

Strategic Summarizing and Synthesizing

Overview	Instructional Guidance
<p>The lessons below are designed to support students in learning to use strategies to understand complex text. Students will interact with text to develop vocabulary and language skills and use key details to identify the central idea. In addition, students will summarize stories with accurate elements into their own words. As the students become familiar with strategies to assist in summarizing, they will extend their thinking to combine what they know with what they have learned in order to change their original thinking.</p> <p><i>The lessons can adapt to e-learning instruction using platforms such as Flipgrid, Seesaw, and Padlet.</i></p>	<p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences, and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.</p>
Skill Emphasis at a Glance	Instructional Guidance

Strategic Summarizing and Synthesizing

- Determining importance using paired text
- Determining the central idea in informational text
- Modifying and confirming predictions to monitor thinking during reading
- Combine the pieces of texts together to summarize a text or poem
- Analyzing through annotating and determining text evidence
- Bring together ideas from the text and personal knowledge to synthesize new thinking.

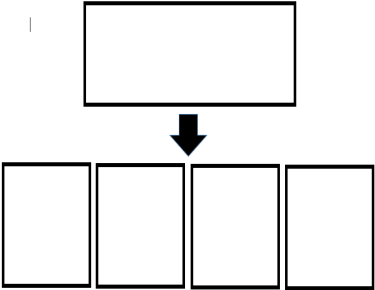
It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separately one task from the other. Students should write about their reading and read about their writing.

Standards at a Glance	Instructional Guidance
<p><u>Reading-Literary</u></p> <ul style="list-style-type: none"> ● 2-RL.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. ● 2-RL.5.2 Make predictions before and during reading; confirm or modify thinking. ● 2-RL.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot. ● 2-RL.10.6 Use general academic and domain- specific words and phrases acquired through talk and text; explore nuances of words and phrases. <p><u>Reading-Informational</u></p> <ul style="list-style-type: none"> ● 2-RI.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 	

Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● 2-RI.8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● 2-W.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● 2. W.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing. ● 2-W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. <p><u>Communication</u></p> <ul style="list-style-type: none"> ● 2-C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly. ● 2-C.3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. ● 2-C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. ● 2. C.2.2 Participate in shared research; record observations, new learning, opinions and articulate findings. <p><u>Inquiry</u></p> <ul style="list-style-type: none"> ● 2-I.2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives. ● 2-I.3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers. ● 2-I.3.2 Select the most important information, revise ideas, and record and communicate findings. 	
Text/Writing Sets and Resources	Instructional Guidance
<p>Text/Writing Sets FULCRUM</p> <p>Reading</p> <ul style="list-style-type: none"> ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett Downloaded from YouTube -https://youtu.be/M5WTrmLIhgk <p>Writing</p> <ul style="list-style-type: none"> ● Informational Writing 	<p><u>Permission has been from publishers granted to use any on-line read alouds without copyright concerns through June 2020.</u></p>

Standards at a Glance	Instructional Guidance								
<p>TEXTURE</p> <p>Reading</p> <ul style="list-style-type: none"> • <i>Super Simple Weather Projects: Science Activities for Future Meteorologists</i> –SCDiscus.org • <i>What is Weather</i> by Robin Johnson • <i>The Meteorologist In Me</i> by Brittney Shipp Downloaded from You Tube -https://youtu.be/QXEHic0q-2s • <i>April Rain Song</i> by Langston Hughes Downloaded from PoemHunter https://www.poemhunter.com/poem/april-rain-song/ <p>Writing</p> <ul style="list-style-type: none"> • Reading Response • Weather Report/Journal Entry Weather- https://weather.com/ <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> • Video- Climate and Weather from National Geographic on SC Discus.org at https://www.tumblebooklibrary.com/Video.aspx?ProductID=4594 • teacher created presentation rubric • information text writing rubric (teacher created) 	<p>If texts are not available, substitute another text on the same content.</p> <p><i>e-learning instruction using platforms such as Flipgrid, Seesaw, and Padlet could be substituted for paper/pencil activities.</i></p>								
I Can Statements	Instructional Guidance								
<ul style="list-style-type: none"> • I can search for and use information that is importance. • I can summarize important information. • I can combine my ideas from the text and personal knowledge to synthesize my new thinking. 									
Lesson Sequence	Instructional Guidance								
<ul style="list-style-type: none"> • Display a RAN (Reading About Nonfiction) chart on weather. <table border="1" data-bbox="228 1413 902 1675"> <thead> <tr> <th data-bbox="228 1413 391 1524">What I Think I Know</th> <th data-bbox="391 1413 548 1524">I am Right!</th> <th data-bbox="548 1413 740 1524">New Learning</th> <th data-bbox="740 1413 902 1524">Wonderings</th> </tr> </thead> <tbody> <tr> <td data-bbox="228 1524 391 1675"></td> <td data-bbox="391 1524 548 1675"></td> <td data-bbox="548 1524 740 1675"></td> <td data-bbox="740 1524 902 1675"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Ask the students to share what they know about the weather using “think-pair-share”. • Model how to use a sticky note to record their preliminary thinking. 	What I Think I Know	I am Right!	New Learning	Wonderings					<p><u>Standards</u> 2-I.2.1</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>What is Weather?</i> by Robin Johnson • RAN chart • Sticky notes <p><u>Skill</u> Searching For and Using Information</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u></p>
What I Think I Know	I am Right!	New Learning	Wonderings						

