

Overview

This Pennsylvania Learns iTunes U course is designed to be a collection of resources to support teaching and learning in the Grade 2 classroom. The content of this course is organized around the Grade 2 English Language Arts Pennsylvania Core Instructional Framework. We believe that Pennsylvania teachers know what is needed to support their instructional design and delivery as well as what engages students in their own learning. For those reasons, the materials and resources provided in this course were curated by teachers. This course is not a curriculum. It is a collection of assets aligned to Pennsylvania Standards to support teaching and learning.

The K – 2 courses are designed to support teaching and learning...the teaching of the teacher and the learning of the student. The TEACHNG Call to Action statements support the teacher's instruction. The I CAN Call to Action statements are for students and correspond to the instructional skills taught by the teacher.

Title	Message	Assignment/Call to Action	Resource/URL	Resource introduction listed under "i" in the assignment.	Notes
Welcome to the Grade 2 ELA Pennsylvania Learns iTunes U Course	Welcome to the Grade 2 English Language Arts Pennsylvania Learns iTunes U course. We are setting the stage for this course by providing you with background information about Pennsylvania ELA Core Standards and the instructional shifts that work hand-in hand with the Standards.				
Pennsylvania Core Standards	<p>Pennsylvania Core Standards: The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014.</p> <p>As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce.</p>	REVIEW the "Teacher Resources" and "Student Resources" section of the PA Core Implementation section of the SAS Portal.	http://www.pdesas.org/Standard/PACore		
Meet the Shifts	Meet The Shifts - The term <i>shift</i> describes the important classroom practices that must happen in order for the Standards to be implemented effectively. In the Pennsylvania ELA Core Standards, there are overarching themes that can be described as shifts. The shifts identify ways classroom instruction, materials, and assessments need to be adjusted to align to the Standards.	READ pp. 54-55 of the article "Common Core in the Primary Classroom."			
		REVIEW the ELA Instructional Shifts.	http://www.nysut.org/~media/files/nysut/resources/2013/june/educators-voice-6/edvoice06_08_primary.pdf?la=en		
		WATCH Introduction to the ELA Literacy Shifts.	https://itunes.apple.com/us/course/2.1-intro-to-ela-literacy/id684512475?i=163706851&mt=2	During an April 29, 2013 presentation to parents in Oak Park, national Common Core Expert Dr. Sandra Alberti talked about the Common core state Standards for ELA/Literacy and how they are different.	
		LISTEN to David Coleman explain the shifts.	https://itunes.apple.com/us/course/2.3-david-coleman-explains/id684512475?i=163706767&mt=2	Engage NY	
More About the Shifts	<p>The six shifts describe specific changes in classroom practice as implied by the PA Core Standards.</p> <ol style="list-style-type: none"> 1. Balancing informational and literary text. 2. Creating a coherent body of knowledge in the disciplines. 3. Answering questions based in evidence from text. 4. Writing from sources. 5. Progressing up the staircase of complexity. 6. Focus on academic vocabulary. <p>The shifts are interconnected and; therefore, often looked upon as three shifts:</p> <ol style="list-style-type: none"> 1. Building knowledge through content rich nonfiction and informational texts. 2. Reading and writing grounded in evidence from text. 3. Regular practice with complex text and its academic vocabulary. 				
		REVIEW the Crosswalk of Instructional Shifts: ELA/Literacy.	https://itunes.apple.com/us/course/2.2-crosswalk-instructional/id684512475?i=163706808&mt=2	Articulated by the NY State Department of Education.	
About the Collection of Resources	The collection of resources suggested in this course align with the ELA Pennsylvania Core Instructional Framework. To access the Instructional Framework you need to click on the "Curriculum Framework" tab on the SAS Portal.	VISIT and EXPLORE the ELA Pennsylvania Core Instructional Framework found in the "Curriculum Framework" tab in SAS.	http://www.pdesas.org/CMap/CMap/PAIF/ELA		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1					

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About Module 1	<p>In Module 1, students learn how to determine the main idea when reading multi-paragraph texts. They demonstrate an understanding of the central message, lesson, or moral. Through recounting the major events and challenges of characters, students ask and answer questions to make connections using textual evidence. In informational writing, students identify and introduce a topic and write pieces that group important information and provide a conclusion. In narrative writing, students establish a situation and introduce a narrator and/or characters. They begin to organize a short sequence of events, use temporal words to signal event order, and provide a sense of closure to their narrative writing.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 1 CC.1.2.2.A - Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C - Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.3.2.A - Recount stories and determine their central message, lesson, or moral. CC.1.3.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.C - Describe how characters in a story respond to major events and challenges. CC.1.4.2.B - Identify and introduce the topic. CC.1.4.2.D - Group information and provide a concluding statement or section. CC.1.4.2.N - Establish a situation and introduce a narrator and/or characters. CC.1.4.2.P - Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>Important Standards in Module 1 CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.E - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.K - Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C - 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. CC.1.5.2.F - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.1.5.2.E - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>				

