Display this paper as well.

7. Use these exemplars as anchor papers for students to refer to as they learn to evaluate their own writing throughout the year.

Portfolio Wall with Anchor Papers
When teachers display anchor papers and rubrics alongside the portfolio wall of student writing, expectations for writing at grade level can be made very explicit for everyone.

Spiders
Spiders are cool. They have eight legs. They don't have bones.
Spiders have pale blue blood. Lastly, spiders live outside and indoors. They can be found on their webs, the ground and on plants. Furthermore, spiders have fangs which they use to bite and inject their prey's venom. Overall, spiders are fascinating, cool and vicious animals.
Why Integrate?

Literacy and the Common Core Standards
Planning a year of Integration
Planning a year of Integration

First Grade Integrated Units at Gates Elementary

Writing Units are created using the School-Wide Writing Goal and the Gradual Release Model.

<table>
<thead>
<tr>
<th>First Trimester Text Type</th>
<th>Second Trimester Text Type</th>
<th>Third Trimester Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Explanatory (6-9 week plan)</td>
<td>Opinion Pieces (6-9 week plan)</td>
<td>Narratives (6-9 week plan)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>Common Core Writing</th>
<th>Common Core RL</th>
<th>Common Core RI</th>
<th>Common Core Conventions L</th>
<th>Science/Health/Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to write an informative/ explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>1. Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>1. Ask and answer questions about key details in a text.</td>
<td>2. Identify the main topic and retail key details of a text.</td>
<td>1. Use singular and plural nouns with matching verbs.</td>
<td>2. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</td>
</tr>
<tr>
<td>Audience: Other first grade students Librarian</td>
<td>1. Ask and answer questions about key details in a text.</td>
<td>2. Identify the main topic and retail key details of a text.</td>
<td>6. Distinguish between information provided by pictures or other illustration and information provided by the words in a text.</td>
<td>1. Use determiners.</td>
<td>3. Weather can be observed, measured, and described.</td>
</tr>
<tr>
<td></td>
<td>1. C Use singular and plural nouns with matching verbs.</td>
<td>1. J Produce and expand complete simple and compound declarative sentences.</td>
<td></td>
<td></td>
<td>1.1 Students describe the rights and individual responsibilities of citizenship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Health: 1.2.5 Define simple conflict resolution techniques.</td>
<td></td>
</tr>
</tbody>
</table>
Planning a Unit with the Gradual Release Model

Informative Reading/Writing Units

The Gradual Release of Responsibility Model of Instruction

Modeling:
- Choose a sub-topic of the content you and the students will be exploring over the course of the unit.
- Use this topic to model each step of the process in the unit.

Shared:
- Research this sub-topic as a whole class.
- Use Shared Reading techniques to model and teach the reading process.
- Use Shared Writing with student input via white boards to model and teach the steps of the writing process.
- Label the parts of the writing piece and list the steps on a "how to" chart or student checklist.

Independent:
- Offer choice and choice. Let the students choose another subtopic within the content as individuals or teams.
- Provide clear procedures and timelines.
- Use buddy projects to support struggling students with more complex assignments.

(The Gradual Release of Responsibility Model of Instruction diagram is shown with steps for All Teacher, Joint Responsibility, and All Student roles.)
Create Context and Connect to Background Knowledge Textbook Walk with T.H.I.E.V.E.S.
Pictorial Narrative Input

Tipos de nubes

nubes cirros
- más altas en el cielo
- parecen plumas
- parecen algodón
- estirado
- causan clima frío

nubes cúmulos
- esponjosas
- blancas
- planas de abajo
- causan un buen clima

nubes estratos
- más bajas y cercanas a la tierra
- grises
- parecen una sabana
- causan niebla

nubes cúmulonimbo
- grandes y altas
- traen la lluvia y tormentas
- parecen una montaña gris

Ventisca
- tormenta de nieve

Tornado
- con mucho ruido
- lluvia que se congela en el océano

Palabra
- el estado de clima
- la temperatura o el tiempo
Pictorial Narrative Input

Buen Orador
Podía hablar muy bien ante miles de personas.

exelente líder
Guiaba a las personas a hacer lo correcto

justo
Quería que todas las personas tuvieran el mismo trato y las mismas leyes para todos.

• El no quería más segregación.

• El quería la integración.

