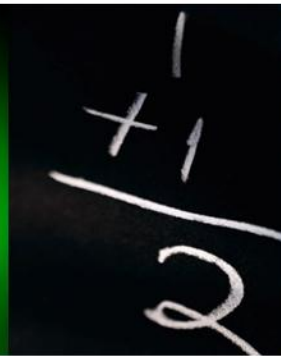


According to the Common Core State Standards, students who are college and career ready in reading, writing, speaking, listening, and language...

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand others cultures and perspectives



Reading: Same and Different

What's the same with the EIC?

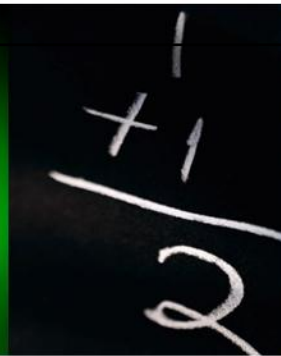
Reading

- Reciprocity of reading and writing
- Small group instruction and guided reading
- Leveled text
- Reading strategies
- Vocabulary
- Word Work: phonics, spelling, structure
- Core books and resources
- M-Class
- Handwriting
- *Junior Great Books, William & Mary*

What's different with the EIC?

Reading

- EIC aligned to Common Core Standards
- Whole group lessons connected with content
- Junior Great Books texts connect to reading indicators as well as science or social studies
- Author studies may be included where authentic connections to content occur
- Indicators sequenced by week

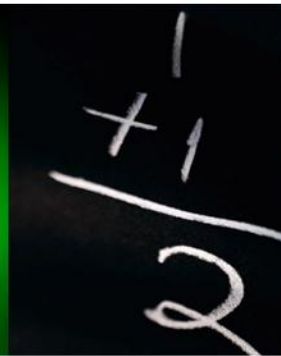


What does a whole group reading lesson look like?

Measurement Topic: Reading Informational Text - Grade 2

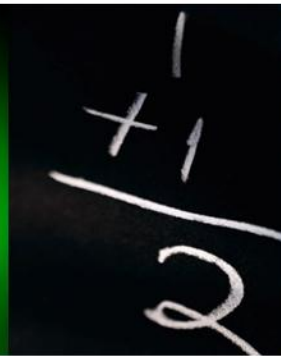
Know and use various text features to locate key facts and information

Read an e-book such as, [Places on the Earth: Continents, Oceans, and Countries](#) by E. I. See to locate information about places. Ask students to identify the text features (i.e., labels, captions, bold print, pictures, glossary) that were used. Record the names of the text features on a chart. Divide the students into groups and assign one text feature to each group. Ask students to use the text feature and discuss: What key facts and information does the text feature provide in the e-book? What text feature is missing at the beginning of the resource? Review the purpose of a table of contents. Ask students to use the key facts to compose headings for the table of contents. Display headings and arrange in a purposeful order to create a table of contents.



What's different in writing?

- Topic choice for writing often suggested
- Up to three writing purposes in every marking period
- Writing in response to literature and art
- Integration with information literacy
- Purposes for writing (opinion, narrative informational/explanatory)



What does a writing lesson look like?

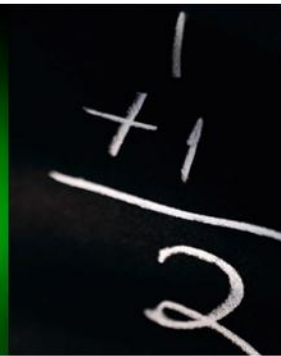
Measurement Topic: Writing - Informative/Explanatory - Grade 1

Write an informational paragraph that includes a sense of closure

Engage students in brainstorming words or phrases that could be used to show how they feel about their artifact. Make a list of their ideas. Ask: How do these words help your reader hear your voice while writing?

Why would authors end their paragraph with a sentence that includes an emotion word? Model a [Think Aloud](#) to complete a closing sentence using an emotion word or phrase from the list. Encourage students to ask questions to determine how the teacher feels about his or her artifact.

Give students an opportunity to write a closing sentence that expresses how they feel about their artifact. Provide time for students to listen as a partner shares his or her closing sentence and discuss: Does the closing sentence match how the writer feels about the artifact? Ask: How does asking questions about a closing sentence help you determine if the sentence matches how the author feels about their artifact?



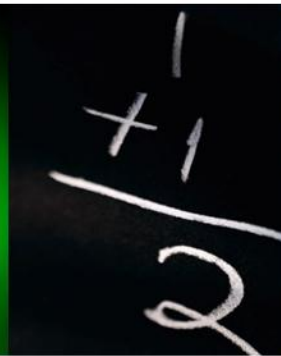
Reading and Writing are also integrated through projects in order to apply thinking and academic success skills in the context of an interdisciplinary inquiry.



How does small group instruction fit into Curriculum 2.0?



While the Elementary Integrated Curriculum provides a framework for integrating thinking and academic success skills, **small group reading and writing instruction will continue daily.**



QUESTIONS ?????