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		ACCESS ELA Grade 2 Module 1 PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16273		
Identifying Main Ideas	In this lesson, students identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	TEACHING the main idea of a multi-paragraph text and the focus of specific paragraphs within the text.	https://www.engageny.org/ccls-ela/ri22		
		TEACHING how to construct the main idea with the students.	https://www.youtube.com/watch?v=42SJK2XSi4		
		I CAN identify the main topic of a text by looking through the text and its features.	https://learnzillion.com/lessons/1898-identify-the-main-topic-of-a-text		
			https://itunes.apple.com/us/app/main-idea-short-texts-reading/id916386000?mt=8		
			https://www.opened.com/homework/2-ri-2-identify-the-main-topic-of-a-multiparagraph-text-as-well/3693630		
Understanding Key Details In Informational Text	In this lesson, students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TEACHING questioning strategies to understand key details in a text.	http://corecommonstandards.com/core-standards/second-grade-common-core-workbook-sample.pdf		
			http://www.wayland.k12.ma.us/UserFiles/Servers/Server_1036352/File/Curriculum/Units%20of%20Study/Unit%20of%20Study%20-%20Asking%20Questions.pdf	You'll want to select texts appropriate for Grade 2 if the text used in the lesson plan doesn't fit your students.	
			http://www.edutoolbox.org/astandard/7597		
		I CAN identify question words.	https://youtu.be/8GHo9PAwY24		
		I CAN ask and answer a question about a nonfiction text by using key details from the text.	https://learnzillion.com/lessons/4447-ask-and-answer-a-question-using-key-details-from-a-text#	Free LearnZillion account needed.	
Describing Connections Within Text	In this lesson, students describe the connection between a series of events, concepts, or steps in a procedure within a text.	TEACHING making connections between a series of events, concepts, or steps in a procedure within a text.	https://www.engageny.org/ccls-ela/ri23		
			http://ccss2.watchknowlearn.org/Category.aspx?CategoryID=8971		
		I CAN describe the connection between a series of events, ideas, concepts, or steps in a procedure in a text.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1420		
			http://www.scholastic.com/teachers/book/patches-lost-and-found#cart/cleanup	READ text.	

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			https://itunes.apple.com/us/podcast/reading-strategy-making-connections/id394013354?i=87595985&mt=2	Select #5 in the list.	
Determining the Message	In this lesson, students recount stories and determine their central message, lesson, or moral.	TEACHING the central message, lesson, or moral of the story.	https://web.archive.org/web/20140802041808/http://www.examiner.com/article/the-moral-of-the-story-a-k-a-teaching-a-lesson-children-s-literature		
			https://www.engageny.org/ccls-ela/rl22		
			https://www.youtube.com/watch?v=iPybpc-xuG0	WATCH then DISCUSS the moral of the story.	
		I CAN retell a story's message, lesson, or moral the author wants me to learn from a story.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1409		
		I CAN discuss the moral of the story and think of real life examples of the moral to share.	http://www.storyarts.org/library/aesops/stories/lion.html		
		I CAN share the moral of a story with my peers.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8	Installed on ipad	
Understanding Key Details in Literary Text	In this lesson, students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TEACHING asking and answering questions such as who, what, where, when, why; and how to demonstrate understanding of key details in a text.	https://www.opened.com/homework/1-rl-2-retell-stories-including-key-details-and-demonstrate/3693130		
			https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8		
		I CAN ask and answer questions to better understand key details in a text.	https://itunes.apple.com/us/app/inference-ace-reading-comprehension/id866920724?mt=8		
			http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2		
Describing How Characters Respond to Text	In this lesson, students describe how characters react to challenges in the story.	TEACHING how to describe characters responses to major events and challenges.	http://www.edutoolbox.org/astandard/7709		
			https://www.engageny.org/ccls-ela/rl23		
		I CAN better understand characters through their response to a major event in the story.	https://learnzillion.com/lessons/2183-describe-how-characters-respond-to-events-in-a-story		
			http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1410		

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Writing Paragraphs and Topic Sentences	In this lesson, students learn about paragraphs and topic sentences.	TEACHING paragraph writing.	https://itunes.apple.com/us/app/how-to-write-paragraph-common/id584330570?mt=8		
		TEACHING topic sentences.	https://www.youtube.com/watch?v=lqxuNrhKhMc	Watch video section 0:00 to 3:15	
		I CAN identify parts of a good topic sentence.	http://www.screenr.com/1Q68	How to Write a Topic Sentence - Taylor and Mindy Swedberg	
		I CAN write a topic sentence about an object or person in my class using Write to Core Lite app.	https://itunes.apple.com/us/app/write-to-core-lite-sentence/id951440625?mt=8		
Writing Closing Sentences	In this lesson, students write a variety of closing sentences.	TEACHING writing a variety of concluding statements.	https://www.teacherspayteachers.com/Product/Writing-Concluding-Sentences-Lesson-772832		
			http://betterlesson.com/lesson/543149/writing-great-topic-and-concluding-sentences-day-2-of-2		
		I CAN identify elements of a closing sentence after watching the video.	https://www.youtube.com/watch?v=3gal9g6bdd4&feature=player_embedded		
		I CAN add a concluding sentence to my paragraph by restating the topic sentence in a new way.	https://learnzillion.com/lessons/2288-add-a-concluding-sentence-to-paragraphs		
		I CAN write a closing sentence about an object or person in my class using the Core Lite app.	https://itunes.apple.com/us/app/write-to-core-lite-sentence/id951440625?mt=8		
Introducing A Narrator or Character(s) in Writing	In this lesson, students establish a situation and introduce a narrator and/or characters.	TEACHING how to write a narrative piece including a situation and characters.	https://itunes.apple.com/us/app/write-to-core-lite-sentence/id951440625?mt=8		
		I CAN write a narrative story using the Core Lite app.	https://itunes.apple.com/us/app/write-to-core-lite-sentence/id951440625?mt=8		
		I CAN create a puppet show that narrates my writing piece.	https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8		

