

A color-coded CCSSI Annotation Documentation

for

School Visits presented by

Author and Poet

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An Author's Journey

Join the Poetry Party

SENSE-ational Writing

Launch a "Poem in Your Pocket" Day at Your School

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Document Table of Contents:

CCSSI Reading Standards for Literature	pages 3-5
Key Ideas and Details (K-2)	page 3
Craft and Structure (K-8)	pages 3-4
Integration of Knowledge and Ideas (K-6)	pages 4-5
CCSSI Reading Standards for Informational Texts	
Key Ideas and Details (K-5)	page 6
Craft and Structure (K-5)	pages 6-7
Integration of Knowledge and Ideas (K-6)	page 7
CCSSI English Language Arts - Writing	
Production and Distribution of Writing (K-8)	pages 8-9
Research to Build Knowledge (3-5)	page 9
Range of Writing (3-8)	pages 9-10
CCSSI English Language Arts - Listening and Speaking	
Comprehension and Collaboration (K-5)	page 11
Presentation of Knowledge and Ideas (K-3)	pages 11-12

School Visit Topics

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	Poem in Your Pocket Day

CCSSl Reading Standards for Literature

Key Ideas and Details

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RL.K.1	With prompting and support, ask and answer questions about key details in a text.				
RL.1.1	Ask and answer questions about key details in a text.				
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				

Craft and Structure

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RL.K.4	Ask and answer questions about unknown words in a text.				
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).				
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each telling the story.				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of types.				
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, or song.				
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.				
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				

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RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.				
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama				
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style				

Integration of Knowledge and Ideas

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RL.K.7	With prompting and support, describe the relationship between illustrations, and the story in which they appear (e.g., what moment in a story an illustrations depicts.)				
RL.K.10	Actively engage in group reading activities with purpose and understanding.				
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.				
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)				

RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Blue	Green	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Blue	Green	Purple
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Blue	Green	Purple
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		Blue	Green	Purple

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CCSS Reading Standards for Informational Texts

Key Ideas and Details

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RI.K.1	With prompting and support, ask and answer questions about key details in a text.				
RI.1.1	Ask and answer question about key details in a text.				
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>how</i> to demonstrate understanding of key in a text.				
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.				

Craft and Structure

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RI.K.5	Identify the front cover, back cover, and title page of a book.				
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting ideas or the information in a text.				
RI.1.5	Know and use various text features (e.g., heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.				
RL.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
RL.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				
RL.K.4	Ask and answer questions about unknown words in a text.				
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.				
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				

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RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				

Integration of Knowledge and Ideas

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, or thing in the text an illustration depicts).				
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.				
RI.1.7	Use illustrations and details in a text to describe its key ideas.				
RI.1.8	Identify the reasons an author gives to support points in a text				
RI.2.8	Describe how reasons support specific points the author makes in a text.				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.				

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CCSSl English Language Arts – Writing

Production and Distribution of Writing

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
W.K.4	With guidance and support from adults, respond to questions and suggestion from peers and add details to strengthen writing as needed.				
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				

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W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
W.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				

Research to Built Present Knowledge

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.				

Range of Writing

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Red	Blue	Green	Purple
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Red	Blue	Green	Purple

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CCSSl English Language Arts – Speaking and Listening

Comprehension and Collaboration

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SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.				
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.				
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.				
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.				
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.				
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.				

Presentation of Knowledge and Ideas

		Author Journey	Poetry Party	SENSE-ational	Pocket Poem
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				

SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.				
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