Snapshot 10.1 Integrating Technology into an Extended Writing Project in Grade Two

After reading and discussing several informational books about reptiles, second graders work in pairs to write their own informational text about a reptile of their choice. With the teacher and teacher librarian’s assistance, they gather books from the library, view relevant video clips, and explore selected websites on the internet using search terms discussed with the adult. They write a list of key ideas in several categories, such as appearance, habitat, and eating habits. They also record special vocabulary. Students researching the common snapping turtle, for example, record the terms rigid carapace, freshwater, and omnivore because they want to be sure to use them in their text. Each team creates a draft modeled after the texts the teacher had read aloud and discussed with the class. Students’ drafts are shared with the teacher who provides feedback and guidance. When ready, each student pair develops a final version, having made presentation decisions, and includes informational text features appropriate to their piece of writing, such as Table of Contents, bolded words, captions, and headings. As a finishing touch on their projects, students add Quick Response (QR) Codes to each page of their books, a technology with which they previously had gained experience. Each code allows viewers of the book to use a class QR scanner (such as an app installed on a tablet or Smartphone) to listen to translations that bilingual students record. This provides opportunities for ELs to interact with the book in their primary language in addition to English. Similarly, the books may be shared with family members who are learning English.

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