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Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1					
About Module 2	<p>In Module 2, students learn how authors develop characters and express different points of view. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They identify and develop an informational topic and write pieces with organized and sequential information including a conclusion. They use narrative writing to describe experiences and events that show the response of characters to different situations.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 2 CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.3.2.D - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. CC.1.4.2.N - Establish a situation and introduce a narrator and/or characters. CC.1.4.2.O - Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.4.2.P - Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.R - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. Important Standards in Module 2 CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.3.2.E - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.F - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>				
		ACCESS ELA Grade 2 Module 2 of the PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16428		
Using Text Features To Locate Information	In this lesson, students learn how to use text features to locate information relevant to a given topic.	TEACHING how text features help with the understanding of material read and the main ideas.	http://www.pbslearningmedia.org/resource/c33ef1d0-bdeb-4abd-9551-c18c57c7c70c/informational-text-grades-2-3/		
		I CAN explain how text features help me locate information important to a topic.	https://www.youtube.com/watch?v=XoudxEM3dRY		
			https://www.youtube.com/watch?v=Miz-FCq-HsA		
			https://www.youtube.com/watch?v=8D6cq_-mV90		
		I CAN use text features to locate information relevant to a given topic.	https://itun.es/us/ghVX2.I	Butterfly Fact for Kids and	

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		I CAN point out the text features in my text and explain how they are important to the topic of the text.	https://appsto.re/us/NWYHA.i		
Using Text Features to Define Words	In this lesson, students define the meaning of a word in a text by using clues from the text and pictures.	TEACHING how to determine the meaning of words in a text by using clues from the text and pictures.	https://www.engageny.org/ccls-ela/ri24		
			http://www.edutoolbox.org/astandard/7600		
			https://youtu.be/paJFrLA8-Qc		
			http://edhelper.com/language/Context_Clues.htm		
		TEACHING the various ways to understand meanings of words by watching the video.	https://www.youtube.com/watch?v=ivJX_saNdY4		
		TEACHING how to determine meaning of words by reading Sharks book pages 4-11.	https://itunes.apple.com/us/book/sharks/id511917631?mt=11		
		I CAN use context clues to help me learn the meaning of words I do not know in text.	https://youtu.be/paJFrLA8-Qc		
			https://itunes.apple.com/us/book/rattlesnakes/id763518620?mt=11		
		I CAN explain the meaning of words in text to better understand the text.	https://appsto.re/us/EpBVA.i		
Understanding Different Points of View	In this lesson, students understand different points of view through character dialogue.	TEACHING understanding of different points of view presented through character dialogue.	https://www.engageny.org/ccls-ela/ri26		
			http://www.edutoolbox.org/astandard/7602		
			https://www.pinterest.com/kellimorrison/ri-26/		
			http://www.internet4classrooms.com/common_core/acknowledge_differences_points_view_characters_including_reading_literature_second_2nd_grade_english_language_arts.htm		
		I CAN speak in a different voice for each character by looking for clues that describe a character's voice and body language.	https://learnzillion.com/lessons/2151-read-dialogue-in-the-voice-of-a-character#	Requires FREE LearnZillion account.	
			http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1414		
			https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8		
Introducing A Narrator or Character(s) In A Writing Piece	In this lesson, students create a situation and introduce a narrator and/or characters.	TEACHING how to introduce a narrator and/or characters.	https://www.teachingchannel.org/videos/developing-characters-for-writing		
			http://www.pdesas.org/ContentWeb/Content/Search?standardIds=160066		

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		I CAN create a situation and introduce a narrator or characters.	https://itunes.apple.com/us/app/notebook+-free/id441424813?mt=8		
Adding Details to A Writing Piece	In this lesson, students learn how to add detail through the showing not telling strategy.	TEACHING a strategy to add details expressing thoughts and feelings to a writing piece.	http://languageartsreading.dadeschools.net/pdf/Writing/WritingSampleLessons/Composing%20Lessons/6-ShowNotTellLesson.pdf		
			https://www.youtube.com/watch?v=WRUCyOtwRFU		
		I CAN explain the thoughts and feelings expressed in a piece of writing.	https://itunes.apple.com/us/app/comicbook/id436114747?mt=8	Comic maker.	
			https://itunes.apple.com/us/app/notebook+-free/id441424813?mt=8		
Writing Strong Closing Sentences	In this lesson, students learn how to write a paragraph with a strong closing sentence.	TEACHING how to end paragraphs with strong closing sentences.	https://www.youtube.com/watch?v=9vMOxXu06Mk		
			https://www.youtube.com/watch?v=Bt1lv04plxs		
			https://www.youtube.com/watch?v=QfuF0IA2_X0		
			https://www.youtube.com/watch?v=5gakRCXluS4		
			https://drive.google.com/drive/folders/0B9UdeooYuo77OHFmUkcybzZ4dEE?usp=sharing		
		I CAN write a paragraph about my favorite hobby that includes a closing sentence which restates the topic sentence.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
Editing Your Writing	In this lesson, students learn a strategy to assist them with sentence punctuation.	TEACHING the use of Whole Brain Learning Air to learn about punctuation.	https://www.youtube.com/watch?v=B6qp7hobZJ8		
		I CAN use the Whole Brain Air strategy for punctuation.	https://itunes.apple.com/us/app/punctuation/id787139022?mt=8		
		I CAN edit sentences using the Whole Brain Air strategy.	https://itunes.apple.com/us/app/english-grammar-punctuation/id625084161?mt=8		

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Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1					

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<p>About Module 3</p>	<p>In Module 3, In this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. They identify and develop informative topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They use narrative writing to describe experiences and events that show the response of characters to different situations. They write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They demonstrate increased proficiency with grade level conventions of language as they write.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward Teachings for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 3 CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H - Describe how reasons support specific points the author makes in a text. CC.1.2.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.B - Identify and introduce the topic. CC.1.4.2.C - Develop the topic with facts and/or definitions. CC.1.4.2.D - Group information and provide a concluding statement or section. CC.1.4.2.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. <p>CC.1.4.2.E - Choose words and phrases for effect. CC.1.4.2.N - Establish a situation and introduce a narrator and/or characters. CC.1.4.2.O - Include thoughts and feeling to describe experience and events to show the response of characters to situations. CC.1.4.2.P - Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.Q - Choose words and phrases for effect. CC.1.4.2.R - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. <p>CC.1.5.2.D - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Important Standards in Module 3 CC.1.2.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.C - Describe how characters in a story respond to major events and challenges. CC.1.3.2.E - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.F - Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.4.2.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.M - Write narratives to develop real or imagined experiences or events.</p>				