Standards at a Glance	Instructional Guidance								
<ul style="list-style-type: none"> Students will use a sticky note to add to the chart. Read to page 10 in the book, <i>What is Weather</i> by Robin Johnson for enjoyment OR view video, “Climate and Weather” https://www.tumblebooklibrary.com/book.aspx?id=4594 After the reading, ask the students to turn and talk to discuss the question: “What was the most important thing you learned about in this story?” The students will determine important aspects about the text by recording their thinking in their reading response notebooks or uploading their responses to a digital eLearning platform. Check the students reading response journals for accuracy in capitalization, punctuation and spelling. Revisit the RAN chart on weather. Ask the students to share what they learned so far using “think-pair-share”. Model how readers ask questions throughout the reading. The teacher will use a think aloud to model and write about her “wonderings” with weather. Have students phrase their wonderings into a question and write it correctly on their sticky notes. Add the wonderings to the chart. Begin reading at page 10 from the text, <i>What is Weather?</i> for enjoyment. After the reading, the students will use their reading response notebooks to record their thinking on a 3-2-1 chart (3 things I learned, 2 questions I have and 1 thing new and interesting thing). Check the students 3-2-1- chart in the students’ reading response journals for accuracy in capitalization, punctuation and spelling. 	<p>refer to Learning Progression in Appendix B when determining student progress on Searching For and Using Information. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Searching For and Using Information in Appendix B.</p> <p><u>Teacher Guidance</u> RAN chart can be created on paper or uploaded on an eLearning platform.</p> <p><u>Standards</u> 2-RI.5.1 2-I.2.1</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> <i>What is Weather</i> by Robin Johnson RAN chart Sticky notes reading notebooks <p><i>Use any weather text that provides details about weather.</i></p> <p>Student wonderings could be uploaded to Padlet, Seesaw, or Flipgrid instead of using sticky notes and student response notebooks.</p> <p><u>Skill</u> Questioning</p>								
<table border="1" data-bbox="123 1497 1011 1759"> <thead> <tr> <th colspan="2" data-bbox="123 1497 1011 1535">MY THINKING</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 1535 516 1608">3 things I learned!</td> <td data-bbox="516 1535 1011 1608"></td> </tr> <tr> <td data-bbox="123 1608 516 1682">2 questions I have</td> <td data-bbox="516 1608 1011 1682"></td> </tr> <tr> <td data-bbox="123 1682 516 1759">1 new/interesting comment</td> <td data-bbox="516 1682 1011 1759"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Display a series of connected pictures (such as a basketball, a uniform, a goal, a referee, etc.). Ask the students to connect the thinking in the pictures and determine the central idea. 	MY THINKING		3 things I learned!		2 questions I have		1 new/interesting comment		<p>Substitute reading response notebook for submissions to an eLearning platform such as Padlet, Flipgrid, or Seesaw.</p> <p><u>Standards</u></p>
MY THINKING									
3 things I learned!									
2 questions I have									
1 new/interesting comment									

Standards at a Glance	Instructional Guidance
<p>Write the names/description of each of the pictures and then display the central idea in a statement.</p> <ul style="list-style-type: none"> Remind students that authors do something similar in books. They give us key details to help us determine the central idea(s) or the most important ideas. Model how to pick out key details and the central idea from an informational text previously read aloud to the students. <ul style="list-style-type: none"> Ask questions using these question starters: <i>who, what, when, where, why, how</i> Refer back to the previously read text, and ask questions about the <i>specific details</i> provided about the content. Revisit the text, <i>What is Weather?</i> Display the chart paper and write at the top “Good readers identify important ideas to find the central idea”. With the students, identify the central idea and key details from the text using a concept map. Have students use an informational text from their book basket/classroom library/digital library to identify key details and the central idea from the text using a concept map. Check the central idea concept maps for key details and central idea. Show the front cover of the book <i>Cloudy with a Chance of Meatballs</i> and have the students predict what they think this book is about. Then have the students share their predictions with a partner. Place a few of those predictions on the board or chart paper. Read the text halfway through modeling how to confirm or modify predictions. Students will modify or confirm their own predictions. Discuss. Using their reading response notebooks, have the students evaluate their thinking in order to predict the remainder of the story through a written response. Check the students’ reading response notebooks for predictions. 	<p>2-RL.6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Series of connected pictures to demonstrate central idea Chart paper Central idea concept map created by the teacher Reading response notebooks <i>What is Weather</i> by Robin Johnson <p><u>Skill</u> Searching For and Using Information</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on Searching For and Using Information. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix B.</p> <p><u>Teacher Guidance</u> Draw or use pictures Prepare a central idea concept map for students. Example below:</p>  <p><u>Standards</u></p>

