Second Grade	Quarter 1: Meaning-Based Curriculum Guidance Document-EL	Module 1

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 guidance documents 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 guidance documents 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 guidance documents 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 Guidance Documents

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 Guidance document. 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 At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum of 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 al so taught and prized.
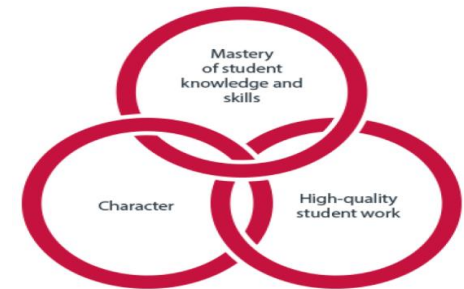
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SCS Instructional Framework

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	*Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.*	*Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.*	*Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.*	*Organize details that support the main idea of informational text told in expanded oral discourse with visual support.*	*Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.*
Reading	*Sequence a series of pictures to retell key details of informational text with a partner.*	*Locate key details within illustrated informational text with a partner.*	*Sequence key details written in simple sentences on sentence strips with a peer.*	*Organize main topics and key details from informational text in a graphic organizer with a small group.*	*Draw conclusions about key details written in complex language using a graphic organizer.*
Speaking	*Name key details (words) in familiar informational text using illustrations when repeating after a peer.*	*Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.*	*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.*	*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.*	*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.*
Writing	*Draw and label (with words) illustrations that represent key details of informational text with modeled support.*	*Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.*	*Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.*	*Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.*	*Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.*

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	
The Tennessee ELA Standards: **https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html**	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.
Crosswalk **https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing**	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies **https://bit.ly/2KUvKpp**	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA **https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing**	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding **https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDl/view?usp=sharing**	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
Read-Alouds/Close Reading	
Scaffolding Options for Close Reading/Read-aloud **https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing**	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.
Vocabulary Development During the Read aloud **http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices**	This article provides information regarding how read-alouds help develop students reading ability especially as it regards vocabulary development.
Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis **https://vimeo.com/213202773**	This is the first video in a two-part series that features a primary class engaging in a close read aloud.

Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task **https://vimeo.com/213193741**	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.
Behind the Practice: Close Read-Aloud in the Primary Grades **https://vimeo.com/213180590**	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.
Student Engagement: EL Protocols	
EL Protocols: **https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing**	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk **https://vimeo.com/169909161**	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.
Social Emotional Learning in EL	
EL Character Framework **https://characterframework.eleducation.org**/	Central to EL Education curriculum is a focus on "habits of character" and **social-emotional learning**. This website highlights what EL means by character and how EL Education's curriculum promotes habits of character.
Edutopia: Social Emotional Learning **https://www.edutopia.org/social-emotional-learning**	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.
Social Emotional Learning: FAQ **https://casel.org/faqs/**	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Additional EL Resources	
The moDEL Detroit Project: **https://www.detroitk12.org/Page/9721**	The moDEL Detroit Project provides both planning and delivery resources to teachers that are implementing the EL Education curriculum. **This includes PowerPoints for every lesson in grades K-8.** 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. *Please note, once downloaded the PowerPoints can be revised to meet your needs.*
ESL Support *(Please copy and paste the link below into your search browser to access.)* **https://bit.ly/2KZGjqO**	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.
EL Third Party Links – Updated Technology Links **https://curriculum.eleducation.org/content/third-party-links**	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.

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 1- *Schools and Community*

In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module's guiding question, "What is school, and why are schools important?"

In Unit 2, students build on this understanding by engaging in close read-alouds of the text *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their under- standing of this text, students take notes on and write in response to their reading.

In Unit 3, students revisit sections from *Off to Class* as they engage in whole class research to learn about the similarities and differences between their own school and three schools from the text. Students extend their research in small groups by focusing on one school in particular and producing an informational book about it tilted "The Most Important Thing about Schools." Throughout the unit, students participate in collaborative conversations with their peers to process and extend their understandings of the similarities and differences between their own school and the school they have researched. **This task centers on CCSS ELA W.2.2, W.2.5, and L.2.2.**

Guiding Questions and Big Ideas

What is school, and why are schools important?
- A school is a place designed for students to build knowledge and skills, foster character and relationships, and create high-quality work.