• Quería igualdad

• El logró cambiar las leyes injustas con marchas pacíficas

Héroe

Martin Luther King
Pictorial Narrative Input
Encourage Curiosity

With QFT

Question Formulation Technique

The Six Steps of QFT

1. Teachers design a question focus.
2. Students produce questions
3. Students improve their questions
4. Students prioritize their questions
5. Students and teachers decide on next steps
6. Students reflect on what they have learned
Questions from Kids

1. Where do penguins live?
   Far south of the world in icy ocean.

2. What do they eat?
   Juicy fish, slippery squid, sea animals.

3. Why do they have webbed feet?
   To turn different ways.

4. What are their predators?
   A leopard seal.

5. Where do they keep their eggs?
   On dad's feet under flap of skin.
   Why? To keep it warm.
Questions from Kids

Bats and Nocturnal Animal

- What do bats sound like?
- What do real bats look like? [Flying fox or a rat]
- How do bats use echoes to know where they are?
- How do bats eat?

<table>
<thead>
<tr>
<th>mammal</th>
<th>nocturnal</th>
<th>echolocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pups</td>
<td>upside down</td>
<td>fur</td>
</tr>
<tr>
<td>bats</td>
<td>night</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td>cave</td>
<td></td>
</tr>
<tr>
<td>insects</td>
<td>day</td>
<td></td>
</tr>
<tr>
<td>nectar</td>
<td>sleep</td>
<td></td>
</tr>
</tbody>
</table>

a process of using echoes (sound waves) to locate objects
Questions from Kids
Questions from Kids

Questions about tornadoes

1. How do tornadoes form?
2. Why do tornadoes spin?
3. How do we stay safe from tornadoes when we go into a basement?
4. Did a baby get lifted up by a tornado and land on the ground safely? If so, why?
5. Where do you see the most tornadoes? Why?
6. Are there any tornadoes in Antarctica? Are there any tornadoes in Africa? Are there any tornadoes in the world?
7. Are there any tornadoes that are orange, then gray, and black if there are any?
8. Can there be five tornadoes happen at once if there can’t be why?

Key:
- O = Open
- C = Closed
- 1 = Bored
- 2 = Human
- 3 = Rockin'
Questions about animals

1. How did do do birds get extinct?
2. What animals are endangered in this state?
3. Why do we see a bowl at the moon?
4. What did macoramo penguins go to Florida?
5. When did polar bears adopt to warm climate?
6. When did polar bears adopt back?
7. Why do wolves live in the forest of the world?
8. How do hummingbirds stand all sorts of different?
9. Why do elephants ears look different from each other?
10. How do fish breath through their scales?
11. How do tadpoles turn into frogs?
12. How do caterpillars turn into butterflies?
Questions from Kids

Posting images about the topic as a way to generate “I wonder” questions during the introduction to a topic
Questions from Kids

Mesopotamia Questions

*Did the farmers get the seeds from other farmers?*

*Who/How did the farmers get the seeds?*

*How did they make their clothes?*

*How did they make their clothes?*  

*How did they maintain their health?*  

*What happens if they get sick?*  

*What was their daily life?*  

*What was their daily life?*  

*What was their daily life?*  

*What were their homes like?*  

*What were the rivers like? Did they affect their daily life?*  

*What were the rules in the city-states? Who controlled the people?*  

*Did the kings make the rules?*  

*Who were their kings? What did they do? Hammurabi Laws? Government*  

*Who controlled the people?*  

*How was the written language translated?*  

*Symbols? Cuneiform?*  

*Who took care of written language?*  

*Developing questions to research as a class*
Questions from Kids

Come from? Where/How did they make their clothes? Do they get sick? Daily Life

Affect their daily life? Important? Farmland?

Religion? How many gods did they have? Daily Life w/ziggurat

Questions from you!

– Choose a book from your sample bag.
– Before you read it, generate a list of questions about the topic with a partner.
Teach Students
to use
text features
to find answers
to their questions...

Sample informative texts courtesy of Capstone Classroom.
Teach Students
to use
text features
to find answers
to their questions...