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		ACCESS ELA Grade 2 Module 3 PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16809		
Using Diagrams and Pictures to Understand Text	In this lesson, students use diagrams and pictures to help understand what they read.	TEACHING the use of graphic organizers to help the reader understand text.	https://www.youtube.com/watch?v=Szn8pWsj-BI		
			https://www.engageny.org/ccls-ela/ri27		
		I CAN use a diagram to examine and analyze the author's purpose.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1424		
			https://learnzillion.com/lessons/1910-explain-how-a-diagram-contributes-to-the-meaning-of-a-text	Need LearnZillion FREE account.	
		I CAN communicate information using a chart.	https://web.archive.org/web/20161023121829/http://www.studyzone.org/testprep/ela4/g/comminfochartl.cfm		
Using Text Evidence To Support Specific Points the Author Makes In The Text	In this lesson, students use text evidence to support specific points the author makes in the text.	TEACHING how text evidence supports the point the author makes in text.	https://www.engageny.org/ccls-ela/ri28		
			http://www.edutoolbox.org/astandard/7604		
		I CAN use text evidence to support the author's point.	https://learnzillion.com/lessons/1941-identify-the-main-purpose-of-a-section-of-text	Requires Learn Zillion's FREE account.	
			https://learnzillion.com/lessons/1939-describe-how-reasons-support-specific-points-the-author-makes		
		I CAN describe the author's reasons that support his/her point.	https://appsto.re/us/NWYHA.i		
		I CAN describe how the author uses reasons to support his/her point.	https://appsto.re/us/NWYHA.i		
Writing A Topic Sentence	In this lesson, students choose a topic and write a topic sentence.	TEACHING about topic sentences in informational writing and gathering ideas.	https://www.youtube.com/watch?v=49jRtuh4rUk&t=61s		
			https://www.youtube.com/watch?v=SJolHlz6ziw		
			http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/writing/3-5/45_3-5_writing_writing_a_topic_sentence.pdf		
		I CAN explain a topic sentence and give an example.	https://youtu.be/ypjLlIMsP1w		
			https://youtu.be/rGo9BZgtWRs		
Adding Facts To Support the Topic	In this lesson, students add facts to support the topic.	TEACHING researching and writing three or more facts about my chosen topic by creating a diagram.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Copyright Notes
		I CAN research and write three or more facts about my topic by creating a diagram in Kidspiration.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		
Adding Closure to An Organized Written Piece	In this lesson, the students organize their writing and add a closing sentence.	TEACHING writing informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	https://www.engageny.org/ccs-ela/w22		
		I CAN write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
		TEACHING writing a closing sentence.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
		I CAN write a closing sentence for my story in Story Creator.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
Editing and Using Conventions In Writing	In this lesson, students learn to form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TEACHING about irregular verbs.	https://www.engageny.org/ccs-ela/l21d		
			http://betterlesson.com/common_core/browse/1095/ccss-ela-literacy-l-2-1d-form-and-use-the-past-tense-of-frequently-occurring-irregular-verbs-e-g-sat-hid-told		
		I CAN form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=2572		
			http://ccss2.watchknowlearn.org/Video.aspx?VideoID=8672&CategoryID=9013		
			https://itunes.apple.com/us/app/english-irregular-verbs-vocabulary/id517961642?mt=8		
Using A Variety of Words and Phrases	In this lesson, students 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).	TEACHING adjectives and adverbs to add variety to text.	https://www.engageny.org/ccs-ela/l26		
			http://www.edutoolbox.org/astandard/7482		
		I CAN use adjectives and adverbs to describe the topic of my writing piece.	http://www.education.com/common-core/CCSS.ELA-LITERACY.L.2.6/worksheets/		
		I CAN practice making similes using the app Animal	https://itunes.apple.com/us/app/animal-similes-free/id722198522?mt=8		
Developing the Narrator and/or Characters	In this lesson, students further develop the narrator and characters in a piece of writing.	TEACHING the development of the narrator and/or characters in a piece of writing.	http://www.thewritesource.com/studentmodels/wa-coin.htm	Use the second grade writing piece, <i>The Missing Coin</i> .	
		I CAN develop the narrator and/or characters in a written piece.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8	After reading <i>The Missing Coin</i> , COMPLETE the Story Web (setting, problem, and charcters) in the Kidspiration app.	