Why is it hard for some children to go to school in their communities?
- Things like weather and location can make it difficult for children to go to school.

How do communities solve these problems so their children can go to school?
- Communities think of solutions to make sure students have a place to go to school.

How are schools around the world different? How are they similar?
- Schools around the world may be different or they may be similar, but they are all places designed for learning.

The 4 T's	
Topic Schools and Community	**Task** Informative Writing: "The Most Important Thing about Schools" Book
Targets CCSS explicitly taught and assessed): W.2.2, W.2.5, L.2.2	**Texts** *Off to Class: Incredible and Unusual Schools around the World, The Invisible Boy, The Dot,* and *The Important Book*

Task should align to
- Topic
- Targets
- Texts

Second Grade Module 1: Schools and Community 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 unit, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. Throughout Unit 1, students engage with two habits of character: respect and com- passion. They do this mainly through engaging in the text *The Invisible Boy* by Trudy Ludwig, identifying key moments in the text where characters show respect or compassion. 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: Writing in Response to The Invisible Boy

This assessment focuses on students' comprehension of literary text read aloud. It centers on **CCSS ELA RL.2.1, RL.2.3, and RL.2.7.** Students listen to the final portion of *The Invisible Boy* by Trudy Ludwig. They answer text-dependent questions, demonstrating their ability to use key details from the text and illustration to demonstrate understanding of characters and plot, and describe how characters in a story respond to major events.

Assessment Checklists: Throughout this unit, teachers use the Unit 1 Assessment Speaking and Listening Checklist to gather data on students' progress toward standard SL.2.1a. Throughout this unit, teachers use Reading Literature Checklist to gather data on students' reading comprehension, specifically progress toward standards RL.2.1, RL.2.3, and RL.1.7.

Required Unit Trade Book(s): *The Invisible Boy*

Suggested Pacing: This unit is approximately 2 weeks or 11 sessions of instruction.

<mark>**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**.*</mark>

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.2.1, SL.2.1a, W.2.2 **TN Standards** **2.SL.CC.1, 2.W.TTP.2**	Drawing and Writing: What Do I Already Know about Schools? **1. Opening** A. Introducing Learning Targets: "The Magic Bow" Story (10 minutes) B. Discovering Our Topic: Mystery Questions (10 minutes)	• I can listen with care when I participate in conversations with my classmates. (SL.2.1a) • I can draw and write what I already know about school. (W.2.2)	• Use the Speaking and Listening Checklist for to monitor students progress towards **SL.2.1a** during Think-Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist). • Developing informational skills with notebooks	• Module Guiding Question anchor chart • Think-Pair-Share anchor chart

	2. Work Time
	  A. Introducing the Guiding
	    Question (5 minutes)
	  B. Structured Discussion:
	    Sharing What I Already
	    Know about Schools (10
	    minutes)
	  C. Independent Writing: What Is
	    School? Notebook (20
	    minutes)
	3. Closing
	  A. Reflecting on Learning
	    (5 minutes)			

Lesson 2
 	
RI.2.1,
RI.2.6,
W.2.8,
SL.2.1, SL.2.1a
 	
TN Standards
 	
2.RI.KID.1, 2.RI.CS.6, 2.W.RPBK.8, 2.SL.CC.1
	Focused Read-aloud, Session 1:
	What Does School Mean to You?
	