Sample informative texts courtesy of Capstone Classroom.
Organize Information into a Matrix Chart
Identifying similarities and Differences
<table>
<thead>
<tr>
<th><strong>Historical Hero</strong></th>
<th><strong>Early Years</strong></th>
<th><strong>Problems/Challenges</strong></th>
<th><strong>Contributions/Accomplishments</strong></th>
<th><strong>Last Years</strong></th>
<th><strong>Famous Words (Motto)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesar Chavez</td>
<td>born March 31, 1927</td>
<td>had a very good life</td>
<td>organized strike and protests</td>
<td>Died April 23, 1993</td>
<td>“Si, se puede!” (Yes, it can be done!)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandpa Dad owned land</td>
<td>organized boycotts</td>
<td>66 years old</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 years old, he had to move</td>
<td>fought Mexican immigrants' rights</td>
<td>1994 got the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>his job and land</td>
<td>to read and vote for the President</td>
<td>Presidential Medal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>helped work in the fields</td>
<td>organized non-violent protests</td>
<td>of Freedom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>organized bus boycott</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>gave 2,500 speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>helped end separation</td>
<td>1968 assassinated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of race on buses</td>
<td>1965 died</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Dr. Martin Luther King,</td>
<td>born Jan. 15, 1929</td>
<td>unfair treatment</td>
<td>organized strike and protests</td>
<td>1963 gave famous</td>
<td>“I have a dream” speech</td>
</tr>
<tr>
<td>Jr.</td>
<td>excellent student</td>
<td>segregation</td>
<td>organized boycott</td>
<td></td>
<td>to 25,000 people!</td>
</tr>
<tr>
<td></td>
<td>became a pastor</td>
<td>racism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of a Baptist</td>
<td>dangerous time</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>church in</td>
<td>beaten, death threats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alabama</td>
<td>arrested at protests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President Abraham</td>
<td>born Feb. 12, 1809</td>
<td>slavery - he wanted</td>
<td>&quot;I have a dream&quot;</td>
<td></td>
<td>&quot;I have a Dream!&quot;</td>
</tr>
<tr>
<td>Lincoln</td>
<td></td>
<td>freedom for all people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1861 Southern States</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>formed Confederate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>States of America</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Civil War started in</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1861</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1863 signed the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emancipation Proclamation, which freed slaves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil War ended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1865</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1864 re-elected</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>President for a second</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1865</td>
<td></td>
<td></td>
<td>&quot;Government of the people, by the people, shall not perish from the earth.&quot;</td>
</tr>
<tr>
<td>Citizen</td>
<td>Choice</td>
<td>Impact on Society</td>
<td>Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Martin Luther King Jr.</td>
<td>Took action against the unfairness. He fought peacefully.</td>
<td>Other people questioned the law. Peaceful marches.</td>
<td>Today, all people are treated equal. = It is against the law to be unfair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>He helped slaves to be free.</td>
<td>There was a civil war. Some people wanted slavery to be free.</td>
<td>There is no more slavery. We are free.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez</td>
<td>He convinced people to not pick or buy grapes.</td>
<td>Grapes got rotten. Farmers got mad. Farmers listened to the crop pickers.</td>
<td>Crop pickers are treated better. They have better houses and better pay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Washington</td>
<td>Become the leader in the Revolutionary War against the British.</td>
<td>We were free from British rule. USA was born.</td>
<td>USA became its own country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td>Fight for USA against enemies</td>
<td>We feel safe.</td>
<td>We are still a free country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Matrix Chart

### Explorers Chart

<table>
<thead>
<tr>
<th></th>
<th>Birth / Death</th>
<th>Home Country</th>
<th>Name of his Boat</th>
<th>Where he Traveled To</th>
<th>Famous For ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amerigo Vespuci</td>
<td>1454-1512</td>
<td>Italy (Florence)</td>
<td><em>The San, The Argo</em></td>
<td>Explored the east coast of South America</td>
<td>The Americas (North and South) are named after him</td>
</tr>
<tr>
<td>Marco Polo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zheng He</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Matrix Chart

**NUBES**

- **Cirros**
  - más altas
  - parecen finas plumas
  - indican frio
  - son nubes de cristales de hielo

- **Cumulonimbus**
  - grandes y altas
  - parece una montaña de nubes esponjosas
  - traen lluvias, tormentas, granizo, nieve y relámpagos
  - son grises

- **Cúmulos**
  - parte baja es plana
  - blancas y esponjosas
  - si son grandes y grises traen lluvia
  - buen tiempo