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<ul style="list-style-type: none"> ● Revisit the students’ predictions for the end of the book from the book <i>Cloudy with a Chance of Meatballs</i>. Discuss. Remind the students that readers continually modify or confirm their predictions as they read. ● Introduce the lesson by revisiting the text, <i>What is Weather?</i> and how it connects to the book <i>Cloudy with a Chance of Meatballs</i>. Model how the pictures and the words from the text help a reader understand content in a text. ● Reread the book <i>Cloudy with a Chance of Meatballs</i>, and have the students use sticky notes to write down weather words from the story. After the reading, have the students share their weather words and justify how they gained information about the words from the text and illustrations. Place topics (rain, snow, wind, etc.). The students will place their sticky notes under the appropriate heading. For example, under rain a student might place the word sprinkled. ● While reading independently, have the students follow the preceding procedure using a book of their choice. Students will share their new words and how they determined what was important and the teacher will check and give appropriate feedback to the students. ● Explain that good readers should be able to close the book after reading and summarize the story. Write the word <i>summarize</i> on the board or on chart paper. Tell the students that <i>summarize</i> means to tell the most important parts of a story in a reader’s own words. ● Show the small posters <i>who, what, when, where, why, how</i>. Model how to use a sticky note to identify words that belong on each mini-poster using a previous read aloud. Continue by taking the words on the posters and then moving the sticky notes so they are in order. Then use the sticky notes to write a short summary statement about the text. ● Use the text <i>Cloudy with a Chance of Meatballs</i> and have the students work together in small groups to repeat the summary activity above. Teacher monitors and works with individual group as they add the sticky notes and writes a summary. ● Independently, the students will take a text and summarize a 	<p>2-RL.5.2 Make predictions before and during reading; confirm or modify thinking.</p> <p>2-W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett ● Reading response notebooks <p>Substitute reading response notebook/sticky notes for submissions to an eLearning platform such as Padlet, Flipgrid, or Seesaw.</p> <p><u>Concepts</u> Predicting</p> <p><u>Standards</u> 2-RL.6.1. 2-RL.10.6</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett ● <i>What is Weather</i> by Robin Johnson ● Sticky notes ● Topics on anchor chart or interactive whiteboard <p><u>Skill</u> Searching For and Using Information</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on Searching For and Using Information. Have students self-reflect on the progress of their work and</p>

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<p>book from their book basket or classroom library in their reading response notebooks. Assess the students' ability to summarize a text.</p> <ul style="list-style-type: none"> ● Explain how readers attack reading poetry differently than reading a literary or informational text. Show different forms of poetry and discuss the differences. ● Show a simple poem (previously read in class) and model how to use close reading strategies to (1st reading: read the text to get the gist (setting, author's purpose); 2nd reading: look for words that repeat, circle or highlight words that help bring understanding. Think aloud as you read the poem aloud to the students; 3rd reading: make a connection and make meaning) ● Repeat the process of close reading with an additional poem. Share and discuss. ● Show the Hughes poem on chart paper or board. Read the poem aloud to the students and have the students close read and annotate the text independently. Check the students' abilities to analyze the text. ● Display/show all three texts. Then display one of the blank Venn Diagrams. Discuss how the words compare and contrast and model how to complete the diagram using two well-known topics (basketball/football; Chick-fil-A®/McDonalds®, etc.). Students will share the pen to assist the teacher in comparing and contrasting both, ● Show the poem and both texts, the students will choose two of the texts to compare and contrast ideas or concepts. ● The teacher will assess the students' ability to compare and contrast ideas or concepts from two texts read aloud. 	<p>learning progress using the Student Self-Assessment in Appendix B.</p> <p><u>Standards</u> 2-RL.12.1 2-RI.6.1</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett ● Chart paper ● who, what, when, where, why, how mini posters ● Reading response notebooks <p><u>Skill</u> Summarizing</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Summarizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment Appendix C.</p> <p><u>Teacher Guidance</u> Ahead of time: Make 8 1/2 x 11 posters with the words: <i>who, what, when, where, why, how</i></p> <p>Optional Lesson/Extension: <i>Summarize Artistically</i> Have the students think about the details from the poem. Pretend they are going to tell a friend all about the poem. What would you say? Draw an artistic summary.</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Summarizing. Have students self-reflect on the progress of</p>

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<ul style="list-style-type: none"> ● Review the RAN chart for new learning. Revisit the text, <i>What is Weather?</i> found pages 12-16. Review the information found on this page. ● Share a weather forecast to watch together and discuss determining importance. ● During the video, explain to students that they are to write down interesting weather words they hear. ● Have the students watch a local weather forecast and discuss with a partner what they observed and vocabulary discussed. ● Distribute different samples of written forecasts. The students will read weather forecasts from different parts of the state or country. ● After reading, the students will choose important word(s) to write and illustrate. They will communicate their findings with the class. ● Provide feedback on students' abilities to determine important weather words as the students share their weather vocabulary. ● Revisit the text, <i>What is the Weather?</i> by Robin Johnson, pages 12-13. Use the text to talk about meteorologists. Add new information or wonderings to the RAN chart. ● Explain that good readers ask questions and study topics using multiple texts. Model how to add information to what you already know about weather. Think aloud using the words "At first I thought...Then I read...Now I'm thinking..." ● Students will add their own thinking to the chart. ● Using the same model, have the students fill pyramid using the topic <i>meteorologists</i> with "my first thought (at first I was thinking), the middle part with "when I was reading" and the bottom portion of the pyramid should be "what I know now" (how my thinking changed or improved). ● The teacher will assess and analyze the students' abilities to synthesize new information into new thinking. ● Review the job of a researcher and a meteorologist using the text, <i>What is the Weather?</i> by Robin Johnson ● Write the following topics on sentence strips: <i>seasons and</i> 	<p>their work and learning progress using the Student Self-Assessment C.</p> <p><u>Standards</u> 2-RI.8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>April Rain Song</i> by Langston Hughes ● Poems read previously <p><u>Skill</u> Searching For and Using Information</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in in Appendix B when determining student progress on Searching For and Using Information. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Searching For and Using Information in Appendix B.</p> <p><u>Standards</u> 2-RI.7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>April Rain Song</i> by Langston Hughes ● <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett ● <i>What is Weather</i> by Robin Johnson