	1. Opening
	  A. Song and Movement:
	    "What Is School?" Song (10
	    minutes)
	2. Work Time
	  A. Focused Read-aloud,
	    Session 1: What Does
	    School Mean to You? (15
	    minutes)
	  B. Independent Writing: What Is
	    School? Notebook (10
	    minutes)
	  C. Making Observations:
	    Evidence in Our Classroom (15
	    minutes)
	3. Closing and Assessment
	  A. Sharing Our Work (10 minutes)
		• I can ask and answer questions about what school is and why it is important using key details from *What Does School Mean to You?* (RI.2.1, RI.2.6, W.2.8)
		• I can listen with care when I participate in conversations with my classmates. (SL.2.1a)
			• Use the Speaking and Listening Checklist for to monitor students progress towards **SL.2.1a** during Think-Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist).
			• Developing informational skills with notebooks
				• **Classroom Discussion Norms anchor chart**
				• Module Guiding Question anchor chart
				• Think-Pair-Share anchor chart
				• **Sharing our Work anchor chart**

Lesson 3
 	
RI.2.1,
RI.2.6,
W.2.8,
SL.2.1, SL.2.1a
 	
TN Standards
 	
2.RI.KID.1, 2.RI.CS.6, 2.W.RPBK.8, 2.SL.CC.1
	Focused Read-aloud, Session 2:
	What Does School Mean to You?
	
	1. Opening
	  A. Establishing a Discussion
	    Norm: Speak One at a Time (10
	    minutes)
	2. Work Time
	  A. Focused Read-aloud,
	    Session 2: *What Does
	    School Mean to You?* (15
	    minutes)
	  B. Independent Writing: What Is
	    School? Notebook (10
	    minutes)
	  C. Making Observations:
	    Evidence in Our Classroom (15
		• I can ask and answer questions about what school is and why it is important using key details from *What Does School Mean to You?* (RI.2.1, RI.2.6, W.2.8)
		• I can speak one at a time when participating in conversations with my classmates. (SL.2.1, SL.2.1a)
			• Use the Speaking and Listening Checklist for to monitor students progress towards **SL2.1a** during Think- Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist).
			• Developing informational skills with notebooks
				• What is School? song
				• Module Guiding Question anchor chart
				• **Classroom Discussion Norms anchor chart**

	minutes) **3. Closing and Assessment** A. Shared Writing: Responding to Kindergarteners (10 minutes) B.			
Lesson 4 SL2.1, SL2.1a, L2.4, RL2.1, RL2.7, W2.8 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, 2.RL.KID.1, 2.RL.IKI.7, 2.W.RPBK.8**	Focused Read-aloud, Session 1: *The Dot* **1. Opening** A. Song and Movement: "What Is School?" Song (10 minutes) **2. Work Time** A. Focused Read-aloud, Session 1: *The Dot* (20 minutes) B. Independent Writing: What Is School? Notebook (20 minutes) **3. Closing** A. Sharing Our Work (5 minutes) B. Song and Movement: "What Is School?" Song (5 minutes)	• I can speak one at a time when I participate in conversations with my classmates. (SL.2.1, SL.2.1a) • I can describe how Vashti was feeling at the beginning and at the end of the book *The Dot*. (RL.2.1, RL.2.7, W.2.8)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources).	• Module Guiding Question anchor chart • **Classroom Discussion Norms Anchor chart** • Role Play protocol anchor chart • Important Events from The Dot anchor chart • How was Vashti Feeling at the Beginning of the Book? Anchor chart
Lesson 5 SL.2.1, SL.2.1a, RL.2.2, RL.2.7, W.2.8 **TN Standards** **2.SL.CC.1, 2.RL.KID.2, 2.RL.IKI.7, 2.W.RPBK.8**	Focused Read-aloud, Session 2: *The Dot* **1. Opening** A. Song and Movement: "What Is School?" Song (10 minutes) **2. Work Time** A. Focused Read-aloud, Session 2: *The Dot* (20 minutes) B. Independent Writing: What Is School? Notebook (20 minutes) **3. Closing** A. Shared Writing: Revisiting the Guiding Question (10 minutes)	• I can identify the central message in *The Dot*. (RL.2.2, RL.2.7, W.2.8) • I can speak one at a time when I participate in conversations with my classmates. (SL.2.1a)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources).	• Module Guiding Question anchor chart • **Classroom Discussion norms anchor chart** • Role Play protocol anchor chart
Lesson 6 SL2.1, SL2.1a, L2.4, W2.8, RL2.1,	Close Read-aloud, Session 1: *The Invisible Boy* **1. Opening**	• I can participate in a discussion to answer questions using details from *The Invisible Boy* to support my answers.	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress	• **Classroom Discussion Norms Anchor chart** • Pinky Partners protocol anchor chart