- **Estratos**
  - más bajas y cercanas a la tierra
  - parecen una sabana
  - causan neblina
  - grises
Matrix Chart (timeline)
Use Talk As a Rehearsal For Writing

The Elevator Speech

Elevator Talk

Getting fluent with what you want to say about a topic prior to writing

Having students practice brief spoken presentations about the topics they are researching prior to writing their formal papers really helps them figure out literally how to describe their understandings in "their own words." After students have done all of their reading and note-taking, ask them to get in pairs or triads to practice "elevator speeches" (as if you were stuck in an elevator for 2 minutes and had to describe your feelings before the doors opened). Tell the students they will have 2 minutes to describe the most important understandings they have about their topics to their group.

Students will benefit from being allowed to have a single index card with bullet points reminding them of the key points they want to make. Give them time to do this and think about limiting them to 2-3 main points. Make sure they put their notes and books away before practicing their speeches, otherwise they will be tempted to simply read directly from their notes which won’t help them find ways to describe the information in their own words.

When everyone is ready set a timer and have the students give their 2 minute speeches to their partner or group. After each speech, allow a minute or two for questions or positive comments. Take turns until everyone has done a 2 minute version. Next do a round of the same speech reducing the time to a single minute. During the final round, give them 30 seconds only. Ask them ahead of time to think about what is the most important information to share.

Using the Speaking Score Checklist:

Checklist:

☐ Voice
☐ Eye contact with audience
☐ Visuals
☐ Body Posture

Your Rubric Score: ______
Teach Writing Modeled and Shared With a Common Topic—Use a sub-topic of the overall theme to teach the process
**Modeled Writing**

A Great Citizen

Dr. Martin Luther King, Jr. is a good citizen. He wanted all people to be treated fair and equal. He convinced other people to fight back peacefully. Now, all people have equal rights.

Dr. Martin Luther King, Jr. is a thinker and he is principled.
Modeled Writing

**Topic Sentences**

Simple Main Idea
Recess is an enjoyable activity.

Simple Main Idea with adjective
Saturn is a unique planet.

Number Statement
Chocolate chip cookies have many important ingredients.

Number words:
a couple  several  a few  three
a number of  many  four  one

Question and Statement
Do you like chocolate chip cookies?
Let me tell you how to make them.
Spiders build many different kinds of webs. Orb weavers make sticky, round webs. The orb weaver web moves when a fly gets trapped. Funnel weaver web moves down by ground. Web thrower web moves over the ground and traps insects. Spiders are web builders who make webs in other ways.
OBJECTIVE: We will identify the components of an introduction to an informational text.

INTRODUCTION

Do you know what makes bottlenose dolphins so interesting? Bottlenose dolphins are mammals that live in the ocean. These animals are not only smart and fast, but are also good hunters.

1) **Hook**: grabs the reader's attention. It can be a question or a very interesting fact.

2) **Description**: describe your topic in case the reader doesn't know anything about it.

3) **Main Idea**: it's what the entire text is going to be about. Explain briefly what the reader will learn.

Objective: We will identify the components of a conclusion in an informational text.

Puffins are beautiful living creatures we need to protect. Their lives may be in danger because of increasing water temperatures and a lack of food available for them to eat. We can preserve the puffin population by introducing butterfish to their diet, voting for laws to protect them, and starting another puffin restoration program. What would our world be like without puffins? If they were no longer here, would it affect other living things as well?

1) **Description**: You might want to add another detail to describe your topic.

2) **Main Idea**: Restate your main idea to remind the reader what they should have learned.

3) Leave the reader with something to think about.
Martin Luther King, Jr.

Word Bank

equal rights  freedom  minister  national holiday

Civil rights  Preach  believed  birthday  1/15/29

law  learning  bus  13-H.S.

1953  Atlanta, GA

jail  father  marches  decisions

Martin Luther King, Jr.

Martin Luther King, Jr. was born January 15, 1929. He loved learning. When he was 13 years old he began high school. He grew up in Atlanta, Georgia.