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		I CAN write my own story.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		
Showing Characters Response To Situations	In this lesson, students include thoughts and feeling in their writing to show the response of characters to situations.	TEACHING a character's response to situations by including thoughts and feelings in writing.	http://www.thewritesource.com/studentmodels/wa-coin.htm	Use <i>The Missing Coin</i> to model how the characters respond to the situation.	
		I CAN identify the character's thoughts and feelings.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8	After reading <i>The Missing Coin</i> , complete a Character Analysis Web for each character in the story.	
		I CAN add character's thoughts and feelings to one of my stories.	https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8	Using a story you have already written, select a character and include more thoughts and feelings for that character.	
Using Time Order Words In Your Writing	In this lesson, students organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	TEACHING how to organize a short sequence of events to provide closure.	https://www.engageny.org/ccls-ela/w23		
			http://www.internet4classrooms.com/common_core/write_narratives_which_they_recount_well_elaborated_writing_second_2nd_grade_english_language_arts.htm		
		I CAN sequence events.	http://www.quia.com/pp/1327.html		
			http://www.quia.com/pp/1331.html		
		I CAN use words to signal the order of events in a narrative story.	http://www.education.com/common-core/CCSS.ELA-LITERACY.W.2.3/worksheets/		
Using Adjectives In Your Writing	In this lesson, students use adjectives to add style to their writing.	TEACHING the use of adjectives to add style to a narrative.	http://www.k12reader.com/term/adjectives/		
			https://learnzillion.com/lesson_plans/6786-add-strong-adjectives-to-narrative-writing-to-make-descriptions-come-alive#fndtn-lesson		
			https://blog.udemy.com/descriptive-adjectives/		
			http://www.kidslearningstation.com/grammar/adjectives/2nd-grade/		
			http://supereasystorytelling.com/awesome_adjectives_list.html		
		I CAN use adjectives in sentences.	https://www.youtube.com/watch?v=NkuuZEey_bs		
			https://itunes.apple.com/us/app/grammar-4-writers-elementary/id689769639?mt=8		
			https://itunes.apple.com/us/app/grammar-wonderland-elementary/id580623949?mt=8		
Using Common and Proper Nouns	In this lesson, students will learn about using common and proper nouns in their writing.	TEACHING proper use of common and proper nouns in writing.	http://teachers.net/lessonplans/posts/4155.html		
		I CAN explain the difference between common and proper nouns.	https://www.youtube.com/watch?v=zQBMHNst1ZE		

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			https://itunes.apple.com/us/app/grammaropolis/id559851814?mt=8		
Retelling A Story	In this lesson, students learn how to tell a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TEACHING how to tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	https://www.engageny.org/ccls-ela/sl24		
			http://www.internet4classrooms.com/common_core/tell_story_recount_experience_appropriate_facts_speaking_listening_second_2nd_grade_english_language_arts.htm		
		I CAN retell a story.	http://www.storyarts.org/lessonplans/lessonideas/		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2					

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
<p>About Module 4</p>	<p>In Module 4, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They use narrative writing to describe experiences and events that show the response of characters to different situations; they write narrative pieces to establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They show increased proficiency with grade level conventions of language as they write.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 4</p> <p>CC.1.2.2.A - Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C - Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p>CC.1.3.2.A - Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C - Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.4.2.H - Identify the topic and state an opinion.</p> <p>CC.1.4.2.I - Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J - Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K - Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.5.2.D - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Important Standards in Module 4</p> <p>CC.1.2.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.I - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.4.2.G - Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.T - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.X - 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 discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen</p>				

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		ACCESS ELA Grade 2 Module 4 PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16810		
Identifying the Main Idea of Multi-Paragraph Text	In this lesson, students identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	TEACHING Identifying the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	http://betterlesson.com/common_core/browse/1038/ccss-ela-literacy-ri-2-2-identify-the-main-topic-of-a-multiparagraph-text-as-well-as-the-focus-of-specific-paragraphs-within-the		
		I CAN identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	http://www.internet4classrooms.com/common_core/identify_main_topic_multi_paragraph_text_well_reading_informational_text_second_2nd_grade_english_language_arts.htm		
Asking and Answering Questions to Understand Key Details in Text	In this lesson, students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TEACHING asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	http://www.edutoolbox.org/astandard/7707		
		I CAN ask and answer questions to demonstrate understanding of key details in a text.	http://www.edutoolbox.org/rasp/1900?route=astandard/7707		
			http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf		
		I CAN ask and answer about the key details in informational text.	https://itunes.apple.com/us/app/pages/id361309726?mt=8	Pages is just one of many word processing programs available.	
Making Connections With Words In Text.	In this lesson, students make connection between a series of events, concepts, or steps in a procedure within a text.	TEACHING how to connect events in an informational text.	http://www.edutoolbox.org/astandard/7599		
			http://betterlesson.com/common_core/browse/1039/ccss-ela-literacy-ri-2-3-describe-the-connection-between-a-series-of-historical-events-scientific-ideas-or-concepts-or-steps-in		
		I CAN connect events in an informational text.	http://search.theeducationcenter.com/search/Grade-2--Common_Core_Strand-Reading%3A_Informational_Text--Common_Core_Label-RI.2.3--keywords-worksheets		
Determining Meaning of Words In Text	In this lesson, students determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	TEACHING how to determine the meaning of words and phrases in text.	http://betterlesson.com/common_core/browse/1041/ccss-ela-literacy-ri-2-4-determine-the-meaning-of-words-and-phrases-in-a-text-relevant-to-a-grade-2-topic-or-subject-area		
			http://www.internet4classrooms.com/common_core/determine_meaning_words_phrases_text_relevant_reading_informational_text_second_2nd_grade_english_language_arts.htm		
		I CAN determine the correct meaning of words in text.	https://www.pinterest.com/gannonkimberly/multiple-meaning-words/		

