

Second Grade	Quarter 3: Meaning-Based Curriculum Map-EL	Module 3
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**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

- By 2025,**
- 80% of our students will graduate from high school college or career ready
  - 90% of students will graduate on time
  - 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on [page 3](#)).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the [TN State Standards](#), which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including [the instructional shifts](#).

**How to Use the Curriculum Maps**

The curriculum maps are meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a *guide*, not a *script*, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between **skills-based** and **meaning-based competencies**, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should **integrate practice of both competencies**, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach full *units* and/or *modules*. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.
- For skills-based lessons, the *Journeys* series remains our primary instructional resource as outlined in the Foundational Literacy Map. [Research demonstrates](#) that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

For additional information, visit the specified grade’s [K-3 Journeys Foundational Skills Scope & Sequence](#).

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**Guidance for the ELA Block**

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum 60 minutes daily)** – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **A Volume of Reading (as much as possible)** – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

**Guidance for Meaning-Based Instruction: Structure of an EL Module**

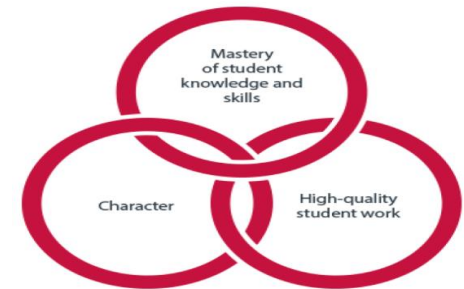
Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment. Each unit progresses in a standard sequence. Unit 1 students read, discuss, dramatize, draw and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



**3 Dimensions of Student Work: Principles that underlie the curriculum:**

- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and prized.



## SCS Instructional Framework

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

## In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

## Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

## ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

**ESSA**

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

**ESL: English Language Development**

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

**Model Performance Indicators (MPIs):** Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL.

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p><b>The Tennessee ELA Standards:</b>  <a href="https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html">https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</a></p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p><b>Crosswalk</b>  <a href="https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing">https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</a></p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p><b>Digging Deeper on Differentiation Strategies</b>  <a href="https://bit.ly/2KUvKpp">https://bit.ly/2KUvKpp</a></p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p><b>Scaffolding Options for ELA</b>  <a href="https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing">https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</a></p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p><b>Meeting Students Needs Through Scaffolding</b>  <a href="https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing">https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</a></p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p><b>Scaffolding Options for Close Reading/Read-aloud</b>  <a href="https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing">https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing</a></p>	<p>This article focuses on the importance of read alouds and close reads. It also offers suggestions for scaffolds to support students in engaging with complex text.</p>
<p><b>Vocabulary Development During the Read aloud</b>  <a href="http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices">http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices</a></p>	<p>This article provides information regarding how read-alouds help develop students reading ability especially as it regards vocabulary development.</p>
<p><b>Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis</b>  <a href="https://vimeo.com/213202773">https://vimeo.com/213202773</a></p>	<p>This is the first video in a two-part series that features a primary class engaging in a close read aloud.</p>

<p><b>Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task</b>  <a href="https://vimeo.com/213193741">https://vimeo.com/213193741</a></p>	<p>This is the second video in a two-part series that features a primary grade class engaging in a close read-aloud whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>
<p><b>Behind the Practice: Close Read-Aloud in the Primary Grades</b>  <a href="https://vimeo.com/213180590">https://vimeo.com/213180590</a></p>	<p>This is a behind the practice video of the teacher giving us a window into her purposeful planning and delivery of a Close Read-Aloud.</p>
<p><b>Student Engagement: EL Protocols</b></p>	
<p><b>EL Protocols:</b>  <a href="https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing">https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing</a></p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p><b>Classroom Protocols in Action: Science Talk</b>  <a href="https://vimeo.com/169909161">https://vimeo.com/169909161</a></p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p><b>Social Emotional Learning in EL</b></p>	
<p><b>EL Character Framework</b>  <a href="https://characterframework.eleducation.org/">https://characterframework.eleducation.org/</a></p>	<p>Central to EL Education curriculum is a focus on “habits of character” and <b>social-emotional learning</b>. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p><b>Edutopia: Social Emotional Learning</b>  <a href="https://www.edutopia.org/social-emotional-learning">https://www.edutopia.org/social-emotional-learning</a></p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p><b>Social Emotional Learning: FAQ</b>  <a href="https://casel.org/faqs/">https://casel.org/faqs/</a></p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p><b>Additional EL Resources</b></p>	
<p><b>The moDEL Detroit Project:</b>  <a href="https://www.detroitk12.org/Page/9721">https://www.detroitk12.org/Page/9721</a></p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers that are implementing the EL Education curriculum. <b>This includes PowerPoints for every lesson in grades K-8.</b> These resources were developed in conjunction with various literacy experts. However, SCS teachers that choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded the PowerPoints can be revised to meet your needs.</i></p>
<p><b>ESL Support (Please copy and paste the link below into your search browser to access.)</b>  <a href="https://bit.ly/2KZGjqO">https://bit.ly/2KZGjqO</a></p>	<p>This resource provided by the ESL Department includes scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.</p>
<p><b>EL Third Party Links – Updated Technology Links</b>  <a href="https://curriculum.eleducation.org/content/third-party-links">https://curriculum.eleducation.org/content/third-party-links</a></p>	<p>In the module lessons, teachers and students are occasionally prompted to access web resources. Many of these resources are third party links and may undergo changes. Teachers may access the EL Education Third Party Links webpage for instructional guidance, updates, and suggestions for these altered web resources and technology links.</p>

*Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link into the browser of your Internet search engine.*

**Module Overview: Second Grade Module 3- *The Secret World Pollination***

In this module, students build their research skills and science knowledge through a study of the secret world of plants and pollinators. In Unit 1, students navigate informational text features, co-create Plant, Seed, Fruit, and Flower Frayer Model anchor charts, create scientific drawings, and participate in a Science Talk, all focused on learning about how plants grow and survive.

In Unit 2, students home in on a study of the role of insect pollinators in helping plants grow and survive. Using the text *What Is Pollination?* by Bobbie Kalman, students continue to strengthen their research skills as they conduct whole group and small group research on insect pollinators. Students then use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process.

In Unit 3, students extend and apply their understanding of pollination and pollinators through the creation of their performance task. Using the informative writing piece from Unit 2, as well as supplemental texts about specific plants and pollinators, students prepare an oral presentation and create a poster to share their knowledge about a specific insect pollinator and plant. **This performance task centers on CCSS ELA SL.2.4.**

**Guiding Questions and Big Ideas**

**How do plants grow and survive?**

▪ *Plants need light and water to grow.*

**How do pollinators help plants grow and survive?**

▪ *Plants need pollinators because they help with the pollination process that enables new plants to grow.*

**How do we get the fruits, flowers, and vegetables that we enjoy?**

▪ *Pollinators help plants produce the fruits, flowers, and vegetables we enjoy through the process of pollination.*

**How do we become researchers and share our learning?**

▪ *Scientists use models to explain an idea or describe relationships.*

**Task should align to**

- Topic
- Targets
- Texts

The 4 T's	
<p><b>Topic</b> Plants and pollinators</p>	<p><b>Task</b> Performance task poster and oral presentation to share information about a specific insect pollinator and plant</p>
<p><b>Targets</b> CCSS explicitly taught and assessed): SL.2.4, W.2.5, and W.2.7</p>	<p><b>Texts</b> <i>From Seed to Plant, Plant Secrets, What is Pollination, and Seed to Plant</i></p>



## Second Grade Module 3: The Secret World of Pollination Unit 1: Curriculum Guidance

### Habits of Character: Work to Become Ethical People **Social-Emotional Learning Focus**

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical people** by treating others with empathy and **work to become effective learners** by taking initiative and responsibility for their work, actions, and space. Throughout Unit 1, students practice taking responsibility as they engage in reading and conversations with peers about plant growth and survival. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

### Unit Assessment: Using Strategies to Read Informational Text

This assessment focuses on students’ comprehension of informational texts. It centers on **CCSS ELA RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, and L.2.4e**. Students independently read the section entitled “What Do Plants Need?” from *Seed to Plant (National Geographic)* by Kristin Baird Rattini, and then respond to selected response and short answer questions using the text and illustrations and rereading as needed.

**Assessment Checklists:** Throughout this unit, teachers may use the Reading Informational Checklist to gather data on students’ reading comprehension, specifically progress toward RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, and RI.2.7. The Speaking and Listening Checklist may be used to gather data on students’ progress toward SL.2.1 and SL.2.2 (see Assessment Overview and Resources).

**Required Unit Trade Book(s):** *Seed to Plant (National Geographic)*

**Suggested Pacing:** This unit is approximately 2.5 weeks or 12 sessions of instruction.

**Noteworthy:** This unit’s assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson # highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Ongoing Assessment	Anchor Charts & Protocols
<p><b>Lesson 1</b></p> <p>RI.2.1, W.2.8, SL.2.1, SL.2.3, SL.2.6</p> <p><b>TN Standards</b></p> <p><b>2.RI.KID.1, 2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.3, 2.SL.PKI.6</b></p>	<p>Discovering Our Topic: Sorting Materials Related to Plants</p> <p><b>1. Opening</b> A. Engaging the Learner: Mystery Bag with Plant Parts (10 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Making Observations:</b> Sorting Pictures Related to Plants (20 minutes)</p> <p><b>4. Recording Observations:</b> Recording How I Sorted (15 minutes)</p>	<ul style="list-style-type: none"> <li>I can describe how I sorted my images with my group. (SL.2.1, SL.2.3, SL.2.6)</li> <li>I can record information about my images. (RI.2.1, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>Open Sort anchor chart</li> <li>Module Guiding Questions anchor chart</li> </ul>



	<p><b>5. Closing and Assessment</b> A. Introducing the Module Guiding Question (15 minutes)</p>			
<p><b>Lesson 2</b></p> <p>W.2.8, SL.2.1, SL.2.3, SL.2.6, L.2.4d</p> <p><b>TN Standards</b> 2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.3, 2.SL.PKI.6, 2.FL.VA.7a</p>	<p>Making Observations: Discussing Connections in Related Plant Sets</p> <p><b>1. Opening</b> A. Engaging the Learner: What Researchers Do (15 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Reading Aloud to Build Background Knowledge:</b> <i>Plant Secrets</i>, Pages 1–26 (15 minutes)</p> <p><b>4. Independent Drawing and Writing:</b> Ordering the Stages of a Plant (20 minutes)</p> <p><b>5. Closing and Assessment</b> A. Sharing Our Work: Plants and Pollinators Research Notebook (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can describe the connection between seeds, plants, flowers, and fruits. (SL.2.1, SL.2.3)</li> <li>I can record information about seeds, plants, flowers, and fruits. (W.2.8, SL.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>After Work Time B, use page 2 of students’ Plants and Pollinators research notebook to measure progress toward W.2.8.</li> </ul>	<ul style="list-style-type: none"> <li>Student Questions anchor chart</li> <li>What Researchers Do anchor chart</li> </ul>
<p><b>Lesson 3</b></p> <p>RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, W.2.7, SL.2.1</p> <p><b>TN Standards</b> 2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.7, 2.W.RPBK.7, 2.SL.CC.1</p>	<p>Reading Informational Texts: What is a Plant?</p> <p><b>1. Opening</b> A. Introducing the Unit 1 Guiding Question: How Do Plants Grow and Survive? (5 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Engaging the Reader:</b> Text Features in <i>Seed to Plant</i> (15 minutes)</p> <p><b>4. Focused Partner Reading:</b> <i>Seed to Plant (National Geographic)</i>, Pages 1–7 (20 minutes)</p> <p><b>5. Shared Writing:</b> Plant Frayer Model (10 minutes)</p> <p><b>6. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can answer questions using information from the text to learn about plants. (RI.2.1, RI.2.2, RI.2.6)</li> <li>I can use text features to efficiently locate information in the text <i>Seed to Plant</i>. (RI.2.5, RI.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the focused reading in Work Time B, use the Reading Informational Text Checklist to track students’ progress toward RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, and RI.2.7 (see Assessment Overview and Resources).</li> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part I to review page 3 and measure progress toward RI.2.1, RI.2.2, and RI.2.6.</li> <li>During Work Time C, listen for students to provide information for the Plant Frayer Model anchor chart using information from the text <i>Seed to Plant</i> (W.2.7, SL.2.1).</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Guiding Question anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Text Features anchor chart</li> <li>Plant Frayer Model anchor chart</li> </ul>
<p><b>Lesson 4</b></p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.5,</p>	<p>Reading Informational Texts: What Are the Parts of a Plant?</p> <p><b>1. Opening</b> A. Making Observations: Plant Drawings (10 minutes)</p> <p><b>2. Work Time</b></p>	<ul style="list-style-type: none"> <li>I can sketch and label a scientific drawing of a plant. (W.2.7)</li> <li>I can answer questions using information from the text to learn about the parts of a plant. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, circulate and monitor students’ ability to sketch a scientific drawing of a plant. (W.2.7)</li> <li>During the focused reading in Work Time A, continue to use the</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> </ul>

<p>RI.2.6, RI.2.7, W.2.7,SL.2.5</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.7, 2.W.RPBK.7, 2.SL.PKI.5</b></p>	<p><b>3. Focused Reading:</b><i>Seed to Plant (National Geographic)</i>, Pages 8–9 (20 minutes)</p> <p><b>4. Engaging the Writer:</b> Adding Labels to Plant Drawings (10 minutes)</p> <p><b>5. Shared Writing:</b> Plant Frayer Model (15 minutes))</p> <p><b>6. Closing and Assessment</b>  A. Reflecting on Learning (10 minutes))</p>		<p>Reading Informational Text Checklist to track students’ progress toward RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, and RI.2.7 (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> <li>• After Work Time B, collect students’ Plants and Pollinators research notebook, Part I to review page 4 and measure progress toward RI.2.5, RI.2.7, and W.2.7.</li> <li>• During Work Time C, listen for students to provide information for the Plant Frayer Model anchor chart using information from the text <i>Seed to Plant</i>. (W.2.7, SL.2.5)</li> </ul>	
<p><b>Lesson 5</b></p> <p>RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, L.2.4, L.2.4d</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.4, 2.RI.CS.5, 2.RI.IKI.7, 2.FL.VA.7a, 2.FL.VA.7aiv</b></p>	<p>Reading Informational Texts: How Do Seeds Grow Into Plants?</p> <p><b>1. Opening</b>  A. Poem and Movement: “Plants around the World” (5 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Focused Reading:</b><i>Seed to Plant (National Geographic)</i>, Pages 10–13 (25 minutes)</p> <p><b>4. Developing Language:</b> How a Plant Grows (10 minutes)</p> <p><b>5. Shared Writing:</b> Seed Frayer Model (10 minutes)</p> <p><b>6. Closing and Assessment</b>  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can answer questions using information from the text to learn about how seeds grow into plants. (RI.2.3, RI.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• During the focused reading in Work Time A, continue to use the Reading Informational Text Checklist to track students’ progress toward RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, and RI.2.7 (see Assessment Overview and Resources).</li> <li>• After Work Time B, collect students’ Plants and Pollinators research notebook, Part I to review page 5 and measure progress toward RI.2.3 and RI.2.4.</li> <li>• During Work Time C, listen for students to provide information for the Seed Frayer Model anchor chart using evidence from the text <i>Seed to Plant</i> (National Geographic). (W.2.7, SL.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Plants Around the World poem</li> <li>• What Researchers Do anchor chart</li> <li>• Text Features anchor chart</li> <li>• Seed Frayer Model anchor chart</li> </ul>
<p><b>Lesson 6</b></p> <p>RI.2.1, RI.2.2, RI.2.4, RI.2.3, RI.2.5, RI.2.6, RI.2.7, W.2.7, W.2.8, L.2.4d</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.KID.3, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6 2.RI.IKI.7, 2.W.RPBK.7, 2.W.RPBK.8, 2.FL.VA.7a.iv</b></p>	<p>Unit 1 Assessment: Using Strategies to Read Informational Text</p> <p><b>1. Opening</b>  A. Poem and Movement: “Plants around the World” (10 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Unit 1 Assessment:</b> Using Strategies to Read Informational Text: <i>Seed to Plant</i>, Pages 14–15 (20 minutes)</p> <p><b>4. Reading Aloud to Research Plant Needs:</b> <i>Seed to Plant</i>, Pages</p>	<ul style="list-style-type: none"> <li>• I can efficiently find information to answer questions about what plants need to grow. (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7)</li> <li>• I can write supporting details about what a plant needs to grow and survive. (W.2.7, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, listen for students to share a growing knowledge about compound words. (L.2.4d)</li> <li>• During Work Time C, circulate and observe whether students are able to write supporting details about plant needs and their related plant parts. (W.2.7)</li> <li>• During the Closing, listen as students share their writing. Notice whether they are able to speak clearly to share their work and listen respectfully as a classmate shares.</li> </ul>	<ul style="list-style-type: none"> <li>• Plants Around the World poem</li> <li>• Compound Words anchor chart</li> <li>• Answering Selected Response anchor chart</li> <li>• Unit Guiding Question anchor chart</li> <li>• Plant Frayer Model anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Back-to-Back, Face-to-Face protocol</li> <li>• Back-to-Back, Face-to-Face anchor chart</li> </ul>

	<p>14–15 (15 minutes)</p> <p><b>5. Independent Writing: Plant Needs</b> (10 minutes)</p> <p><b>6. Closing and Assessment</b> A. Sharing Our Work: Informational Paragraphs (5 minutes)</p>			
<p><b>Lesson 7</b></p> <p>RI.2.1, RI.2.3, RI.2.5, W.2.7, SL.2.1, L.2.4d</p> <p><b>TN Standards</b> <b>2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.5,</b> <b>2.RI.CS.6 2.RI.IKI.7, 2.W.RPBK.7,</b> <b>2.SL.CC.1, 2.FL.VA.7a.iv</b></p>	<p>Reading Informational Texts: How Do Flowers Help Plants Grow and Survive?</p> <p><b>1. Opening</b> A. Poem and Movement: “Plants around the World” (5 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Focused Reading: Seed to Plant, Pages (National Geographic), 18–21</b> (10 minutes)</p> <p><b>4. Reading Aloud to Research Flowers: Plant Secrets, Pages 13–18 and 29</b> (15 minutes)</p> <p><b>5. Engaging the Researcher: Using a Diagram to Create a Flower Model</b> (25 minutes)</p> <p><b>6. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can describe the characteristics of a flower using the Frayer Model. (RI.2.1, RI.2.3, SL.2.1)</li> <li>I can build a model of a flower and label its parts. (SL.2.5)</li> </ul>	<ul style="list-style-type: none"> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part I to review page 7 and measure progress toward RI.2.1 and W.2.7.</li> <li>During Work Time B, listen for students to provide information for the Flower Frayer Model anchor charts using evidence from the text <i>Plant Secrets</i>. (W.2.7, SL.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>Plants Around the World song</li> <li>Compound Words anchor chart</li> <li>Seed Frayer Model anchor chart</li> <li>Plant Frayer Model anchor chart</li> <li>Flower Frayer Model anchor chart</li> <li>Text Features anchor chart</li> <li>Unit Research Question anchor chart</li> <li>What Researchers Do anchor chart</li> </ul>
<p><b>Lesson 8</b></p> <p>RI.2.1, RI.2.3, W.2.7, SL.2.1</p> <p><b>TN Standards</b> <b>2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.5, ,</b> <b>2.W.RPBK.7, 2.SL.CC.2</b></p>	<p>Reading Informational Texts: How Do Fruits Help Plants Grow and Survive?</p> <p><b>1. Opening</b> A. Developing Language: Volley for Vocabulary (5 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Shared Writing: Fruit Frayer Model</b> (20 minutes)</p> <p><b>4. Language Dive: Plant Secrets</b> (15 minutes)</p> <p><b>5. Independent Writing: Module Guiding Question</b> (15 minutes)</p> <p><b>6. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can describe the characteristics of a fruit using the Frayer model. (RI.2.1, RI.2.3, SL.2.1)</li> <li>I can record my thinking about important details for each stage of a plant. (W.2.7, SL.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, listen for students to provide information for the Flower Frayer Model anchor charts using evidence from the text <i>Plant Secrets</i>. (W.2.7, SL.2.1)</li> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part I to review page 8 and measure progress toward RI.2.1 and W.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>Volley for Vocabulary</li> <li>Seed Frayer Model anchor chart</li> <li>Plant Frayer Model anchor chart</li> <li>Flower Frayer Model anchor chart</li> <li>Fruit Flower Model anchor chart</li> <li>Unit Research Question anchor chart</li> <li>Module Guiding Question anchor chart</li> <li>Back to Back, Face to Face Protocol</li> <li>Back to Back, Face to Face Protocol anchor chart</li> </ul>
<p><b>Lesson 9</b></p> <p>RI.2.1, RI.2.3, W.2.7, SL.2.1</p>	<p>Reading Informational Text: Different Kinds of Seed Dispersal</p> <p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can answer questions about the different kinds of seed dispersal in the text <i>From Seed to Plant</i>. (RI.2.1, RI.2.3, SL.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>During the research read-aloud in Work Time A, continue to use the Reading Informational Text Checklist to track students’ progress toward</li> </ul>	<ul style="list-style-type: none"> <li>Volley for Vocabulary</li> <li>Unit Guiding Question anchor chart</li> <li>Seed Dispersal anchor chart</li> <li>Seed Frayer Model anchor chart</li> </ul>

<p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.3 2.W.RPBK.7, 2.SL.CC.1</b></p>	<p>A. Developing Language:          Volley for Vocabulary (5 minutes)  <b>2. Work Time</b>  <b>3. Reading Aloud to Research Seed Dispersal: <i>From Seed to Plant</i> (National Geographic), Pages 12–17 (20minutes)</b>  <b>4. Making Observations: Seed Dispersal Challenge (30minutes)</b>  <b>5. Closing and Assessment</b>          A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can document my predictions and observations about the different kinds of seed dispersal after participating in a seed dispersal challenge. (W.2.7, SL.2.1)</li> </ul>	<p>RI.2.1 and RI.2.3 (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> <li>After Work Time B, collect students' Plants and Pollinators research notebook, Part I to review page 8 and measure progress toward W.2.7.</li> </ul>	
<p><b>Lesson 10</b></p> <p>W.2.8, SL.2.1, SL.2.3</p> <p><b>TN Standards</b>  <b>2.W.RPBK.8, 2.SL.CC.1, 2.SL.CC.3</b></p>	<p>Speaking and Listening: Science Talk</p> <p><b>1. Opening</b>          A. Developing Language:          Volley for Vocabulary (5 minutes)  <b>2. Work Time</b>  <b>3. Engaging the Speaker: Preparing for a Science Talk (20 minutes)</b>  <b>4. Science Talk Protocol: "How Plants Grow and Survive" (20 minutes)</b>  <b>5. Closing and Assessment</b>          A. End of Unit Reflection (15 minutes)</p>	<ul style="list-style-type: none"> <li>I can participate in a Science Talk about how plants grow and survive. (SL.2.1, SL.2.3)</li> <li>I can reflect on my learning from this unit. (W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>After Work Time B, collect students' Plants and Pollinators research notebook, Part I to review page 11 and measure progress toward W.2.8.</li> <li>During the Science talk, listen for students to share information they have learned to answer the Unit 1 guiding question: "How do plants grow and survive?" (SL.2.1, SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Volley for Vocabulary</li> <li>Unit Guiding Question anchor chart</li> <li>Science Talk</li> <li>Science Talk anchor chart</li> <li>Seed Frayer Model anchor chart</li> <li>Plant Frayer Model anchor chart</li> <li>Flower Frayer Model anchor chart</li> <li>Fruit Frayer Model anchor chart</li> <li>What Researchers Do anchor chart</li> </ul>



**Second Grade Module 3: The Secret World of Pollination Unit 2: Curriculum Guidance**

**Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus**

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical people** by treating others with empathy and **work to become effective learners** by taking initiative and responsibility for their work, actions, and space. Throughout Unit 2, students reflect on their effort to take initiative as they engage in small group research and conversations with peers about the relationship between plants and pollinators. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

**Unit Assessment: Drafting a New Informational Paragraph, Parts I and II**

This assessment centers on **CCSS ELA W.2.2, W.2.7, and W.2.8** and tasks students with using their notes from their small group research to write an informational paragraph on a pollinator of their choice. They explain how their animal helps pollinate plants, as well as how its body helps the pollination process. This assessment takes place in two parts and four sessions. In Part I, Sessions 1 and 2, students plan and draft the introduction and detail sentences of their paragraphs. In Part II, Sessions 3 and 4, students draft their concluding sentence and revise their paragraphs for conventions. Note: Students use this writing as a part of their performance task presentation—something they share with visitors during the Celebration of Learning.

**Assessment Checklists:** Throughout this unit, teachers use the Informative/Explanatory Writing Checklist to gather data on students’ progress toward W.2.2 and W.2.5 (see Assessment Overview and Resources).

**Required Unit Trade Book(s):** *What is Pollination?*

**Suggested Pacing:** This unit is approximately 3 weeks or 15 sessions of instruction.

**Noteworthy:** This unit’s assessment centers on the standards highlighted below in green. To access the EL lesson online, click on the Lesson # highlighted in blue.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p><b><u>Lesson 1</u></b></p> <p>RI.2.1, RI.2.7, W.2.7, SL.2.1, SL.2.2</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.IKI.7, 2.W.RPBK.7,</b>  <b>2.SL.CC.1, 2.SL.CC.2</b></p>	<p>Reading, Writing, and Speaking: <i>What is Pollination?</i></p> <p><b>1. Opening</b>                      A. Poster Walk: Revisiting the Module Guiding Question (10 minutes))</p> <p><b>2. Work Time</b>                      A. Reading Aloud to Research Pollination:  <i>From Seed to Plant,</i>                      Pages 1–12 (20 minutes))</p>	<ul style="list-style-type: none"> <li>I can discuss the process of pollination with a partner. (RI.2.1, RI.2.7, SL.2.2)</li> <li>I can write about the process of pollination in my Plants and Pollinators research notebook, Part II. (W.2.7, SL.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>During reading aloud to research in Work Time A, listen for students to describe the process of pollination using details in the text. (RI.2.1, RI.2.7)</li> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part II to document progress toward W.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>Module Guiding Questions anchor chart</li> <li>Student Questions anchor chart</li> <li>Poster Walk Protocol</li> <li>Poster Walk Protocol anchor chart</li> <li>Pinky Partners Protocol</li> <li>Pinky Partners Protocol anchor chart</li> </ul>

	<p>B. Engaging the Writer: Writing about Pollination (20 minutes)</p> <p><b>3. Closing</b> A. Viewing the Video: “Pollinate” and Reflecting on Learning (5 minutes) B. Introducing the Performance Task (5 minutes)</p>			
<p><b>Lesson 2</b></p> <p>RI.2.1, RI.2.5, RI.2.7</p> <p><b>TN Standards</b> 2.RI.KID.1, 2.RI.CS.5, 2.RI.IKI.7</p>	<p>Exploring Text Features: <i>What is Pollination?</i></p> <p><b>1. Opening</b> A. Introducing the Second Module Guiding Question (5 minutes)</p> <p><b>2. Work Time</b> A. Reading to Explore Text Features: <i>What Is Pollination?</i> (30 minutes) B. Independent Writing: Plants and Pollinators Research Notebook, Part II (20 minutes)</p> <p><b>3. Closing</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can use text features to efficiently locate information about pollinators. (RI.2.1, RI.2.5, RI.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the reading to explore in Work Time A, use the Reading Informational Text Checklist (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7) to track students’ progress toward these reading standards (see Assessment Overview and Resources).</li> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part II and use page 3 to document progress toward RI.2.5 and RI.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>Module Guiding Questions anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Unit 2 Guiding Questions anchor chart</li> <li>Text Features anchor chart</li> </ul>
<p><b>Lesson 3</b></p> <p>RI.2.1, RI.2.2, RI.2.4, SL.2.2, L.2.4, L.2.4a</p> <p><b>TN Standards</b> 2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.SL.CC.2, 2.FL.F.5, 2.FL.F.5a</p>	<p>Reading for Gist: <i>What is Pollination?</i></p> <p><b>1. Opening</b> A. Introducing the Learning Targets (5 minutes)</p> <p><b>2. Work Time</b> A. Reading for Gist: <i>What Is Pollination?</i>, Pages 4–23 (25 minutes) B. Developing Language: Pollination Vocabulary Hunt (25 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine the gist of the text <i>What Is Pollination?</i> by listening closely. (RI.2.1, RI.2.2, SL.2.2)</li> <li>I can use context clues to determine the meaning of a new word. (RI.2.4, L.2.4, L.2.4a)</li> </ul>	<ul style="list-style-type: none"> <li>After Work Time B, collect students’ Plants and Pollinators research notebook, Part II and use page 4 to document progress toward RI.2.4 and L.2.4a.</li> <li>During the Closing, listen for students to share how they took initiative as researchers and what new information they learned about pollination. (SL.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Unit 2 Guiding Question anchor chart</li> <li>Text Features anchor chart</li> </ul>
<p><b>Lesson 4</b></p>	<p>Building Background Knowledge: What is Pollination?</p>	<ul style="list-style-type: none"> <li>I can collaborate with my partner to answer questions using information from the text <i>What Is Pollination?</i> (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5,</li> </ul>	<ul style="list-style-type: none"> <li>During the close reading in Work Time A, use the Reading Informational Text Checklist (RI.2.1,</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Pollination anchor chart</li> <li>Unit 2 Guiding Question anchor chart</li> </ul>

<p>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, SL.2.2</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.SL.CC.2</b></p>	<p><b>1. Opening</b>                  A. Collaborating as Researchers: Revisiting the What Researchers Do Anchor Chart (5 minutes)</p> <p><b>2. Work Time</b>                  A. Close Reading: <i>What Is Pollination?</i>, Pages 1–13 (30 minutes)                  B. Language Dive: <i>What Is Pollination?</i> (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Reflecting on Learning (5 minutes)</p>	<p>SL.2.2)</p>	<p>RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7) to track students’ progress toward these reading standards (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> <li>• During the Closing, listen for students to share how they collaborated as researchers and what this helped them learn about pollination. (SL.2.2)</li> </ul>	
<p><b><u>Lesson 5</u></b></p> <p>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, W.2.7, SL.2.2, L.2.1, L.2.1e</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.IKI.7, 2.SL.CC.2 2.FL.SC.6, 2.FL.SC.6e</b></p>	<p>Whole Group Research: Using Text to Gather Information About Bees</p> <p><b>1. Opening</b>                  A. Song and Movement: “It’s Pollination Time,” Version 1 (5 minutes)</p> <p><b>2. Work Time</b>                  A. Reading to Research Bees: <i>What Is Pollination?</i>, Pages 16–17 (15 minutes)                  B. Shared Writing: Research about Bees: Class Notes (15 minutes)                  C. Scientific Drawing of Bees: Looking Closely to Draw (20 minutes)</p> <p><b>3. Closing</b>                  A. Sharing Our Work: Scientific Drawings of Bees (5 minutes))</p>	<ul style="list-style-type: none"> <li>• I can research information about bees using the text <i>What Is Pollination?</i> (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, W.2.7, SL.2.2)</li> <li>• I can create a scientific drawing of a bee. (W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>• During the research reading in Work Time A, continue to use the Reading Informational Text Checklist (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7) to track students’ progress toward these reading standards (see Assessment Overview and Resources).</li> <li>• During the Closing, circulate and listen for students to share details about their scientific drawing and what they learned about bees through their research. (W.2.7, SL.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• “It’s Pollination Time” song</li> <li>• What Researchers Do anchor chart</li> <li>• Research About Bees class notes</li> <li>• Scientific Drawing anchor chart</li> </ul>
<p><b><u>Lesson 6</u></b></p> <p>RI.2.1, RI.2.3, RI.2.5, RI.2.7, W.2.7, L.2.1e</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.5, 2.RI.IKI.7, 2.W.RPBK.7, 2.FL.SC.6e</b></p>	<p>Whole Group Research: Using Photos to Gather Information About Bees</p> <p><b>1. Opening</b>                  A. Song and Movement: “It’s Pollination Time,” Version 1 (10 minutes))</p> <p><b>2. Work Time</b>                  A. Close Viewing Protocol: Bee Photographs for Research (15 minutes)                  B. Shared Writing: Research about Bees: Class Notes (15 minutes)                  C. Scientific Drawing of</p>	<ul style="list-style-type: none"> <li>• I can research information using photographs about bees. (RI.2.5, RI.2.7, W.2.7)</li> <li>• I can create and label a scientific drawing of a bee. (W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Close Viewing protocol in Work Time A, circulate and observe while students collaborate to observe photos and record notes to track their progress toward RI.2.5 and W.2.7.</li> <li>• During the Closing, continue to circulate and listen for students to share details about their scientific drawing and what they learned about bees through their research. (W.2.7, SL.2.2)</li> <li>• After Work Time B, collect</li> </ul>	<ul style="list-style-type: none"> <li>• “It’s Pollination Time,” Version 1</li> <li>• Research About Bees class notes</li> <li>• Close Viewing Protocol</li> <li>• Close Viewing anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Scientific Drawing anchor chart</li> </ul>

	<p>Bees: Shapes (15 minutes)</p> <p><b>3. Closing</b> A. Song and Movement: "It's Pollination Time," Version 2 (10 minutes)</p>		<p>students' Plants and Pollinators research notebook, Part II and use page 6 to document progress toward W.2.7.</p>	
<p><b><u>Lesson 7</u></b></p> <p>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, W.2.7, SL.2.2, L.2.1, L.2.1.e</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.KID.3, 2.RI.CS.4, 2.RI.CS.5, 2.RI.IKI.7, 2.W.RPBK.7, 2.SL.CC.2 2.FL.SC.6, 2.FL.SC.6e</b></p>	<p>Whole Group Research: Organizing Information About Bees</p> <p><b>1. Opening</b> A. Song and Movement: "It's Pollination Time," Version 2 (10 minutes)</p> <p><b>2. Work Time</b> A. Working with Evidence: Sorting Information About Bees (25 minutes) B. Scientific Drawing of Bees: Shape and Size (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Sharing Our Work: Scientific Drawings of Bees (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can organize research notes to find the most important information about bees. (RI.2.1, RI.2.3, W.2.7)</li> <li>I can create and label a scientific drawing of a bee. (W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, circulate and listen in as students briefly discuss with a partner and then justify their decision to keep or recycle their information about bees. (SL.2.2)</li> <li>During the Closing, continue to circulate and listen for students to share details about their scientific drawing and what they learned about bees through their research. (W.2.7, SL.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>"It's Pollination Time," Version 2</li> <li>Research About Bees class notes</li> <li>Scientific Drawing Anchor chart</li> </ul>
<p><b><u>Lesson 8</u></b></p> <p>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, W.2.7, SL.2.2, L.2.1, L.2.1.e</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.KID.3, 2.RI.CS.4, 2.RI.CS.5, 2.RI.IKI.7, 2.W.RPBK.7, 2.SL.CC.2 2.FL.SC.6, 2.FL.SC.6e</b></p>	<p>Small Group Research: Using Text to Gather Information About Insect Pollinators</p> <p><b>1. Opening</b> A. Song and Movement: "It's Pollination Time," Version 3 (10 minutes)</p> <p><b>2. Work Time</b> A. Research Reading on Insect Pollinators: <i>What is Pollination?</i> (15 minutes) B. Shared Writing: Research About Pollinators Class Notes (20 minutes) C. Scientific Drawing of Our Pollinators: Shape (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning: What Researchers Do (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can collaborate with classmates to research information about my pollinator using the text <i>What is Pollination?</i> (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7)</li> <li>I can create and label a scientific drawing of my pollinator. (W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the research reading in Work Time A, continue to use the Reading Informational Text Checklist (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources).</li> <li>During the Closing, continue to circulate and listen for students to details about their scientific drawing and what they learned about their pollinator through their research. (W.2.7, SL.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li><b>Working to Become Effective Learners anchor chart</b></li> <li>Strategies to Answer Selected Response Questions anchor chart</li> <li>Sorting protocol</li> <li>Sorting Protocol anchor chart</li> <li>Criteria for a Museum Display anchor chart</li> </ul>
<p><b><u>Lesson 9</u></b></p> <p>RI.2.1, RI.2.3, RI.2.5, RI.2.7,</p>	<p>Small Group Research: Using Photos to Gather Information About Insect Pollinators</p> <p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can collaborate with classmates to research information about a pollinator using photographs. (RI.2.5, RI.2.7, W.2.7)</li> <li>I can create and label a scientific</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, circulate and observe while students collaborate (observing photos and recording notes) to track students' progress toward RI.2.5 and W.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>"It's Pollination Time," Version 1</li> <li>Research About Pollinators class notes</li> <li>Close Viewing Protocol</li> <li>Close Viewing Protocol anchor chart</li> </ul>



<p>W.2.7, SL.2.2</p> <p><b>TN Standards</b>  <b>2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.5,</b>  <b>2.RI.IKI.7, 2.W.RPBK.7, 2.SL.CC.2</b></p>	<p>A. Entrance Ticket: "It's Pollination Time" (5 min)</p> <p><b>2. Work Time</b></p> <p>A. Close Viewing Protocol: Pollinator Research Photographs (15 minutes)</p> <p>B. Shared Writing: Research about Pollinators: Class Notes (15 minutes)</p> <p>C. Scientific Drawing of Our Pollinators: Shape and Size (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<p>drawing of my pollinator. (W.2.7)</p>	<ul style="list-style-type: none"> <li>• During the Closing, circulate and listen for students to share details about their scientific drawing and what they learned about bees through their research. (W.2.7, SL.2.2)</li> <li>• After Work Time B, collect students' Plants and Pollinators research notebook, Part II and use page 10 to document progress toward W.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Drawing Anchor chart</li> </ul>
<p><b><u>Lesson 10</u></b></p> <p>RI.2.5, RI.2.7,  W.2.7, SL.2.1, SL.2.3</p> <p><b>TN Standards</b>  <b>2.RI.CS.5, 2.RI.IKI.7, 2.W.RPBK.7,</b>  <b>2.SL.CC.1, 2.SL.CC.2</b></p>	<p>Science Talk: How Pollinators Help Plants to Grow and Survive</p> <p><b>1. Opening</b></p> <p>A. Developing Language: Volley for Vocabulary (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Engaging the Speaker: Preparing for a Science Talk (20 minutes)</p> <p>B. Science Talk: How Pollinators Help Plants Grow and Survive (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can participate in a Science Talk about how pollinators help plants grow and survive. (RI.2.5, RI.2.7, W.2.7)</li> <li>• I can reflect on my learning from this unit.</li> </ul>	<ul style="list-style-type: none"> <li>• During the Science Talk, listen for students to share information they have learned to answer the Unit 2 guiding question: "How do pollinators help plants grow and survive?" (SL.2.1, SL.2.3)</li> <li>• After Work Time B, collect students' Plants and Pollinators research notebook, Part II and use page 13 to document progress toward W.2.7.</li> </ul>	<ul style="list-style-type: none"> <li>• Science Talk protocol</li> <li>• Science Talk anchor chart</li> <li>• Unit 2 Guiding Question anchor chart</li> <li>• Research About Pollinators class notes</li> <li>• What Researchers Do anchor chart</li> </ul>
<p><b><u>Lesson 11</u></b></p> <p>W.2.2, W.2.5, SL.2.1,  SL.2.1.a, SL.2.1.c, L.2.2</p> <p><b>TN Standards</b>  <b>2.W.TTP.2, 2.W.PDW.5, 2.SL.CC.1,</b>  <b>2.FL.SC.6</b></p>	<p>Preparing for the Unit 3 Assessment: Analyzing a Model of Informational Writing about Hummingbirds</p> <p><b>1. Opening</b></p> <p>A. Engaging the Learner: Collaborating with Writing Partners (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing a Model: Hummingbirds as Pollinators (20 minutes)</p> <p>B. Independent Writing: Writing the Introduction and Focus Statement in the Bee Writing Booklet (20 minutes)</p>	<ul style="list-style-type: none"> <li>• I can analyze a model of informational writing about hummingbirds (SL.2.1).</li> <li>• I can write an introduction and focus statement about how bees pollinate plants (W.2.2, W.2.5, L.2.2).</li> </ul>	<ul style="list-style-type: none"> <li>• During independent writing in Work Time B, use the Informative/ Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 Guiding Questions anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Criteria for Writing Booklet anchor chart</li> <li>• Shared Writing About Bees</li> <li>• Research About Bees class notes</li> </ul>

	<p><b>3. Closing and Assessment</b>                  A. Shared Writing: Writing the Introduction and Focus Statement for Shared Writing: Bees (15 minutes)</p>			
<p><b>Lesson 12</b></p> <p>W.2.2, W.2.5, SL.2.1, SL.2.1.a, SL.2.1.c, L.2.2</p> <p><b>TN Standards</b>                  2.W.TTP.2, 2.W.PDW.5, 2.SL.CC.1, 2.FL.SC.6</p>	<p>Preparing for the Unit 2 Assessment: Drafting Detail Sentences and a Conclusion</p> <p><b>1. Opening</b>                  A. Engaging the Learner: Collaborating with Writing Partners (5 minutes)</p> <p><b>2. Work Time</b>                  A. Independent Writing: Writing Detail Sentences in the Bee Writing Booklet (25 minutes)                  B. Independent Writing: Writing the Conclusion in the Bee Writing Booklet (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Shared Writing: Writing Detail Sentences and the Conclusion for Shared Writing: Bees (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can write information about how bees pollinate plants using details from the class notes. (W.2.2, W.2.5, L.2.2)</li> <li>• I can write a conclusion about how bees pollinate plants. (W.2.2, W.2.5, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During independent writing in Work Times A and B, continue to use the Informative/ Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Partners anchor chart</b></li> <li>• Research About Bees class notes</li> <li>• Shared Writing About Bees</li> </ul>
<p><b>Lesson 13</b></p> <p>W.2.2, W.2.5, SL.2.1, SL.2.1.a, SL.2.1.c, L.2.2</p> <p><b>TN Standards</b>                  2.W.TTP.2, 2.W.PDW.5, 2.SL.CC.1, 2.FL.SC.6</p>	<p>Unit 2 Assessment, Part I, Sessions 1 and 2: Drafting a New Informational Paragraph</p> <p><b>1. Opening</b>                  A. Introducing the Unit 2 Assessment (5 minutes)</p> <p><b>2. Work Time</b>                  A. Unit 2 Assessment, Part I, Session 1: Writing an Introduction and Focus Statement in My Pollinator Writing Booklet (20 minutes)                  B. Unit 2 Assessment, Part I, Session 2: Writing Detail Sentences in My Pollinator Writing Booklet (30 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Pinky Partners Protocol: Reflecting on the Unit 2 Guiding Question (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can write an introduction and focus statement about how my pollinator pollinates plants. (W.2.2, L.2.2)</li> <li>• I can write information about how my pollinator pollinates plants using details from the class notes. (W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During independent writing in Work Times A and B, continue to use the Informative/ Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• "It's Pollination Time," Version 1</li> <li>• Unit 2 Guiding Question anchor chart</li> <li>• Criteria for Writing Booklet anchor chart</li> <li>• Shared Writing About Bees</li> <li>• Research About Pollinators class notes</li> </ul>

<p><b>Lesson 14</b></p> <p>W.2.2, W.2.5, SL.2.1,S.2.1.a, SL.2.1.c, L.2.1, L.2.1e, L.2.2</p> <p><b>TN Standards</b>  <b>2.W.TTP.2, 2.W.PDW.5, 2.SL.CC.1, 2.FL.SC.6</b></p>	<p>Unit 2 Assessment, Part II, Sessions 3 and 4: Drafting a New Informational Paragraph</p> <p><b>1. Opening</b>  A. Introducing the Unit 2 Assessment (5 minutes)</p> <p><b>2. Work Time</b>  A. Unit 2 Assessment, Part II, Session 3: Writing the Conclusion in My Pollinator Writing Booklet (20 minutes)  B. Mini Lesson: Adding Adjectives to Sentences (10 minutes)  C. Unit 2 Assessment, Part II, Session 4: Revising to Add Adjectives in My Pollinator Writing Booklet (20 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Pinky Partners Protocol: Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can write a conclusion about how my pollinator pollinates plants. (W.2.2, L.2.2)</li> <li>• I can revise my writing to add adjectives. (L.2.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• During independent writing in Work Times A and B, continue to use the Informative/ Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for Writing Booklet anchor chart</li> <li>• Shared Writing About Bees</li> <li>• Adjective anchor chart</li> <li>• <b>Writing Partners anchor chart</b></li> <li>• Pinky Partners Protocol</li> </ul>
<p><b>Lesson 15</b></p> <p>W.2.2, W.2.5, W.2.8, SL.2.1, L.2.2</p> <p><b>TN Standards</b>  <b>2.W.TTP.2, 2.W.PDW.5, 2.W.RPBK.8, 2.SL.CC.1, 2.FL.SC.6</b></p>	<p>Editing and Sharing: Pollinator Writing Booklets</p> <p><b>1. Opening</b>  A. Engaging the Writer: Giving and Receiving Kind Feedback (5 minutes)</p> <p><b>2. Work Time</b>  A. Editing Our Writing: My Pollinator Writing Booklet (20 minutes)  B. Celebrating Our Learning: Sharing My Pollinator Writing Booklet (20 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> <li>• I can edit My Pollinator Writing booklet with my writing partner. (W.2.2, W.2.5, L.2.2)</li> <li>• I can reflect on the skills I used as a researcher as I studied pollinators. (SL.2.1, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Time A, continue to use the Informative/ Explanatory Writing Checklist to document students' progress toward W.2.2 and L.2.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Partners anchor chart</b></li> <li>• Revising and Editing Checklist anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Criteria for My Writing Booklet anchor chart</li> </ul>



Second Grade Module 3: The Secret World of Pollination Unit 3: Curriculum Guidance

Habits of Character: Work to Become Ethical People **Social-Emotional Learning Focus**

Central to EL Education curriculum is a focus on “habits of character” and *social-emotional learning*. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical** people by treating others with empathy and **work to become effective learners** by taking initiative and responsibility for their work, actions, and space. Throughout Unit 3, students practice empathic feedback as they engage in peer critique sessions combined with presentation practice. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: **Speaking and Listening: Pollinator Presentations**

This assessment centers on **CCSS ELA SL.2.4** and assesses students as they rehearse the oral presentation portion of their performance task. During this presentation, students present and explain their visual displays about the specific pollinator they researched in Unit 2.

**Assessment Checklists:** Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward **SL.2.3, SL.2.4, and SL.2.6**. Teachers also use the Language Checklist to gather data on students’ progress toward **L.2.1f** (see Assessment Overview and Resources). L.2.1.f is also assessed using the Capture the Caption Entrance Ticket in Lesson 5.

**Required Unit Trade Book(s):** *Forever Grateful: Flies and Wasps, Thanks a Bunch- Beetles, Muchas Gracias Butterflies and Moths, and Merci Beaucoup-Bees*

**Suggested Pacing:** This unit is approximately 2.5 weeks or 13 sessions of instruction.

**Noteworthy:** This unit’s assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson ‘#’ highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p><b><u>Lesson 1</u></b></p> <p>RI.2.1, RI.2.5, RI.2.7, W.2.7, SL.2.1</p> <p><b><u>TN Standards</u></b></p> <p><b>2.RI.KID.1, 2.RI.CS.5 2.RI.IKI.7, 2.W.RPBK.7, 2.SL.CC.1</b></p>	<p>Reading Informational Texts to Draw and Write: Launching the Performance Task</p> <p><b>1. Opening</b></p> <p>A. Revisiting the Module Guiding Questions and Launching the Performance Task (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Engaging the Reader: Informational Texts about Fruits, Flowers, and Vegetables (20</p>	<ul style="list-style-type: none"> <li>I can read to collect information about the relationship between a specific plant and pollinator. (RI.2.1, RI.2.5, RI.2.7)</li> <li>I can create a scientific drawing and write a caption to show my pollinator approaching a flower. (RI.2.5, W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>In Work Time A, use the Reading Informational Text Checklist (RI.2.1, RI.2.5, RI.2.7) to track students’ progress toward these reading standards (see Assessment Overview and Resources).</li> <li>During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and notice if they use the resources available (photographs, informational text, My Pollinator Writing booklet) to inform their</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Scientific Drawings anchor chart</li> </ul>

	<p>minutes)</p> <p>B. Scientific Drawing and Caption: Arrangement of the Plant and Pollinator (25 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>		<p>illustration and caption. (RI.2.1, RI.2.5, RI.2.7, W.2.7)</p>	
<p><b>Lesson 2</b></p> <p>RI.2.1, RI.2.5, RI.2.7, W.2.7, L.2.1, L.2.1f</p> <p><b>TN Standards</b></p> <p><b>2.RI.KID.1, 2.RI.CS.5 2.RI.IKI.7, 2.W.RPBK.7, 2.FL.SC.6, 2.FL.SC.6f</b></p>	<p>Speaking, Writing, and Drawing: Beginning Our Oral Presentations and Scientific Drawings</p> <p><b>1. Opening</b> A. Developing Language: Capture the Caption Activity (10 minutes)</p> <p><b>2. Work Time</b> A. Modeling Writing Notes: Oral Presentation Notecards #1–2 (20 minutes) B. Scientific Drawings and Captions: Adding Details of the Plant and Pollinator (25 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can write notecards #1 and #2 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet. (W.2.7)</li> <li>I can create a scientific drawing and write a caption to show my pollinator feeding at a flower. (RI.2.1, RI.2.5, RI.2.7, W.2.7, L.2.1f)</li> </ul>	<ul style="list-style-type: none"> <li>In the Opening, students are introduced to Capture the Caption, the first in a series of four Openings providing opportunity to note student progress toward L.2.1f.</li> <li>During the Opening, circulate to observe students as they work to match and create captions. Use the Speaking and Listening Checklist to document progress toward L.2.1f (see Assessment Overview and Resources).</li> <li>During Work Time B, circulate as students work on the Scientific Drawings and Captions Template, and continue to notice if they use the resources available to inform their illustration and caption. (RI.2.1, RI.2.5, RI.2.7, W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>“Capture the Caption!” song</li> <li>What Researchers Do anchor chart</li> <li>Scientific Drawing anchor chart</li> </ul>
<p><b>Lesson 3</b></p> <p>RI.2.1, RI.2.5, RI.2.7, W.2.7, L.2.1, L.2.1e, L.2.1f</p> <p><b>TN Standards</b></p> <p><b>2.RI.KID.1, 2.RI.CS.5 2.RI.IKI.7, 2.W.RPBK.7, 2.FL.SC.6, 2.FL.SC.6e, 2.FL.SC.6f</b></p>	<p>Speaking, Writing, and Drawing: Adding to Our Oral Presentations and Scientific Drawings</p> <p><b>1. Opening</b> A. Developing Language: Capture the Caption Activity (10 minutes)</p> <p><b>2. Work Time</b> A. Modeling Writing Notes: Oral Presentation Notecard #3 (20 minutes) B. Scientific Drawings and Captions: Adding Details of the Plant and Pollinator (25 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can write notecard #3 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet. (W.2.7)</li> <li>I can create a scientific drawing and write a caption to show my pollinator moving to a new flower to complete the pollination process. (RI.2.5, W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and continue to notice if they use the resources available to inform their illustration and caption writing. (RI.2.1, RI.2.5, RI.2.7, W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>Capture the Caption!” song</li> <li>Upgrading Sentences anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Scientific Drawing anchor chart</li> </ul>
<p><b>Lesson 4</b></p> <p>RI.2.5, RI.2.7, W.2.5, W.2.7, L.2.1, L.2.1e, L.2.1f</p>	<p>Speaking, Writing, and Drawing: Completing and Receiving Peer Feedback on Our Scientific Drawings</p> <p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can write notecard #4 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet. (W.2.7)</li> <li>I can revise my work based on my</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, circulate and observe as students write notecard #4 for evidence of progress toward W.2.7 and L.2.1e.</li> </ul>	<ul style="list-style-type: none"> <li>“Capture the Caption!” song</li> <li>Upgrading Sentences anchor chart</li> <li>What Researchers Do anchor chart</li> <li>What Does Peer Feedback Look and Sound Like? anchor chart</li> </ul>

<p><b>TN Standards</b></p> <p>2.RI.CS.5, 2.RI.IKI.7, 2. W. PDW.5, 2.W.RPBK.7, 2.FL.SC.6, 2.FL.SC.6e, 2.FL.SC.6f</p>	<p>A. Developing Language: Capture the Caption Activity (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Modeling Writing Notes: Oral Presentation Notecard #4 (20 minutes)</p> <p>B. Peer Critique Protocol: Scientific Drawings and Captions (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<p>partner’s feedback. (W.2.5, W.2.7)</p>		<ul style="list-style-type: none"> <li>• Peer Feedback Protocol</li> <li>• Peer Feedback Protocol anchor chart</li> <li>• Scientific Drawing anchor chart</li> <li>• “Capture the Caption!” song</li> <li>• Working to Become Ethical People anchor chart</li> </ul>
<p><b>Lesson 5</b></p> <p>W.2.5, SL.2.4, SL.2.6, L.2.1, L.2.1.f</p> <p><b>TN Standards</b></p> <p>2. W. PDW.5, 2.SL.PKI.4, 2.SL.PKI.6, 2.FL.SC.6, 2.FL.SC.6f</p>	<p>Reflecting on How to Improve Our Work: Feedback and Empathy</p> <p><b>1. Opening</b></p> <p>A. Developing Language: Capture the Caption (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Engaging the Presenter: Reflecting on Feedback (25 minutes)</p> <p>B. Introducing Habits of Character: Empathy (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can describe how peer feedback helped improve my work. (W.2.5, SL.2.4, L.2.1f)</li> <li>• I can describe others’ emotions by observing their facial expression and body language. (SL.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• After the lesson, review student work from Work Time A and the Entrance Ticket: Capture the Caption to assess progress toward W.2.5 and L.2.1f.</li> <li>• During Work Time B, observe as students briefly discuss emotions related to displayed facial expressions and body language to gauge their understanding of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>• Capture the Caption!” song</li> <li>• Working to Become Ethical People anchor chart</li> </ul>
<p><b>Lesson 6</b></p> <p>W.2.5, SL.2.3, SL.2.6</p> <p><b>TN Standards</b></p> <p>2. W. PDW.5, 2.SL.CC.3, 2.SL.PKI.6</p>	<p>Engaging the Speaker: Co-Constructing Criteria for High-Quality Oral Presentations</p> <p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p><b>3. Analyzing a Model: High-Quality Oral Presentations (20 minutes)</b></p> <p><b>4. Scientific Drawings: Realistic Use of Color (25 minutes)</b></p> <p><b>5. Closing and Assessment</b></p> <p>A. Working to Become Ethical People: Showing Empathy When Giving Feedback (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can co-construct criteria for high-quality oral presentations based on a model. (SL.2.3)</li> <li>• I can show empathy when I give feedback to my peers. (SL.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and continue to notice if they use the resources available to inform their drawing and caption. (RI.2.1, RI.2.5, RI.2.7, W.2.7)</li> <li>• During the Closing, circulate and use the Speaking and Listening Checklist to document progress toward SL.2.3 and SL.2.6 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• What Researchers Do anchor chart</li> <li>• Criteria for Effective Oral Presentation anchor chart</li> <li>• Scientific Drawing anchor chart</li> <li>• Peer Feedback anchor chart</li> </ul>
<p><b>Lesson 7</b></p> <p>SL.2.3, SL.2.4, SL.2.6</p> <p><b>TN Standards</b></p>	<p>High-Quality Oral Presentations: Speaking in an Audible Voice and Making Confident Eye Contact</p> <p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets (5</p>	<ul style="list-style-type: none"> <li>• I can communicate clearly by presenting in an audible voice. (SL.2.4, SL.2.6)</li> <li>• I can communicate clearly by making confident eye contact with my audience. (SL.2.4, SL.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Time A, circulate and observe as students practice presenting and giving empathic feedback to peers. Consider using the Speaking and Listening Checklist to document progress toward SL.2.3,</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Mingle Protocol</li> <li>• Musical Mingle Protocol anchor chart</li> <li>• Criteria for Effective Oral Presentations anchor chart</li> <li>• What Does Peer Feedback Look and Sound Like? anchor chart</li> </ul>

<p><b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>minutes)  <b>2. Work Time</b>                  A. Engaging the Speaker: Communicating Clearly (25 minutes)                  B. Scientific Drawing: Finishing Scientific Drawings and Captions (20 minutes)  <b>3. Closing and Assessment</b>                  A. Working to Become Ethical People: Showing Empathy when Giving Feedback (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can show empathy when I give feedback to my peers. (SL.2.3, SL.2.4, SL.2.6)</li> </ul>	<p>SL.2.4, and SL.2.6 (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> <li>During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and continue to notice if they use the resources available to inform their illustration and caption. (W.2.7)</li> </ul>	<ul style="list-style-type: none"> <li>Peer Feedback Protocol</li> <li>Peer Feedback Protocol anchor chart</li> <li>Scientific Drawing anchor chart</li> <li>Pinky Partner Protocol</li> <li>Pinky Partner Protocol anchor chart</li> </ul>
<p><b>Lesson 8</b></p> <p>SL.2.3, SL.2.4, SL.2.6</p> <p><b>TN Standards</b></p> <p><b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>High-Quality Oral Presentations: Speaking in Complete Sentences</p> <p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>                  A. Engaging the Speaker: Using Complete Sentences (25 minutes)                  B. Oral Presentation Practice: Using Complete Sentences (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can speak in complete sentences when using my notecards to present to an audience. (SL.2.4, SL.2.6)</li> <li>I can show empathy when I give feedback to my peers. (SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and observe as students practice presenting and giving empathic feedback to peers. Consider using the Speaking and Listening Checklist to document progress toward SL.2.3, SL.2.4, and SL.2.6 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Effective Oral Presentations anchor chart</li> <li>What Does Peer Feedback Look and Sound Like? anchor chart</li> <li>Peer Feedback Protocol</li> <li>Peer Feedback Protocol anchor chart</li> <li>Pinky Partner Protocol</li> <li>Pinky Partner Protocol anchor chart</li> </ul>
<p><b>Lesson 9</b></p> <p>SL.2.3, SL.2.4, SL.2.6</p> <p><b>TN Standards</b></p> <p><b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>High-Quality Oral Presentations: Referring to Notecards</p> <p><b>1. Opening</b>                  A. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b>                  A. Modeling: Referring to Notecards (15 minutes)                  B. Presentation Practice: Referring to Notecards (30 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can refer to notecards when presenting to an audience. (SL.2.4, SL.2.6)</li> <li>I can show empathy when I give feedback to my peers. (SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and continue to observe as students practice presenting and giving empathic feedback to peers. Consider using the Speaking and Listening Checklist to document progress toward SL.2.3, SL.2.4, and SL.2.6 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Effective Oral Presentations anchor chart</li> <li>Peer Feedback Protocol</li> <li>Peer Feedback Protocol anchor chart</li> <li>Pinky Partner Protocol</li> <li>Pinky Partner Protocol anchor chart</li> </ul>
<p><b>Lesson 10</b></p> <p>SL.2.3, SL.2.4, SL.2.6</p> <p><b>TN Standards</b></p>	<p>Unit 3 Assessment, Session 1: Oral Presentation about Plant and Pollinator</p> <p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can answer questions when presenting to an audience. (SL.2.4, SL.2.6)</li> <li>I can show empathy when I give feedback to my peers. (SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and assess student progress toward SL.2.4 for the Unit 3 Assessment using the Speaking and Listening Checklist (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Peer Feedback Protocol</li> <li>Peer Feedback Protocol anchor chart</li> <li>Pinky Partner Protocol</li> <li>Pinky Partner Protocol anchor chart</li> </ul>

<p><b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b>                  A. Modeling: Answering Questions (20 minutes)                  B. Unit 3 Assessment: Oral Presentation Practice (25 minutes)  <b>3. Closing and Assessment</b>                  A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)</p>			
<p><b><u>Lesson 11</u></b>                   SL.2.3, SL.2.4, SL.2.6   <b><u>TN Standards</u></b>   <b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>Unit 3 Assessment, Session 2: Oral Presentation about Plant and Pollinator   <b>1. Opening</b>                  A. Song and Poem: “Plants around the World” and “It’s Pollination Time!” Version 1 (10 minutes)  <b>2. Work Time</b>                  A. Constructing Performance Task Posters (25 minutes)                  B. Unit 3 Assessment: Oral Presentation Practice (20 minutes)  <b>3. Closing and Assessment</b>                  A. Back-to-Back and Face-to-Face Protocol: Giving and Receiving Feedback (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can recite the poem and song about pollination for an audience.</li> <li>• I can construct my Performance Task Poster about my pollinator.</li> <li>• I can present my learning about plants and pollinators to my peers. (SL.2.3, SL.2.4, SL.2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Time B, continue to circulate and assess student progress toward SL.2.4 for the Unit 3 Assessment using the Speaking and Listening Checklist (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• “Plants around the World” poem</li> <li>• “It’s Pollination Time” poem</li> <li>• Criteria for Effective Oral Presentations anchor chart</li> <li>• <b>Peer Feedback Protocol</b></li> <li>• <b>Peer Feedback Protocol anchor chart</b></li> </ul>
<p><b><u>Lesson 12</u></b>                   SL.2.3, SL.2.4, SL.2.6   <b><u>TN Standards</u></b>   <b>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</b></p>	<p>Unit 3 Assessment, Session 3: Oral Presentation about Plant and Pollinator   <b>1. Opening</b>                  A. Song and Poem: “Plants around the World” and “It’s Pollination Time!” Version 1 (10 minutes)  <b>2. Work Time</b>                  A. Preparing for the Dress Rehearsal (10 minutes)                  B. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 1 and 2 (20 minutes)                  C. Unit 3 Assessment: Oral Presentation Dress Rehearsal, Students 3 and 4 (15 minutes)  <b>3. Closing and Assessment</b>                  A. Pinky Partners Protocol: Reflecting</p>	<ul style="list-style-type: none"> <li>• I can recite the poem and song about pollination for an audience.</li> <li>• I can use notes and visuals to present my learning about plants and pollinators to my peers. (SL.2.4, SL.2.6)</li> <li>• I can show empathy when I give feedback to my peers. (SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Times B and C, continue to circulate and assess student progress toward SL.2.4 for the Unit 3 Assessment using the Speaking and Listening Checklist (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for Effective Oral Presentations anchor chart</li> </ul>



<p><b>Lesson 13</b></p> <p>SL.2.3, SL.2.4, SL.2.6</p> <p><b>TN Standards</b></p> <p>2.SL.CC.3, 2. SL.PKI.4, 2.SL.PKI.6</p>	<p>on Learning (5 minutes)</p> <p>Celebration of Learning: Sharing Our Learning about Plants and Pollinators</p> <p><b>1. Opening</b></p> <p>A. Celebration of Learning: Welcoming Visitors (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Celebration of Learning: Presentations aboutPollination (35 minutes)</p> <p>B. Reflecting onLearning (10 minutes)</p> <p><b>3. Closing andAssessment</b></p> <p>A. Previewing New Learning: Contributing to the Community (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can recite the poem and song about pollination we learned to welcome visitors for ourCelebration of Learning.</li> <li>• I can use my notes and visuals to present my learning about plants and pollinators to others. (SL.2.3, SL.2.4,SL.2.6)</li> </ul>		<ul style="list-style-type: none"> <li>• Plants from Around the World” poem</li> <li>• “It’s Pollination Time” song</li> <li>• WhatResearchers Do anchor chart</li> <li>• Criteria for Effective Oral Presentations anchor chart</li> <li>• Module Guiding Questions anchor chart</li> </ul>
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\*To peruse the details of this module and other second grade modules access the following web address- <http://curriculum.ededucation.org/curriculum/ela/grade-2>