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<p><i>weather, weather tools, severe weather and weather safety.</i></p> <ul style="list-style-type: none"> ● Share that thoughtful researchers ask questions about topics of interest. Then model specific weather related questions with a teacher-choice topic. Share the pen with the students as they add questions to the teacher-choice topic. ● Place the students in groups designated by the topic they chose and provide chart paper or large construction paper pieces for students to place their questions. Students will work with their groups to brainstorm with topic questions. ● Students will share and the class will discuss. ● Have students work independently beginning to write their own questions and begin researching those questions using both digital tools and books. ● The teacher will check the group questions and work one-on-one with individual students to assist them with their independent work. <ul style="list-style-type: none"> ● Review the inquiry topics from the previous lesson. Model how to write like a researcher using a topic of choice. Instruct the students how to use information from books or digital sources to take notes (bullets, asterisks or dash notes). Revisit the text, <i>What is Weather?</i> to model note-taking. ● Allow the students to share the pen to continue the process with the teacher. ● The students will work independently or as a small group to take notes on their chosen topic while the teacher monitors and works with individual students or groups. ● Meet as whole group to discuss and share their findings. During this time, the teacher will make noticing of next mini-lessons 	<ul style="list-style-type: none"> ● Large Venn diagram ● Venn diagrams for independent student work <p><u>Skill</u> Compare and contrast (ideas or concepts)</p> <p><u>Standards</u> 2.C.2.2 2-I.3.1 2-I.3.2 2-W.6.1</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>What is Weather</i> by Robin Johnson ● locate weather forecasts video online ● variety of printed weather forecasts <p><u>Standards</u> 2-RL.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 2-RL.5.2 Make predictions before and during reading; confirm or modify thinking.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>What is the Weather?</i> by Robin Johnson (pages 12-13) ● <i>The Meteorologist In Me</i> by Brittney Shipp ● Pyramid thinking anchor chart on chart paper <p><u>Skill</u> Synthesizing</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u></p>

Standards at a Glance	Instructional Guidance
<p>needed for the research writing.</p> <ul style="list-style-type: none"> ● Review some of the questions the class had on weather and how they have worked so far to conduct research. Review RAN chart. ● The teacher will show the informational book, <i>What is Weather</i> by Robin Johnson to explain how researchers gain important information about their topics from the photographs and images on the page. The words in a text are there to help the reader understand the pictures. ● Display a picture from the book using a document camera or scanned into a Power Point presentation. Only show a small portion of the image at a time. Model how to analyze and synthesize the information in the picture one part at a time using language like “I noticed” or “I learned”. ● Remind students that getting information from pictures or illustrations is an important strategy; it helps to learn and understand more information about their topic. ● Students will work with the teacher to continue looking at parts of pictures to summarize information gained from photographs or pictures. ● The students will work independently or with a small group to explore informational text and adding notes and noticings about the pictures they have viewed. ● The class will meet as whole group to discuss and share their findings. During this time, the teacher will make noticings of next mini-lessons needed for the research writing. ● Explain to the students how important it is to relay information researched correctly to the audience, In this lesson, students will use their research notes to determine important information to include in a weather report. ● The teacher will model how to write a weather report from the research notes and using the text <i>What is Weather?</i> ● The students will share in the writing of the class weather report. ● Share and discuss the weather report class draft. ● The students will work independently or with their small group to synthesize information gathered to draft a weather report from 	<p>refer to Learning Progression in Appendix D when determining student progress on Searching For and Using Information. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix D.</p> <p><u>Standards</u></p> <p>2-I.2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.</p> <p>2-C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● sentence strips ● chart paper ● large paper for groups ● <i>What is the Weather?</i> by Robin Johnson ● digital tools and books for researching <p><u>Skill</u></p> <p>Questioning</p> <p><u>Teacher Considerations</u></p> <p>This lesson encourages group/partner work but also includes an opportunity for students to research independently. In this lesson, students will be refining their thinking from the RAN chart created in earlier lessons. Those students who need support may research as a group and present as a group when the project is complete.</p> <p><u>Standards</u></p> <p>2-I.3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.</p>

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	<p><u>Materials</u></p> <ul style="list-style-type: none"> ● <i>What is Weather?</i> by Robin Johnson ● student notes ● document camera or Power Point slides <p><u>Skill</u> Synthesizing</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix D when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment D.</p> <p><u>Standards</u> 2. I.2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives. 2. I.3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers. 2. I.3.2 Select the most important information, revise ideas, and record and communicate findings. 2. W.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2. W. 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p> <p><u>Materials</u></p>

Standards at a Glance	Instructional Guidance
	<ul style="list-style-type: none"> ● <i>What is Weather?</i> by Robin Johnson ● Local weather reports ● Student notes ● Class draft <p><u>Skill</u> Synthesizing</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix D when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix D.</p> <p><u>Teacher Guidance</u> *This lesson will need to be completed over several days giving students time to edit, revise and publish in order to present their weather report to the class.</p> <p><u>Standards</u> 2. C.3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. 2. C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. 2. C.2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> ● students published writing as a tool for a weather report

Standards at a Glance	Instructional Guidance
	<ul style="list-style-type: none"> ● chart paper for anchor chart ● digital tools for students who request an audio presentation ● presentation rubric for assessment <p><u>Teacher Guidance</u> *Lesson will need to be extended over multiple days to give students time to complete their presentation and present.</p>

Presentation Rubric

<ul style="list-style-type: none"> ● 2. C.3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. ● 2. C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. 			
	Good (3)	Fair (2)	Needs Improvement (1)
I created a simple presentation.			

<ul style="list-style-type: none"> ● 2. C.3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. ● 2. C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. 			
I used audio, visual, and/or multimedia tools.			
I spoke clearly to communicate my ideas, thoughts, and feelings.			
I maintained eye contact with my audience.			
I maintained a clear focus by presenting information in a logical order.			
My presentation was neat, legible, and accurate.			

MY COMMENTS:

References

ALKIRE, J. *Super Simple Weather Projects: Science Activities for Future Meteorologists*. [Minneapolis, MN]: Super Sandcastle, 2018. ISBN 9781532112416. Disponível em:

<http://search.ebscohost.com.scsl.idm.oclc.org/login.aspx?direct=true&db=e867sww&AN=1613168&site=eds-live>. Acesso em: 2 abr. 2020.

South Carolina College and Career-Ready Standards for English Language Arts. (n.d.). Retrieved from <https://ed.sc.gov/instruction/standards-learning/english-language-arts/standards/>

Appendix A

Targeted Standards:

Reading-Literary

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- 2-RL.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 2-RL.5.2 Make predictions before and during reading; confirm or modify thinking.
- 2-RL.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
- 2-RL.10.6 Use general academic and domain- specific words and phrases acquired through talk and text; explore nuances of words and phrases.

Reading-Informational

- 2-RI.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 2-RI.8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.

Writing

- 2-W.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2. W.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
- 2-W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

Communication

- 2-C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
- 2-C.3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.
- 2-C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
- 2. C.2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.

Inquiry

- 2-I.2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
- 2-I.3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
- 2-I.3.2 Select the most important information, revise ideas, and record and communicate findings.

Embedded Standards:

Inquiry

- 2-I.1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.
- 2-I.2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

Writing

- 2-W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
- 2-W.6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.

Reading – Informational

- 2-RL.4.1 Read grade-level texts with purpose and understanding.
- 2-RL.4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 2-RI.12.1 Engage in whole and small group reading with purpose and understanding.
- 2-RI.12.2 Read independently for sustained periods of time.
- 2-RI.12.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.

Reading – Literary

- 2-RL.4.1 Read grade-level texts with purpose and understanding.
- 2-RL.4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and

phrasing on successive readings.

- 2-RL.13.1 Engage in whole and small group reading with purpose and understanding.
- 2-RL.13.2 Read independently for sustained periods of time to build stamina.
- 2-RL.13.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.

Communication

- 2-C.5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.

APPENDIX B

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students' understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students' performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Within the Text

Key Concepts: Searching for and Using Information (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
-Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate "I wonders" about ideas of interest.	-Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.	-Ask self-generated questions that can lead to group conversations, explorations, and investigations	-Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
-With guidance and support, make connections to personal experiences, other texts, or the environment.	-Make connections to personal experiences, other texts, or the environment.	-Formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	Formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
-With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; with guidance and support, select information, revise ideas, and record and communicate findings.	-Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.	-Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.	-Develop a plan of action for collecting relevant information from primary and secondary sources; organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
-With guidance and support, discover relationships and	-Draw conclusions from relationships and patterns discovered	-Interpret relationships and patterns discovered during the inquiry process;	-Draw logical conclusions from relationships and patterns

<p>patterns during the inquiry process; with guidance and support, use tools to communicate findings; with guidance and support, reflect on findings.</p> <p>-With guidance and support, ask and answer questions (who, what, when, where, why, how) about key details, and use details to make inferences and draw conclusions about a text heard or read.</p> <p>-With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>-With guidance and support, retell the central idea. Identify, think and talk about key details and interesting information, make connections about a topic using personal experiences, and ask and</p>	<p>during the inquiry process; determine appropriate tools to communicate findings; reflect on findings and take action.</p> <p>-Ask and answer questions (who, what, when, where, why, how) using key details to demonstrate an understanding of a text by showing (point to, underline) evidence in the text, making logical predictions, and using evidence from the text to support your thinking in texts heard or read. Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. Ask and answer questions and identify “wonderings”</p> <p>-Make and revise predictions based on background knowledge, pictures illustrations, title and information gained through reading.</p> <p>-Retell the central idea and key details of a text heard, read, or viewed by providing an oral summary, and identifying and verbalizing the main ideas and key details in sequential order.</p>	<p>use appropriate tools to communicate findings and/or take informed action; reflect on findings and pose new questions for further inquiry.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read. Engage in daily exploration of texts to formulate questions based on personal experiences; produce possible explanations based on reading texts. Offer alternative explanations; ask self-generated questions.</p> <p>-Before and during reading, search for and use information and/or evidence to make, confirm, or disconfirm predictions.</p> <p>-Retell the central idea and key details from multi-paragraph texts read, heard, or viewed by providing an oral summary, identifying the main topic and key information, retelling to include key details, and demonstrating</p>	<p>discovered during the inquiry process; reflect on findings to build deeper understanding and determine next steps; determine appropriate tools and develop a plan to communicate findings and/or take informed action.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts, and using evidence from the text to support your thinking; engage in daily exploration of texts to formulate logical questions based on personal experiences; produce possible logical explanations based on reading texts. Offer alternative explanations. Formulate questions to narrow and direct inquiry.</p> <p>-Students in Grade 3 are expected to build upon and continue applying previous learning of making predictions before and during reading; confirm or modify thinking.</p> <p>-Summarize multi-paragraph texts by identifying the main topic and key information, understanding how events build upon one another throughout the text, summarizing key details,</p>
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<p>answer questions about key details to summarize a text, heard, read or viewed.</p> <p>-With guidance and support, read or listen closely to identify characters and describe their actions, compare characters' experiences to those of the reader, describe setting, identify the text structure of problem and solution, and the identify cause of an event.</p> <p>-With guidance and support, recognize and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents and describe key facts or information, and describe the relationship between the features.</p> <p>-With guidance and support, read or listen closely to; describe characters and their actions; compare characters' experiences to those of the reader; describe setting; identify the problem and solution; and identify the cause of an event.</p> <p>-Recognize and sort types of literary texts and crafted text structure of recurring phrases.</p>	<p>-Read or listen closely to identify and describe character's actions and feelings, compare and contrast characters' actions and feeling to those of the reader, identify and describe setting, identify the text structures of plot including problem and solution, and describe cause and effect relationships.</p> <p>-Identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information, and describe the relationship between the features.</p> <p>-Read or listen closely to: describe characters' actions and feelings; compare and contrast characters' experiences to those of the reader; describe setting; identify the plot including problem and solution; and describe cause and effect relationships.</p> <p>-Classify literary texts according to characteristics of a genre and recognize how the author uses crafted text structures of recurring phrases and dialogue.</p>	<p>understanding of important message of lesson.</p> <p>-Read or listen closely to identify and compare and contrast character's actions feelings and responses to major events or challenges, identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p> <p>-Identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate key facts and information, and describe the relationship between these the features and the text.</p> <p>-Read or listen closely to: compare and contrast characters' actions, feelings, and responses to major events or challenges; and explain how cause and effect relationships affect the development of plot.</p> <p>-Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action and recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>	<p>demonstrating understanding of the important message or lesson</p> <p>-Use text evidence to identify and describe characters' traits, motivations, and feelings, explain how characters' actions contribute to the development of the plot, describe multiple events involving characters in order to understand the plot,</p> <p>-Identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text</p> <p>Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot.</p> <p>-Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions; identify crafted text structures such as a collection of</p>
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<p>-With guidance and support, identify words, phrases, illustrations, and photographs used to provide information; with guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p>-With guidance and support, explore informational text structures within texts heard or read; with guidance and support, identify the reasons an author gives to support a position.</p>	<p>-Identify words, phrases, illustrations, and photographs used to provide information; use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p>-Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships. • Identify the reasons an author gives to support a position</p>	<p>-Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe; use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text</p> <p>-Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning; identify the structures an author uses to support specific points.</p>	<p>photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.</p> <p>-Explain how the author uses words and phrases to inform, explain, or describe; use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p> <p>-Identify problem and solution, description, and question and answer structures to locate information and gain meaning; describe the structures an author uses to support specific points.</p>
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Literacy Learning Progressions-Students

Learning Target: Thinking Within the Text

Key Concepts: Searching for and Using Information (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

Directions: WHERE ARE YOU in your learning? Read each column and decide where YOU belong. Write your name in that column.

<p>-Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p> <p>-With guidance and support, make connections to personal experiences, other texts, or the environment.</p> <p>-With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; with guidance and support, select information, revise ideas, and record and communicate findings.</p> <p>-With guidance and support, discover relationships and patterns during the inquiry</p>	<p>-Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>-Make connections to personal experiences, other texts, or the environment.</p> <p>-Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.</p> <p>-Draw conclusions from relationships and patterns discovered during the inquiry process;</p>	<p>-Ask self-generated questions that can lead to group conversations, explorations, and investigations</p> <p>-Formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.</p> <p>-Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.</p> <p>-Interpret relationships and patterns discovered during the inquiry process; use appropriate tools to communicate</p>	<p>-I can formulate logical questions to focus thinking on an idea to build knowledge; generate possible explanations; consider alternative views.</p> <p>-I can develop a plan of action for collecting relevant information from primary and secondary sources; organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>-I can draw logical conclusions from relationships and patterns discovered and reflect on findings to build deeper understanding and determine next steps; determine appropriate tools and develop a plan to communicate findings and/or take informed action.</p> <p>I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring,</p>

<p>process; with guidance and support, use tools to communicate findings; with guidance and support, reflect on findings.</p> <p>-With guidance and support, ask and answer questions (who, what, when, where, why, how) about key details, and use details to make inferences and draw conclusions about a text heard or read.</p> <p>-With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>-With guidance and support, retell the central idea. Identify, think and talk about key details and interesting information, make connections about a topic using personal experiences, and ask and answer questions about key</p>	<p>determine appropriate tools to communicate findings; reflect on findings and take action.</p> <p>-Ask and answer questions (who, what, when, where, why, how) using key details to demonstrate an understanding of a text by showing (point to, underline) evidence in the text, making logical predictions, and using evidence from the text to support your thinking in texts heard or read. Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. Ask and answer questions and identify “wonderings”</p> <p>-Make and revise predictions based on background knowledge, pictures illustrations, title and information gained through reading.</p> <p>-Retell the central idea and key details of a text heard, read, or viewed by providing an oral summary, and identifying and verbalizing the main ideas and key details in sequential order.</p>	<p>findings and/or take informed action; reflect on findings and pose new questions for further inquiry.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read. Engage in daily exploration of texts to formulate questions based on personal experiences; produce possible explanations based on reading texts. Offer alternative explanations; ask self-generated questions.</p> <p>-Before and during reading, search for and use information and/or evidence to make, confirm, or disconfirm predictions.</p> <p>-Retell the central idea and key details from multi-paragraph texts read, heard, or viewed by providing an oral summary, identifying the main topic and key information, retelling to include key details, and demonstrating</p>	<p>drawing conclusions based explicitly on the texts, I can make predictions before and during reading; confirm or modify thinking.</p> <p>-I can summarize multi-paragraph texts by identifying the main topic and key information, and I understand how the details make up the lesson/theme.</p> <p>-I can use text evidence to identify and describe characters’ traits, motivations, and feelings; and I can explain how characters’ actions contribute to the development of the plot, describe multiple events involving characters in order to understand the plot.</p> <p>-I can identify and use appendices, timelines, maps, and charts to locate information and gain meaning.</p> <p>I can identify problem and solution, description, and question and answer text structures to locate information and gain meaning.</p> <p>-I can explain how the author uses words and phrases to inform, explain, or describe; and I can use appendices, timelines, maps, and charts to locate information and gain meaning.</p>
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<p>details to summarize a text, heard, read or viewed.</p> <p>-With guidance and support, read or listen closely to identify characters and describe their actions, compare characters' experiences to those of the reader, describe setting, identify the text structure of problem and solution, and the identify cause of an event.</p> <p>-With guidance and support, recognize and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents and describe key facts or information, and describe the relationship between the features.</p> <p>-With guidance and support, read or listen closely to; describe characters and their actions; compare characters' experiences to those of the reader; describe setting; identify the problem and solution; and identify the cause of an event.</p> <p>-Recognize and sort types of literary texts and crafted text structure of recurring phrases.</p>	<p>-Read or listen closely to identify and describe character's actions and feelings, compare and contrast characters' actions and feeling to those of the reader, identify and describe setting, identify the text structures of plot including problem and solution, and describe cause and effect relationships.</p> <p>-Identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information, and describe the relationship between the features.</p> <p>-Read or listen closely to: describe characters' actions and feelings; compare and contrast characters' experiences to those of the reader; describe setting; identify the plot including problem and solution; and describe cause and effect relationships.</p> <p>-Classify literary texts according to characteristics of a genre and recognize how the author uses crafted text structures of recurring phrases and dialogue.</p>	<p>understanding of important message of lesson.</p> <p>-Read or listen closely to identify and compare and contrast character's actions feelings and responses to major events or challenges, identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p> <p>-Identify and use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate key facts and information, and describe the relationship between these the features and the text.</p> <p>-Read or listen closely to: compare and contrast characters' actions, feelings, and responses to major events or challenges; and explain how cause and effect relationships affect the development of plot.</p> <p>-Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action and recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>	
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<p>-With guidance and support, identify words, phrases, illustrations, and photographs used to provide information; with guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p>-With guidance and support, explore informational text structures within texts heard or read; with guidance and support, identify the reasons an author gives to support a position.</p>	<p>-Identify words, phrases, illustrations, and photographs used to provide information; use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p> <p>-Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships. • Identify the reasons an author gives to support a position</p>	<p>-Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe; use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text</p> <p>-Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning; identify the structures an author uses to support specific points.</p>	
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APPENDIX C

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Within the Text

Key Concepts: Summarizing (Organizing information, Important information such as ideas, events, details, interpretation, Reconstruction of information)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers and select information, revise ideas, and record and communicate findings.</p> <p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between illustrations and the text.</p> <p>-With guidance and support, retell a familiar text; identify beginning,</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.</p> <p>-Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between the illustrations and the characters, setting or events.</p> <p>-Retell text, including beginning, middle, and end; use key details to</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers and select the most important information, revise ideas, and record and communicate findings</p> <p>-Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p> <p>-Retell the sequence of major events using key details; determine the theme in a text heard or read.</p>	<p>-Develop a plan of action for collecting relevant information from primary and secondary sources and Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>-Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>-Determine the theme by recalling key details that support the theme.</p>

middle, and end in a text heard or read.	determine the theme in a text heard or read.		- Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
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Literacy Learning Progressions-Students

Learning Target: Thinking Within the Text

Key Concepts: Summarizing (Organizing information, Important information such as ideas, events, details, interpretation, Reconstruction of information)

Directions: WHERE ARE YOU in your learning? Read each column and decide where YOU belong. Write your name in that column.

<p>With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers and select information, revise ideas, and record and communicate findings.</p> <p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between illustrations and the text.</p> <p>-With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers; select the most important information, revise ideas, and record and communicate findings.</p> <p>-Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>-Describe the relationship between the illustrations and the characters, setting or events.</p> <p>-Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p>	<p>-Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers and select the most important information, revise ideas, and record and communicate findings</p> <p>-Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>-Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p> <p>-Retell the sequence of major events using key details; determine the theme in a text heard or read.</p>	<p>-I can develop a plan of action for collecting relevant information from primary and secondary sources and organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>-I can ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>-I can determine the theme by recalling key details that support the theme.</p> <p>- I can explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p>
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APPENDIX D

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing- (Details, Logical Explanations, Predicting, Making Connections, Inferring, Synthesizing, Deepen Understanding of topics, concepts, or ideas by Integrating Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-With guidance and support, discover relationships and patterns during the inquiry process; reflect on findings.</p> <p>- With guidance and support, monitor and assess learning to guide inquiry.</p>	<p>-Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read.</p> <p>-Formulate questions based on personal experiences and ask self-generated questions with possible explanations and offer alternative explanations.</p> <p>-Draw conclusions from relationships and patterns discovered during the inquiry process; reflect on findings and take action.</p> <p>- Monitor and assess learning to guide inquiry and articulate the thinking</p>	<p>- Engage in daily explorations to formulate questions from texts and personal experiences; generate possible explanations and consider alternative views.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts.</p> <p>- Formulate logical questions based on personal experiences; and possible logical explanations and offer alternative explanations.</p> <p>Interpret relationships and patterns discovered during the inquiry process; reflect on findings and pose new questions for further inquiry.</p> <p>-Monitor and assess learning to guide</p>	<p>- Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>- Employ past learning to monitor and assess current learning to guide</p>

<p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>- Describe the relationship between illustrations and the text.</p> <p>- With guidance and support, discover relationships and patterns during the inquiry process; use tools to communicate findings; and reflect on findings.</p>	<p>process.</p> <p>- Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>- Describe the relationship between the illustrations and the characters, setting or events.</p> <p>- Draw conclusions from relationships and patterns discovered during the inquiry process; determine appropriate tools to communicate findings; and reflect on findings and take action.</p>	<p>Inquiry and articulate the process of learning and seek appropriate help.</p> <p>- Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read</p> <p>- Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p> <p>- Interpret relationships and patterns discovered during the inquiry process; use appropriate tools to communicate findings and/or take informed action; and reflect on findings and pose new questions for further inquiry.</p>	<p>inquiry and assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p> <p>- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>- Determine the theme by recalling key details that support the theme.</p> <p>- Draw logical conclusions from relationships and patterns discovered during the inquiry process; reflect on findings to build deeper understanding and determine next steps; determine appropriate tools and develop a plan to communicate findings and/or take informed action.</p>
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Literacy Learning Progressions-Students

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing- (Details, Logical Explanations, Predicting, Making Connections, Inferring, Synthesizing, Deepen Understanding of topics, concepts, or ideas by Integrating Knowledge with Existing Knowledge)

Directions: WHERE ARE YOU in your learning? Read each column and decide where YOU belong. Write your name in that column.

<p>With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>-With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-With guidance and support, discover relationships and patterns during the inquiry process; reflect on findings.</p> <p>- With guidance and support, monitor and assess learning to guide inquiry.</p>	<p>-Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions, using specific details to make inferences and draw conclusions, and using evidence from the text to support your thinking in texts heard or read.</p> <p>-Formulate questions based on personal experiences and ask self-generated questions with possible explanations and offer alternative explanations.</p> <p>-Draw conclusions from relationships and patterns discovered during the inquiry process; reflect on findings and take action.</p> <p>- Monitor and assess learning to guide inquiry and articulate the thinking process.</p>	<p>- Engage in daily explorations to formulate questions from texts and personal experiences; generate possible explanations and consider alternative views.</p> <p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts.</p> <p>- Formulate logical questions based on personal experiences; and possible logical explanations and offer alternative explanations.</p> <p>Interpret relationships and patterns discovered during the inquiry process; reflect on findings and pose new questions for further inquiry.</p> <p>-Monitor and assess learning to guide Inquiry and articulate the process of learning and seek appropriate help.</p> <p>- Ask and answer literal and inferential questions to demonstrate understanding</p>	<p>- Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>- Employ past learning to monitor and assess current learning to guide inquiry and assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>

<p>-With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p>- Describe the relationship between illustrations and the text.</p> <p>- With guidance and support, discover relationships and patterns during the inquiry process; use tools to communicate findings; and reflect on findings.</p>	<p>- Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>- Describe the relationship between the illustrations and the characters, setting or events.</p> <p>- Draw conclusions from relationships and patterns discovered during the inquiry process; determine appropriate tools to communicate findings; and reflect on findings and take action.</p>	<p>of a text; use specific details to make inferences and draw conclusions in texts heard or read</p> <p>- Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p> <p>- Interpret relationships and patterns discovered during the inquiry process; use appropriate tools to communicate findings and/or take informed action; and reflect on findings and pose new questions for further inquiry.</p>	<p>- Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>- Determine the theme by recalling key details that support the theme.</p> <p>- Draw logical conclusions from relationships and patterns discovered during the inquiry process; reflect on findings to build deeper understanding and determine next steps; determine appropriate tools and develop a plan to communicate findings and/or take informed action.</p>
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