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Determining The Central Message	In this lesson, students recount stories and determine their central message, lesson, or moral.	TEACHING how to tell the central message, lesson, or moral of a story.	http://www.pbslearningmedia.org/resource/bt107_ria_early_aloud_mouse/little-big-mouse/	WATCH the video of the <i>Little Big Mouse</i> . Stop the video at 4:14. MODEL how to Recount/ retell the story and DISCUSS the lesson of the story.	
		I CAN tell the central message, lesson, or moral of a story.	https://itunes.apple.com/us/app/wild-fables/id418338859?mt=8	READ <i>The Crow and the Picher</i> on the Wild Fables	
			https://itunes.apple.com/us/app/voice-recorder-free/id685310398?mt=8	The student records him/herself retelling the <i>The Crow and Picher</i> using Voice Recorder app.	
Asking and Answering Questions to Understand Key Details In Literary Text	In this lesson, students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.	TEACHING asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.	https://www.engageny.org/ccls-ela/rl21		
			http://betterlesson.com/common_core/browse/1023/ccss-ela-literacy-rl-2-1-ask-and-answer-such-questions-as-who-what-where-when-why-and-how-to-demonstrate-understanding-of-key-de		
			https://www.pinterest.com/emilystewart/rl21/		
		I CAN ask and answer such questions to demonstrate understanding of key details in literary text.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1408		
			http://www.englishworksheetsland.com/grade2/		
			http://www.internet4classrooms.com/common_core/ask_answer_such_questions_who_what_reading_literature_second_2nd_grade_english_language_arts.htm		
Describing How Characters Respond to Events and Challenges	In this lesson, students describe how characters in a story respond to major events and challenges.	TEACHING how characters in a story respond to major events and challenges.	http://rpd.net/pdfs/NACS_ELA/Second%20Grade/Reading%20Literature/RL.2.3.pdf		
			https://betterlesson.com/lesson/567909/alexander-who-used-to-be-rich-last-sunday		
		I CAN describe how the characters respond to major events and challenges.	https://itunes.apple.com/us/book/istory-three-little-pigs/id722907331?mt=11	After reading <i>Three Little Pigs</i> describe how the characters respond to major events and challenges.	
			https://itunes.apple.com/us/app/telestory/id915378506?mt=8	CREATE a news report describing how the characters respond to major events and challenges in <i>Three Little Pigs</i> .	
Writing Opinions	In this lesson, students write opinion pieces where they identify the topic, 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.	TEACHING how to write opinion pieces.	https://www.engageny.org/ccls-ela/w21		
			http://betterlesson.com/common_core/browse/1069/ccss-ela-literacy-w-2-1-write-opinion-pieces-in-which-they-introduce-the-topic-or-book-they-are-writing-about-state-an-opinion-s		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
			https://web.archive.org/web/20160826093616/http://www.studyzone.org/testprep/ela4/o/supportpointofview41.cfm		
			https://www.youtube.com/watch?v=lcZ4BrycFpo		
			http://achievethecore.org/page/503/common-core-argument-opinion-writing-list-pg		
		I CAN write opinion pieces that include topics, opinions, reasons, and concluding statements.	https://www.pinterest.com/mrserinhunter/2nd-grade-opinion-writing/		
Using Words and Phrases When Speaking	In this lesson, students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs.	TEACHING the use of words and phrases when speaking.	http://www.internet4classrooms.com/common_core/use_words_phrases_acquired_through_conversations_language_second_2nd_grade_english_language_arts.htm		
			https://www.oercommons.org/browse?f.alignment=CCSS.ELA-Literacy.L.2.6		
		I CAN explain and use adverbs when I speak.	https://youtu.be/V6x6mnSvZ1g		
			https://itunes.apple.com/us/app/english-grammar-nouns-verbs/id960496059?mt=8		
		I CAN identify and use adjectives when I speak.	https://youtu.be/EDV-KMBvMck		
			https://itunes.apple.com/us/app/english-grammar-nouns-verbs/id960496059?mt=8		
Using References Materials to Check Spelling	In this lesson, students learn how to use reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHING how to check and correct spellings.	https://www.engageny.org/ccls-ela/122e		
		I CAN use reference materials to check and correct spelling.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=2585		
			https://itunes.apple.com/us/app/english-synonyms-dictionary/id590361989?mt=8		
			https://itunes.apple.com/us/app/speller-free-spell-checker/id305997247?mt=8		
Telling A Story Using Coherent Sentences	In this lesson, students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TEACHING how to tell a story or recount an experience speaking audibly in coherent sentences.	https://appsto.re/us/kf5J2.i		
		I CAN tell a story.	https://appsto.re/us/kf5J2.i	Students record their story.	
			https://itunes.apple.com/us/app/voice-recorder-free/id685310398?mt=8		http://vocaroo.com - an alternative online voice recorder that uses FLASH to operate.

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Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2					

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About Module 5	<p>In Module 5, students learn how authors craft differences in the points of views of characters. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. They write informational pieces that introduce a topic that includes facts and/or definitions. Their writing is organized and includes carefully chosen words and phrases that add to the writing. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 5 CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text. CC.1.3.2.D - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. CC.1.3.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.B - Identify and introduce the topic. CC.1.4.2.C - Develop the topic with facts and/or definitions. CC.1.4.2.D - Group information and provide a concluding statement or section. CC.1.4.2.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. CC.1.4.2.E - Choose words and phrases for effect. CC.1.4.2.T - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.V - Participate in individual or shared research and writing projects.</p> <p>Important Standards in Module 5 CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.E - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.F - Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.K - Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.W - Recall information from experiences or gather information from provided sources to answer a question. CC.1.4.2.X - 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 discipline-specific tasks, purposes and audiences. CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C - 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. CC.1.5.2.E - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.G - Demonstrate command of the conventions of standard English when speaking</p>				

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		ACCESS ELA Grade 2 Module 5 of the PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16811		
Determining Meanings Of Words and Phrases	In this lesson, students determine the meaning of words and phrases and use them in speaking and writing.	TEACHING how to determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	https://www.engageny.org/ccls-ela/ri24		
			https://learnzillion.com/lesson_plans/8344-determine-the-meaning-of-words-in-a-text-using-text-features#fndtn-lesson	Learn Zillion FREE account is needed.	
		I CAN determine the meaning of words and phrases in a text.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1421		
			http://betterlesson.com/common_core/browse/1041/ccss-ela-literacy-ri-2-4-determine-the-meaning-of-words-and-phrases-in-a-text-relevant-to-a-grade-2-topic-or-subject-area		
		TEACHING grade-appropriate conversational, general academic, and domain-specific words and phrases.	http://www.edutoolbox.org/rasp/1953?route=exchange/list/ailesson		
		I CAN use grade-appropriate words and phrases.	http://www.internet4classrooms.com/common_core/use_words_phrases_acquired_through_conversations_language_second_2nd_grade_english_language_arts.htm		
			http://www.education.com/common-core/CCSS.ELA-LITERACY.L.2.6/worksheets/		
Clarifying Nonfiction Text	In this lesson, students use graphic representations to clarify nonfiction text.	TEACHING how to locate a feature of nonfiction text and take a screen shot; using the screen shot to explain the purpose in the text.	https://www.engageny.org/ccls-ela/ri27		
			https://www.pinterest.com/morganlynnheard/ri27/		
		I CAN use pictures and diagrams to help me understand nonfiction text.	https://www.missdecarbo.com/nonfiction-text-features-assessment/		
			http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.2.7/worksheets/	Worksheets to practice using text features in nonfiction text.	
Recognizing Differences in Point of View	In this lesson, students learn differences in the point of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TEACHING differences in point of view of characters.	http://www.edutoolbox.org/exchange/list/ailesson		
			http://www.edutoolbox.org/exchange/list/aitask		
			http://betterlesson.com/common_core/browse/1029/ccss-ela-literacy-ri-2-6-acknowledge-differences-in-the-points-of-view-of-characters-including-by-speaking-in-a-different-voice		

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			http://ccss2.watchknowlearn.org/Category.aspx?CategoryID=8964		
			http://www.upperelementarysnapsshots.com/2014/09/teaching-points-of-view-through-role.html#.Vcc_hGSrTeQ		
			https://books.google.com/books/about/An_Interview_with_Harry_the_Tarantula.html?id=WJU-2zJRzMC		
			http://www.npr.org/books/authors/138446844/sara-swain-miller	NPR review of the book <i>Three Stories You Can Read To Your Dog</i>	
		I CAN point out the different points of view.	https://www.readingaz.com/books/leveled-books/book/?id=1208	Get the free trial version.	
			https://www.readingaz.com/books/leveled-books/book/?id=793	Get the free trial version.	
Researching A Topic	In this lesson, students participate in a research project.	TEACHING about topic sentences in informational writing and gather ideas.	https://www.scholastic.com/teachers/articles/teaching-content/building-research-skills/		
			http://www.mrswideen.com/2013/03/ipad-animal-inquiry-project.html		
			https://drive.google.com/file/d/0B9UdeooYuo77T2tZWnJaZ19obGs/view?usp=sharing		
		I CAN participate in a writing research project.	http://www.readwritethink.org/classroom-resources/student-interactives/animal-inquiry-30020.html		
			http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html	This interactive tool allows students to create Venn diagrams that contain two or three overlapping circles.	
Developing Topics	In this lesson, students develop a topic with facts and definitions.	TEACHING the development of a topic with facts and/or definitions.	https://learnzillion.com/lesson_plans/8352-clarify-ideas-in-informational-writing#fndtn-lesson		
			http://betterlesson.com/common_core/browse/1070/ccss-ela-literacy-w-2-2-write-informative-explanatory-texts-in-which-they-introduce-a-topic-use-facts-and-definitions-to-develop/browse/1070/ccss-ela-literacy-w-2-2-write-informative-explanatory-texts-in-which-they-introduce-a-topic-use-facts-and-definitions-to-develop?from=breadcrumb_core_dropdown		
			http://achieve.lausd.net/cms/lib08/ca01000043/centricity/domain/217/meld_informative_ccss_lesson_2.pdf		
		I CAN add facts to a topic.	https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		

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Writing Concluding Statements	In this lesson, students group information and provide a concluding statement or section.	TEACHING grouping information and providing a concluding statement.	http://schools.nyc.gov/NR/rdonlyres/1448111A-8878-4ABA-BDA1-4EEB5A9F9AF8/0/NYCDOEG2LiteracyTCRWP_Final.pdf		
		I CAN group information and write an ending statement.	http://schools.nyc.gov/NR/rdonlyres/1448111A-8878-4ABA-BDA1-4EEB5A9F9AF8/0/NYCDOEG2LiteracyTCRWP_Final.pdf		
Using Vivid Verbs In Writing	In this lesson, students use verbs for effect in their writing.	TEACHING about using an effective verb in writing.	http://www.smekenseducation.com/Building-Students-Verb-Choice0.html		
			http://www.smekenseducation.com/Focusing-on-Action-Verbs1.html		
		I CAN select a stronger verb to convey the message.	https://www.youtube.com/watch?v=US8mGU1MzYw		
			https://itunes.apple.com/us/app/grammar-wonderland-elementary/id567201278?mt=8		
		TEACHING about verbs that have the same meaning.	https://www.youtube.com/watch?v=1vhFQdPjPPU		
		I CAN replace a weak verb with one that is stronger.	https://itunes.apple.com/us/app/english-synonyms-dictionary/id590361989?mt=8		
			http://www.tinytap.it/games/g7ky/Super-Synonyms-Actions		
			https://itunes.apple.com/us/app/story-creator-easy-story-book/id545369477?mt=8		
Strengthening English Conventions And Spelling Skills	In this lesson, students strengthen their conventions of Standard English and spelling skills.	TEACHING the conventions of Standard English for Grade 2.	https://www.scholastic.com/teachers/articles/teaching-content/ten-tips-teaching-conventions-writing/		
		I CAN use proper grammar and spelling in my writing.	https://itunes.apple.com/us/app/language-arts-grade-2-3-game/id831559231?mt=8		
			https://itunes.apple.com/us/app/grammaropolis/id559851814?mt=8		
			https://itunes.apple.com/us/app/spelling-bee-word-game-for/id705107497?mt=8		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes
Module 6: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 2					

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<p>About Module 6</p>	<p>In Module 6, students closely examine and use specific aspects of texts, including graphic representations or different versions of the same story, to describe the key ideas or characters. Specifically, they explore how authors use these elements across texts. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They write opinion pieces that include details and support connected to the opinion in an organized manner that includes reasons and a concluding statement. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>NOTE: The call to action statement in the courses begins with either "Teaching" or "I can." The "Teaching" statement is directed toward teachers for the purpose of assisting the teacher with teaching the concept defined through the call to action. The audience for the "Teaching" statement is teachers. The "I can" statement is directed toward children for the purpose of reinforcing the teaching by the teacher and the learning through the call to action statement by the student.</p> <p>Focus Standards in Module 6 CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H - Describe how reasons support specific points the author makes in a text. CC.1.2.2.I - Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.H - Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.4.2.B - Identify and introduce the topic. CC.1.4.2.C - Develop the topic with facts and/or definitions. CC.1.4.2.D - Group information and provide a concluding statement or section. CC.1.4.2.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. CC.1.4.2.E - Choose words and phrases for effect. CC.1.4.2.H - Identify the topic and state an opinion. CC.1.4.2.I - Support the opinion with reasons that include details connected to the opinion. CC.1.4.2.J - Create an organizational structure that includes reasons and includes a concluding statement. CC.1.4.2.K - Use a variety of words and phrases to appeal to the audience. CC.1.4.2.L - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>Important Standards in Module 6 CC.1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.I - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools. CC.1.3.2.K - Read and comprehend literature on grade level, reading independently and proficiently. CC.1.4.2.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.G - Write opinion pieces on familiar topics or texts. CC.1.4.2.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. CC.1.4.2.W - Recall information from experiences or gather information from provided sources to answer a question. CC.1.4.2.X - 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 discipline-specific tasks.</p>				

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		ACCESS ELA Grade 2 Module 6 PA Core Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16812		
Explaining How Graphics Clarify Text	In this lesson, students explain how graphic representations contribute to and clarify a text.	TEACHING how graphic representations clarify text.	http://www.pdesas.org/ContentWeb/Content/Search?standardIds=159861		
			https://web.archive.org/web/20140101084306/http://njcore.org/ccss/ccssela-literacyri27		
		I CAN explain how graphics images clarify text.	https://www.superteacherworksheets.com/common-core/ri.2.7.html		
Describing Specific Points The Author Makes In Text	In this lesson, students describe how reasons support specific points the author makes in a text.	TEACHING about specific points the author makes in text.	https://web.archive.org/web/20140302233852/http://njcore.org:80/ccss/ccssela-literacyri28		
		I CAN describe specific points the author makes in text.	http://www.internet4classrooms.com/common_core/describe_how_reasons_support_specific_points_reading_informational_text_second_2nd_grade_english_language_arts.htm		
			https://www.readinga-z.com/curriculum-correlations/commoncore/	14 day free trial available.	
Comparing and Contrasting Important Points	In this lesson, students compare and contrast the most important points presented by two texts on the same topic.	TEACHING comparing and contrasting the most important points in two texts on the same topic.	https://www.engageny.org/ccls-ela/ri29		
			http://betterlesson.com/common_core/browse/1047/ccss-ela-literacy-ri-2-9-compare-and-contrast-the-most-important-points-presented-by-two-texts-on-the-same-topic		
		I CAN compare and contrast important points in two texts about the same topic.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1426		
			http://www.floridastudents.org/PreviewResource/StudentResource/126418	Uses Flash to display the resource.	
			http://www.scholastic.com/teachers/lesson-plan/character-comparison-sheet		
			http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html		
Organizing Your Writing	In this lesson, students create an organizational structure that includes reasons and includes a concluding statement and identify and introduce the topic.	TEACHING writing organization.	http://www.2ndgradeworksheets.net/ccss2w1.htm		
		I CAN organize my writing and include a closing statement.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=2564		

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			http://www.internet4classrooms.com/common_core/write_opinion_pieces_which_they_introduce_writing_second_2nd_grade_english_language_arts.htm		
			http://www.eduplace.com/kids/hme/k_5/graphorg/		
			https://itunes.apple.com/us/app/kidspiration-maps-lite/id675831529?mt=8		
Identifying A Topic and Stating An Opinion	In this lesson, students identify the topic, state an opinion, and support the option with reasons.	TEACHING identifying a topic, stating an opinion, and supporting reasons.	http://www.pdesas.org/ContentWeb/Content/Search?standardIds=160060		
		I CAN identify a topic, state an opinion, and include supporting reasons.	http://www.pdesas.org/ContentWeb/Content/Search?standardIds=160060		
Grouping Information And Writing A Conclusion.	In this lesson, students group information and provide a concluding statement or section.	TEACHING grouping information and concluding statements.	http://www.teachwithkate.com/2013/02/writing-tips-in-conclusion.html		
			http://www.englishworksheetsland.com/grade3/12close.html		
		I CAN group information and write a concluding sentence.	http://www.englishworksheetsland.com/grade3/12close.html		
			https://itunes.apple.com/us/app/how-to-write-a-paragraph/id560042578?mt=8		
Using An Apostrophe To Form Contractions and Possessives.	In this lesson, students use an apostrophe to form contractions and frequently occurring possessives.	TEACHING using an apostrophe to form contractions and frequently occurring possessives.	https://www.engageny.org/ccs-ela/l22c		
			http://betterlesson.com/common_core/browse/1100/ccss-ela-literacy-l-2-2c-use-an-apostrophe-to-form-contractions-and-frequently-occurring-possessives		
		I CAN use an apostrophe to form contractions and frequently occurring possessives.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=2579		
			http://www.k12reader.com/subject/grammar/punctuation/apostrophe/		
			https://itunes.apple.com/us/app/apostrophe-power/id1019114263?mt=8		