RL2.7 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, , 2.W.RPBK.8, 2.RL.KID.1, 2.RL.IKI.7**	A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read-aloud, Session 1: *The Invisible Boy* (25 minutes) B. Independent Writing and Drawing: The Frayer Model (15 minutes) **3. Closing and Assessment** A. Pinky Partners: Sharing Our Work (10 minutes)	(RL.2.1, RL.2.7, SL.2.1a) • I can define the words *invisible* and *visible.* (L.2.4)	toward these reading standards (see Assessment Overview and Resources). • During Work Time B, observe students drawing and writing. Take notes about their inventive spelling and phonetic awareness to build foundational skills in upcoming Skills block lessons. Note: Informative writing is taught in Unit 2. • During the Closing, students engage in the Pinky Partners protocol. Monitor students as they listen and respond to a classmate's idea. Prompt them to attend to the classroom discussion norms and provide question and sentence stems if necessary.	
Lesson 7 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, 2.W.RPBK.8, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7**	Close Read-aloud, Session 2: *The Invisible Boy,* Pages 1–8 **1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read-aloud, Session 2: *The Invisible Boy,* Pages 1–8 (20 minutes) B. Modeling Writing: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) • I can stay on topic while participating in conversations with my classmates. (SL.2.1, SL.2.1a)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/ RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources). • During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. **(SL.2.1a)** • During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block.	• **Classroom Discussion Norms anchor chart** • Role Play protocol anchor chart • Close Readers Do These Things anchor chart
Lesson 8 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, 2.W.RPBK.8, 2.RL.KID.1,**	Close Read-aloud, Session 3: *The Invisible Boy,* Pages 9–14 **1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read-aloud, Session 3: *The Invisible Boy*, Pages 9–14 (20 minutes) B. Modeling Writing: Using Details from the Text (10	• I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) • I can describe what happens in the text to make Brian feel invisible at the beginning of *The Invisible Boy.* (RL.2.1, RL.2.3, RL.2.7)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources). • During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. **(SL.2.1a)**	• **Classroom Discussion Norms Anchor chart** • Brian's Change anchor chart • Role Play protocol anchor chart • Close Readers Do These Things Anchor chart

2.RL.KID.3, 2.RL.IKI.7	minutes) C. Independent Writing: Using Details from the Text (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)		• During the Work Time C, observe and support students as they independently write. • Collect student writing to formatively assess and to re-teach foundational skills during the Skills block.	
Lesson 9 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, 2.W.RPBK.8, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7**	Close Read-aloud, Session 4: *The Invisible Boy,* Pages 15–20 **1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read-aloud, Session 4: *The Invisible Boy*, Pages 15–20 (20 minutes) B. Pinky Partners: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) • I can describe how Brian responds to events by looking closely at the illustrations and words. (RL.21, RL.2.3, RL.2.7)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources). • During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. **(SL.2.1a)** • During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block.	• **Close Readers Do These Things anchor chart** • Brian's Change anchor chart • Pinky Partners protocol anchor chart
Lesson 10 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7 **TN Standards** **2.SL.CC.1, 2.FL.VA.7a, 2.W.RPBK.8, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7**	Close Read-aloud, Session 5: *The Invisible Boy,* Pages 21–26 **1. Opening** A. Reviewing Learning Targets (10 minutes) **2. Work Time** A. Close Read-aloud, Session 5*: The Invisible Boy*, Pages 21–26 (20 minutes) B. Pinky Partners: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) **3. Closing and Assessment** A. Turn and Talk: Sharing Our Work (5 minutes)	• I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) • I can describe the changes in the illustrations to learn more about Brian. (RL.2.1, RL.2.3, RL.2.7)	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards (see Assessment Overview and Resources). • During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. **(SL.2.1a)** • During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block.	• Close Readers Do These Things anchor chart • **Classroom Discussion Norms anchor chart** • Brian's Change anchor chart • Pinky Partners protocol anchor chart
Lesson 11 SL2.1, SL2.1a, L2.4,	Unit 1 Assessment and Close Read-aloud, Session 6: *The Invisible Boy,* Pages 27–30 **1. Opening**	• I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1a, L.2.4) • I can describe what happens in	• During Work Time A, use the Reading Literature Checklist **(RL2.1/RL.2.3/RL.2.7)** to track students' progress toward these reading standards	• Close Readers Do These Things anchor chart • **Classroom Discussion Norms anchor chart** • Brian's change anchor chart

| W2.8, RL2.1, RL2.3, RL2.7

 TN Standards

 2.SL.CC.1, 2.FL.VA.7a, 2.W.RPBK.8, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7 | A. Reviewing Learning Targets (5 minutes)
 2. Work Time
 A. Close Read-aloud, Session 6: *The Invisible Boy*, Pages 27–30 (20 minutes)
 B. Unit 1 Assessment: Writing in Response to The Invisible Boy (15 minutes)
 C. Developing Language: Picture Sort (10 minutes)
 3. Closing and Assessment
 A. Structured Discussion: What Did We Learn about School? (10 minutes) | the text to make Brian feel more visible. (RL.2.1, RL.2.3, RL.2.7) | (see Assessment Overview and Resources).
 • During Work Time B, observe and support students as they complete the Unit 1 Assessment—also the culminating task for the close read-aloud. Collect student writing and assess using the criteria on the RL checklist in the Assessment Overview and Resources. | • Module Guiding Question anchor chart |

Second Grade Module 1: Schools and Community 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).

Throughout Unit 2, students focus on two habits of character: collaboration and perseverance. Students are introduced to the habits of perseverance and collaboration through the text *Off to Class* and discuss specific examples in which communities use these habits to overcome challenges in going to school. Students then practice the habit of collaboration as they engage in Readers Theater in small groups later in the unit. 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: Reading and Writing about Schools around the World

This assessment focuses on students' comprehension of an informational text read aloud and informational writing in response to text. It centers on **CCSS ELA RI.2.1 and W.2.2.** For this two-part assessment, students engage in two close read-aloud sessions of *Off to Class*. During these sessions, they take notes based on specific text-dependent questions. They then use the information in their notes to write an informative paragraph that describes what makes it hard for children to go to school in a particular community, and how that community solves that problem so children can go to school.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on student progress toward SL.2.1a and SL.2.1b (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Off to Class: Incredible and Unusual Schools around the World*

Suggested Pacing: This unit is approximately 2 weeks or 9 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

Lesson 1
 	
SL2.1, SL2.1a, SL2.1b, SL2.1c, SL2.3, W2.8
 	
TN Standards
 	
2.SL.CC.1 a-c, 2.SL.CC.3,
	Speaking and Listening: Schools around the World
	
	1. Opening
	    A. Engaging the Learner: Working to Become Ethical People (10 minutes)
	2. Work Time
	    A. Establishing a New Discussion Norm: Responding to
		• I can listen and respond or ask questions about my classmates' ideas. (SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3)
		• I can write about my observations after closely viewing pictures. (W2.8)
			• During Work Time B, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b**, and **SL.2.1c** (see Assessment Overview and Resources).
			• Collect student work in Work Time C to assess which students may need additional support with writing throughout the unit (phonics, sight words, inventive
				• **Ethical People anchor chart**
				• **Classroom Discussion Norms Anchor chart**
				• Unit 2 Guiding Question anchor chart

2.W.RPBK.8	Classmates' Ideas (15 minutes) B. Structured Discussion: Mystery Pictures (15 minutes) C. Independent Writing: Noticing and Wondering about Pictures (15 minutes) **3. Closing and Assessment** A. Introducing the Unit Guiding Questions (5 minutes)		spelling).	
Lesson 2 RI.2.1, RI.2.2, SL.2.1, SL2.1a, SL.2.1b, SL.2.1c, W.2.8, L.2.4 **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.RPBK.8, 2.FL.VA.7a**	Close Read-aloud, Session 1: **Off to Class,** Pages 12–13 **1. Opening** A. Engaging the Learner: Reviewing Close Reading (10 minutes) **2. Work Time** A. Close Read-aloud, Session 1: *Off to Class,* Pages 12–13 (20 minutes) B. Introducing Writing Partners (10 minutes) C. Independent Writing: Working with a Writing Partner (15 minutes) **3. Closing and Assessment** A. Developing Language: Perseverance (5 minutes)	• I can answer questions using key details about the problem in "Protecting the Amazon" from *Off to Class.* (RI.2.1, RI.2.2, L.2.4) • I can plan and share my writing with a writing partner. (SL.2.1a, SL.2.1b, SL.2.1c, W.2.8)	• During Work Times A and B, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (see Assessment Overview and Resources) • During Work Time C, circulate and observe students' writing to monitor progress toward **RI.2.1** and **RI.2.2** and to notice whether students answer the questions correctly and use details from the text in their notes.	• Close Readers Do These Things anchor chart • How to Take Notes Anchor chart • Writing Partners Anchor chart
Lesson 3 RI.2.1, RI.2.2, SL.2.1, SL2.1a, SL.2.1b, SL.2.1c, W.2.8, L.2.4 **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.RPBK.8, 2.FL.VA.7a**	Close Read-aloud, Session 2: *Off to Class,* Pages 12–13 1. Opening A. Engaging the Learner: Close Reading (5 minutes) **2. Work Time** A. Close Read-aloud: Session 2, *Off to Class*, pages 12–13 (20 minutes) B. Independent Writing: Working with a Writing Partner (15 minutes) C. Analyzing a Model: Problem and Solution Informative Writing (15 minutes) **3. Closing and Assessment** A. Song and Movement: "What	• I can answer questions using key details about the solution in "Protecting the Amazon" from *Off to Class.* (RI.2.1, RI.2.2, L.2.4) • I can plan and share my writing with a writing partner. (SL.2.1a, SL.2.1b, SL.2.1c, W.2.8)	• During Work Times A and B, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (see Assessment Overview and Resources). • During Work Time C, circulate and observe students' writing to monitor progress toward **RI.2.1** and **RI.2.2** and to notice whether students answer the questions correctly and use details from the text in their notes.	• Close Readers Do These Things anchor chart • How to Take Notes anchor chart • Writing Partners anchor chart • Parts of a Problem and Solution Informational Paragraph anchor chart • What is School? song chart

	Is School?" Song (5 minutes)			

Lesson 4
 	
RI.2.1, RI.2.2, SL.2.1, SL2.1a, SL.2.1b, SL.2.1c, W.2.2, L.2.2, L.2.4
 	
TN Standards
 	
2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.TTP.2, 2.FL.SC.6, 2.FL.VA.7a
	Close Read-aloud, Session 3: "Out of the Rubble" from *Off to Class,* Pages 18–19
	
	1. Opening
	    A. Engaging the Learner: Reviewing Learning Targets (5 minutes)
	2. Work Time
	    A. Close Read-aloud, Session 3: *Off to Class,* Pages 18–19 (20 minutes)
	    B. Independent Writing: Focus Statement and Information about the Problem (20 minutes)
	    C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes)
	3. Closing and Assessment
	    A. Reflecting on Learning (5 minutes)
		• I can answer questions using key details about the problem in "Out of the Rubble" from *Off to Class.* (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)
		• I can write about the problem in the section "Out of the Rubble" using details from the text. (W.2.2, L.2.2)
			• During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (see Assessment Overview and Resources).
			• Collect students' *Off to Class* notebooks and collect data on their progress toward **RI.2.1** (ability to take notes) and **W.2.2** (informative writing).
				• How to take notes anchor chart
				• Parts of a Problem and Solution Informational Paragraph anchor chart

Lesson 5
 	
RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4
 	
TN Standards
 	
2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.RPBK.8, 2.FL.SC.6, 2.FL.VA.7a
	Close Read-aloud, Session 4: "Out of the Rubble" from *Off to Class,* Pages 18–19
	
	1. Opening
	    A. Song and Movement: "What Is School?" Song (5 minutes)
	2. