

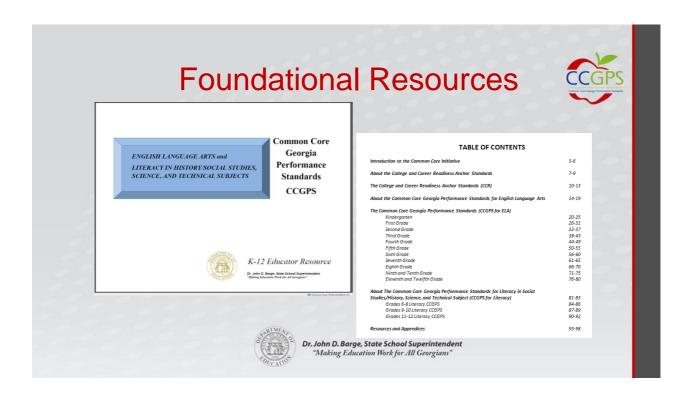


Today's Agenda



- 2nd Grade ELACCGPS Overview
- Organizational Comparisons
- Making Connections GPS/CCGPS
- Addressing Changes
- Guidelines for Instruction
- Resources





Overview of CCGPS (There are four strands in ELA)



Reading

Literary 9 standards

Informational

Foundational

Writing

Speaking & Listening

Language

10 standards

2 standards

7 standards

6 standards

6 standards



Organizational Comparisons



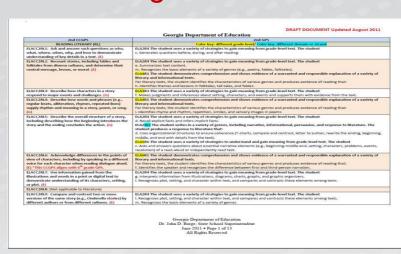
Second Grade GPS Three Major Domains	Second Grade CCGPS Four Major Strands
Reading 1 domain with 4 standards and 33 elements	Reading 9 literacy standards, 10 informational standards, and 0 elements
	Foundational Reading 2 standards, 9 elements
Writing 2 standards with 54 elements	Writing 7 standards 1 element
Listening, Speaking, Viewing 1 standard with 5 elements	Speaking and Listening 6 standards and 3 elements
	Language 6 standards and 20 elements



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Making Connections







Making Connections



GPS	CCGPS
ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student c. Generates questions before, during, and after reading.	ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.



Making Connections



ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression.

GPS

e. Uses self-correction when subsequent reading indicates an earlier misreading within gradelevel text.

CCGPS

ELACC2RF4. Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary



Making Connections

GPS

CCGPS

CCGPS

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



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Making Connections



GPS

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.

i. Identifies and infers main idea and supporting details.

The student

CCGPS

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.







TEACHER GUIDANCE FOR TRANSITION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS

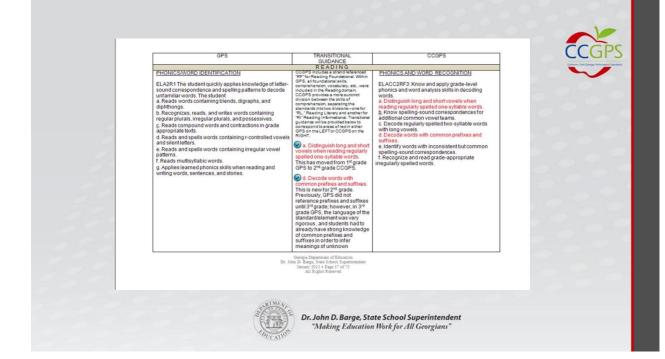


GRADE TWO



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New to Second Grade



AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS FOR SECOND GRADE
These standards are new to 2rd grade. Several of them are aligned to GPS standards in other grades and are representative of the increased rigo
of the CCGPS. See the strategies in the first section of this document to assist in creating stategies for delivering these skills in 2rd grade.

STANDARDS NEW TO SECOND GRADE	RATIONALE
ELACC287F. Know and apply grade-level phonics and word analysis skills in decoding words. a Distinguish long and short vowels when reading regularly spelled one-syllable words.	This has moved from 1* grade GPS to 2** grade CCGPS.
ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.	This is new for 2° grade. Previously, GPS did not reference prefixes and suffixes until 3° grade, however, in 3° grade GPS, the language of the standardielement was very rigorous, and students had to already have strong knowledge of common prefixes and suffixes in order to after meanings of unknown vocabulary words. Here, students are safe meanings of unknown vocabulary words. Here, students are have in order to decode the words.
ELACC21.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.u. hapov/unhapov. tel/treble).	As stated earlier, specific references to the language of prefix did not appear until 3rd grade GPS, therefore, this is new for 2rd grade CCGPS
ELACC21.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addion. additions).	This is new for 2 nd grade. Using root words was first in GPS in 3 nd grade
ELACC2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, booksheff, notebook, bookmark).	This is new for 2" grade CCGPS, but it will not be unfamiliar to rising 2" originates. GPS placed reading compound worst in 1" grade. The guidance here is that not only will the students be reading the words, they will also be preclicing definitions based on the meanings of the individual words within each compound word.

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Leaving Second



STANDARDS ABSENT FROM SECOND GRADE	RATIONALE
ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student d. Reads second-grade texts at a target rate of 90 words correct per minute.	CCGPS does not specify words per minute; however, it is acceptable to use the target rate specified in GPS of 90 wpm.
The student produces a response to literature that: a. Captures a reader's interest by stating an opinion about a text. b. Demonstrates understanding of the text and expresses and supports an opinion. c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection. d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). e. Develops a sense of closure. f. May include pre-writing. g. May include a draft that is revised and edited. h. May be published.	There is not a standard in CCGPS which specifically references the genre of Response to Literature. Guidance encourages this genre focus within the study of opinion writing, informative/explanatory writing, and narrative writing.

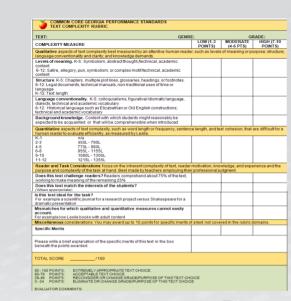


Standards-based Classrooms



- · We will all still be teachers of reading and writing
- Reading and writing will be more integrated
- Tasks will be more integrated
- We will Increase the complexity of text read independently
- We will read more informational text
- All standards will be mastered through recursive attention throughout all four instructional units each year





DETERMINING TEXT COMPLEXITY



Remember!

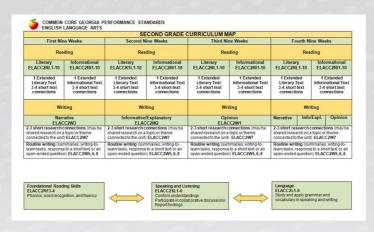


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed

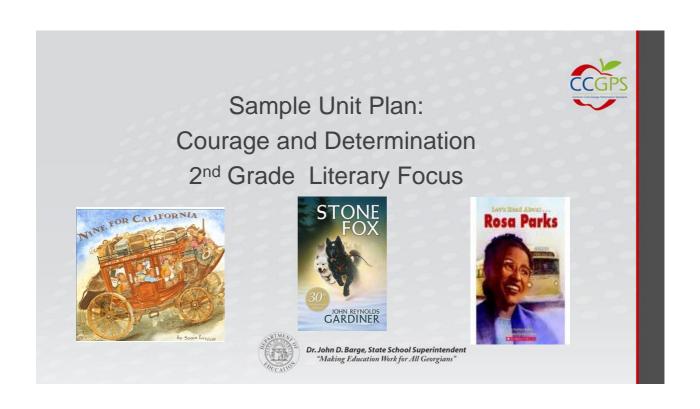


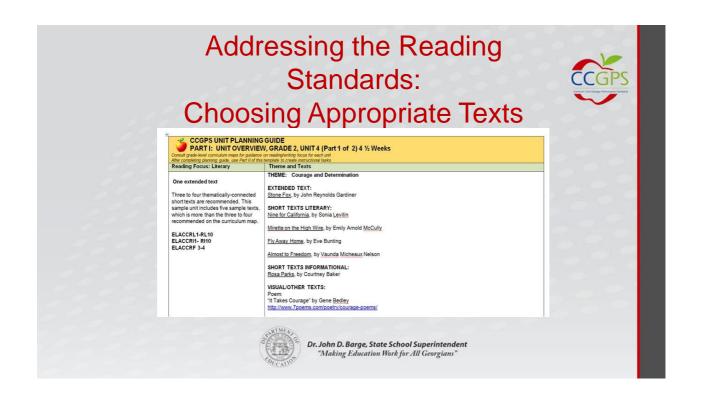
2nd Grade Curriculum Map

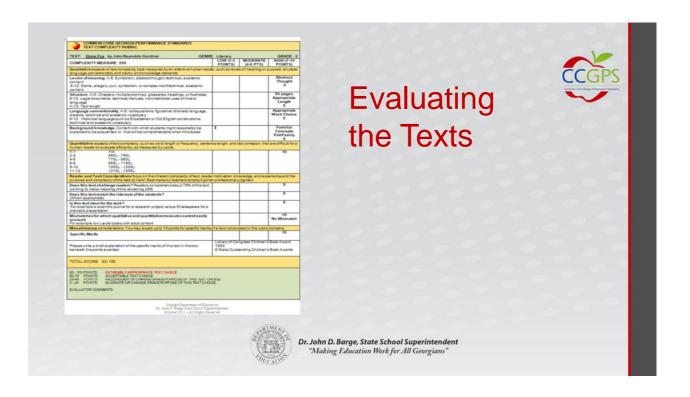


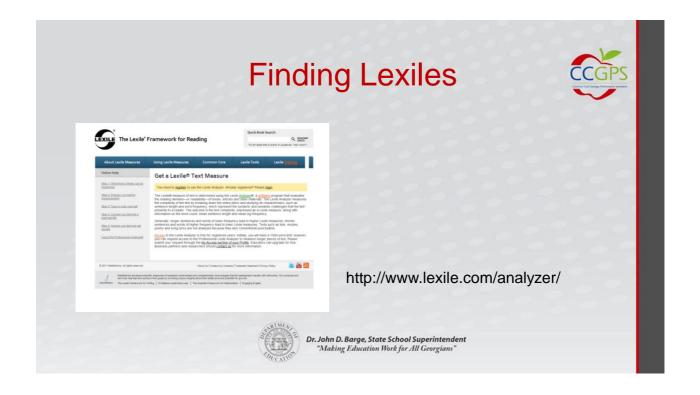


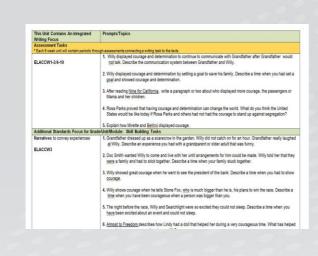












Addressing the Writing Standards: Constructing Appropriate Writing Prompts





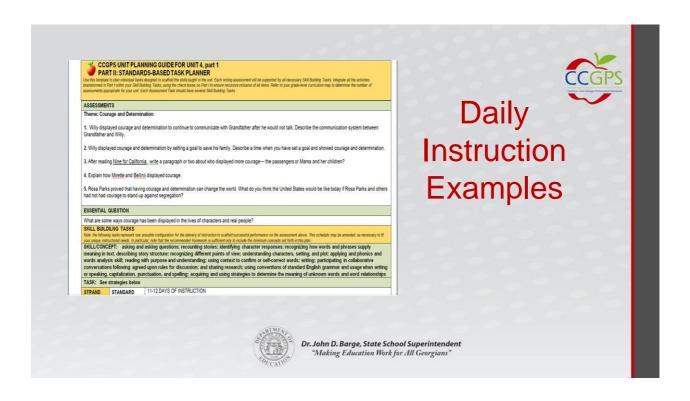
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Language Integration Grammar ELACCL1-3	Ideas/Tasks for Integration
L1: Use collective nouns, irregular plural nouns, and reflexive pronouns	> Students will look for examples of these parts of speech in text that they are reading. > Students will create a list of collective nouns, irregular plural nouns, and reflexive pronouns found in the text to be used in their writings.
Form and use the past tense of frequently occurring irregular verbs	>Students will work with the teacher to create a chart of verbs from the text showing different tenses. > Students will use verbs from the chart in their writings.
Use adjectives and adverbs	> Students will locate hires sentences found in the text that describe characters from the text. *Soluters will share their sentences and name the adjectives and adverts used in the sentence to describe the characters. *Students will choose a character from a previous writing and add adjectives to make the character more visible to the stader. *Solutents will choose boring verbs in previous writings and improve these verbs by adding adverbs.
Produce, expand, and rearrange complete simple and compound sentences	> Using selected sentences from the text being read, allow students to revine the sentences by expanding them to include more details ladding adjustices and/or advertis. Judge examples of simple sentences within the text being read, rewrite small parts of the text by creating compound sentences. "Solud previous writings and lond proportunities to revice sentences that are simple by creating compound sentences have appropriate.
Use legible handwriting	>Write legibly during all writing activities.
L2: Capitalize geographical names	Note that the peopraphic areas found in <u>Store Fox. Mirete on the High Wine</u> , and <u>Mine for California</u> . White a less sentences comparing the peopraphic areas you have learned about where you live in Georgia, using appropriate capitalization for peopraphical areas, etc. Advice students to explore from geographic names can also be made into proper adjectives (e.g., Georgia becomes Georgian and functions as an adjective interneus and the Georgian homes or Georgian accent).
Use commas in greetings and closing of letters	Phetend that you are Willy, Instead of going to see the president of the bank, you are going to write a letter. What would your letter say? **In Nine For California people brought letters to the stagecoach to be sent to their family members living far way. **Phetend you are writing a letter to a friend living far way. What would your letter say? Write your letter and pay special attention to the covered use of commas.
Use an apostrophe to form contractions and possessives	>identify contractions found in Nine for California and other texts, make a list of the sets of words that were combined create the contractions >Write new sentences using contractions from the story

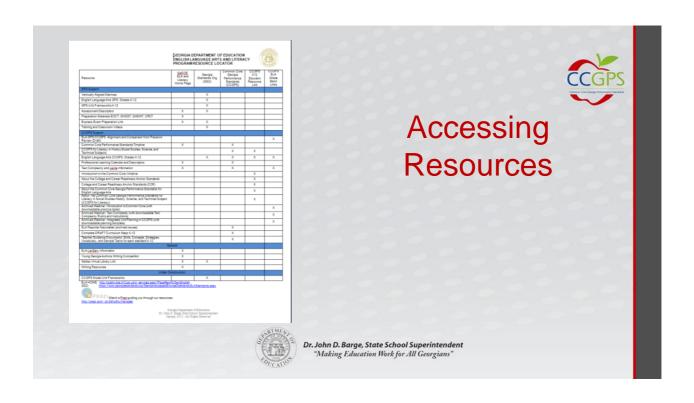


Planning Tools to Ensure Integration

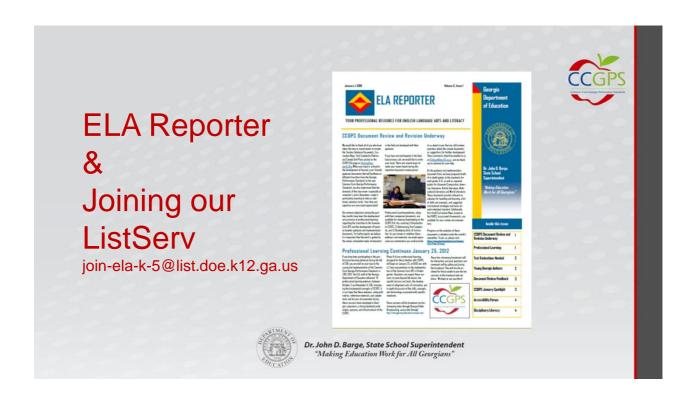


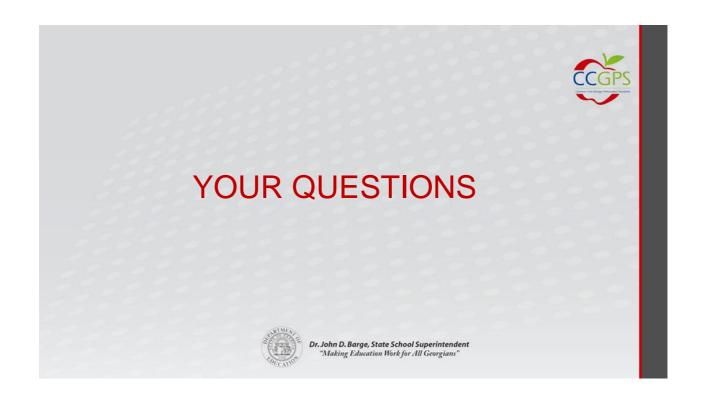




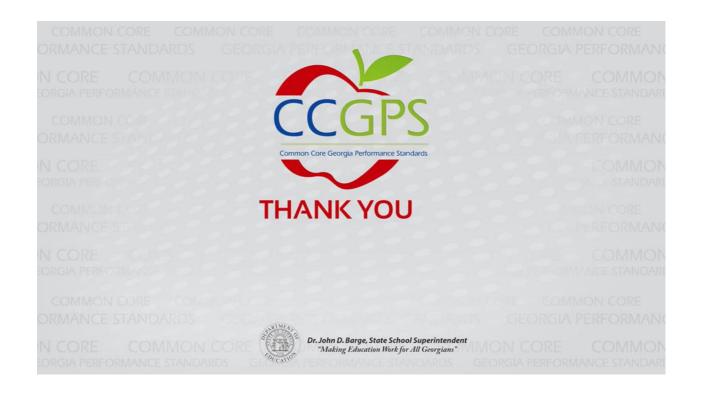












Thank you for participating in this CCGPS Professional Learning Session.

We value your feedback. Please go to the following website, take the anonymous feedback survey, and complete the participation log to receive a certificate of participation:

http://survey.sedl.org/efm/wsb.dll/s/1g10a

If you have questions, feel free to contact any of the English language arts or Mathematics staff at the following email addresses:

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