He became a minister like his father. Black people didn't have equal rights. For example, they couldn't sit where they wanted.
Create How To Charts For the Process

How to write an Informative Text

1. Learn about a topic through research.

2. Write what you learned on a graphic organizer.

3. Plan your topic sentence, facts, and closing sentence on a writing planner. Use your planner to draft.

4. Edit and Revise your draft
   * Capsules 0 2 6 9
   * Spelling
   * Punctuation
   * Misses

5. Write your final draft! Be proud of your hard work.
How To
Charts

Writing A How-To Book

Steps

1. Make a list of possible topics.
2. Choose one.
4. Touch-up plan.
5. Sketch.
6. Write!

Use order words.

First, Next, Then, and finally:

- How To Ideas:
  - Make lemonade
  - Draw a car
  - Do a headstand
  - Roller-skate

How To Do a Headstand:

1. To do a headstand, stand near a wall. First take a deep breath then put your hands down.
2. Next, put your knees on something soft. Next, put your knees on your elbows.

Finally, you should be in a headstand.
How To
Charts

1. Introduce your topic.
   (topic sentence)

2. Use facts and definitions to
develop key points.

3. Write about your topic.
   Be sure to
   - Use a CAPITAL at the beginning of
     your sentences.
   - Use commas for words in a series.
   - Use apostrophes in contractions.
   - Use an end point at the end of your
     sentences.
   - Check your spelling.
   - Write complete sentences.

1. It's big.
2. It's bigger than a
   house.
Help Students Track the Process On Their Own

### Informative/Explanatory Writing Assignment Sheet and Checklist

<table>
<thead>
<tr>
<th>Completed</th>
<th>Tasks to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>Partner</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>1. Complete a Matrix of information: What do we want to learn about _________?</td>
</tr>
<tr>
<td>☐</td>
<td>2. Create a question to focus your writing.</td>
</tr>
<tr>
<td>☐</td>
<td>3. Complete an outline to organize your writing</td>
</tr>
</tbody>
</table>
| ☐         | 4. Read and research from at least 3 sources to answer your question. Some helpful websites:  
  - [www.proquest.com](http://www.proquest.com)  
  - [www.arslibray.org](http://www.arslibray.org) |
| ☐         | 5. Keep notes as you read. Remember "key words". Include the source with your notes. |
| ☐         | 6. Write a rough draft for your project                                          |
| ☐         | 7. Create text features as needed:                                               |
|           |   - Title page and Table of Contents                                             |
|           |   - Diagrams, timelines, graphics, graphs                                         |
|           |   - Page numbers, Headings and sub headings                                       |
|           |   - Glossary and/or index                                                        |
| ☐         | 8. Write your bibliography with this format:                                     |
|           |   - A list in alphabetical order of your references                             |
|           |   - If it is a book: author (last name, first name), (year published), Title (underlined), Publisher.  
     - If it is a website: copy down URL and the date you accessed the web.  
| ☐         | 9. Revise your project: read it out loud to your writing partner. Add details as needed.  
   - Select better words using a thesaurus to help you. Make sure you've used different kinds of sentences. Use transition words as needed to make the writing flow. |
| ☐         | 10. Edit your project: Check your spelling and punctuation, including quotation marks. Have your writing partner check it too. |
| ☐         | 11. Publish your project—type or recopy in pen with your best handwriting.       |
| ☐         | 12. Illustrate your project: draw pictures, download photos, make a cover.       |

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THIS PROJECT IS DUE ON ____________________

MY NAME ____________________

MY WRITING PARTNER’S NAME ____________________
Assessment
Designing and Using Writing Performance Tasks
To Assess Skill And On-demand Reading and Writing
Writing Performance Tasks

**Teacher Version**

**Grade:** 2  **Title/Subject:** Ladybugs

The following sections are included in this Teacher Version:

- **Overview**
- **Process:** Day 1, 2 and 3
- **Teacher Directions for Scoring Rubric and Student Directions and Articles**

**Overview**

On Day 1, students will engage in a video viewing, shared reading and note-taking activity using informative sources to learn about the life cycle of a ladybug. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the life cycle of ladybugs utilizing the information they read in the text as well as notes they took during the shared lesson. On Day 2 they will write a first draft, and on Day 3 students will finish their drafts, revise and edit their writing.

**Process**

**DAV 1: Video Viewing, Shared Reading and Note-taking**

**Step 1: Connect to Background Knowledge ~ 5 minutes**

Provide an introduction to the classroom activity by indicating that after reading a passage, students will begin writing an essay focused on the topic of the life cycle of a ladybug. Ask students what they already know about the life cycle of a ladybug. Possible questions are:

- *Have you ever seen a ladybug? What do ladybugs look like? What are some ways to help adult ladybugs? Do ladybugs have natural enemies? What else do you know about the life cycle of a ladybug?*

**Step 2: Accessing the Information ~ 35 minutes**

1. **Explain:** “Now we will look at a video and read two sources about ladybugs. Watch the video on YouTube and read the other sources, paying attention to features such as pictures, captions, etc. Use the information provided in these sources to help you complete your writing.”

2. **Share:** “Tell your partner what you learned about the life cycle of ladybugs.”

**Student Prompt:**

As you think about what you just read, write an essay to explain to your teacher what you learned about the life cycle of ladybugs.

**Writing Tips:**

- Be sure to introduce the topic and group related facts together.
- Use facts from the two sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher understand what you learned.
- End with a concluding sentence or section.

**Reminders:**

- You can look at the sources and your notes to help you with what you learned.
- You might begin by making a plan or drawing a graphic organizer for your thinking.
- Do not copy sentences from the sources.

**Step 1: Plan**

- Plan: review the texts and your notes
- Make a plan on the blank paper for your writing.

**Step 2: Draft**

- Write a sentence with your main idea about the topic.
- Write sentences with facts, definitions, and details to develop your points.
- Try to group information together as you write.
- Write a concluding sentence or paragraph.

**Informative Expository**

**Informative Writing Performance Task**

**Adult Ladybug Stage**

**What does a newly emerged ladybug (one that just hatched out of the pupa) look like?**

Visit [www.ladybug.org/new-ladybug.html](http://www.ladybug.org/new-ladybug.html) to see one emerge step by step.

**Adult Ladybug**

When the metamorphosis is complete, the skin of the larva will split open and the fully grown ladybug will emerge, but it still won’t look like the ladybug that you know so well. It will look soft and pink or very pale for a couple of hours until its shell becomes hard. As the shell hardens it also gains pigment, which causes the ladybug to become bright red.

**Raising Ladybugs**

Some people like raising ladybugs in ladybug farms similar to an ant farm or a worm farm. They do this because they love ladybugs and so that they can watch the wonderful transformation of the ladybug life cycle.
Writing Performance Tasks

Overview

On Day 1, students will engage in a video viewing and a short text to learn about pythons. On Day 2, students will draft an informative writing piece using the text as a reference. They will edit their writing and type a final copy.

Process

DAY 1: Video Viewing, Shared Reading

Step 1: Connect to Background Knowledge

- What is a python? What do pythons look like? What problem do they have in Florida? Do pythons have any natural enemies?

Step 2: Accessing the Information

1. Explore: Watch a video and read the short text. Focus on the topic of pythons and the tasks they perform. Read the information provided in the prompt packet.

2. Lead a whole class discussion about the video. List the "why" next to each paragraph, followed by the picture narrative input (large teacher-centered data).

3. Think-Pair-Share: Tell your partner what you would like the reader to know. Here's the video clip.

https://www.youtube.com/watch

DAY 2: Writing, Revising

- Students will write their own informative essay on pythons. They will use the information provided in the prompt packet to write their completed essay. Students will also use the video as a resource.

- The final draft will be typed and submitted.

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ReadWorks.org

Sneaky Sssnakes

A new report shows pythons are spreading.

What’s 23 feet long, as thick as a telephone pole, and slithering into a state near you? A Burmese python!

Pythons and other giant snakes are out to get Florida and other states. That’s the finding of a new report by the U.S. Geological Survey. The species are not native to, or originally from, the area. They might have started out as pets that were set free. Many pythons are native to Asia.

Today, there are tens of thousands of pythons in Florida. They may one day creep into almost one-third of the United States. Scientists say.

“They can move a long distance in a short period of time,” said Gordon Rodda, curator of herpetology at the Smithsonian Institution. “That’s a big problem for us.”

That’s bad news for ecosystems. Those are groups of plants and animals that live in the same area. The snakes eat everything from birds to boas. They live until an animal comes near. Then they strike. Reptiles are cold-blooded animals that often have scales.

U.S. officials are coming up with ways to stop the snakes. One idea is to ban people from bringing pythons into the country. To ban is to prevent.
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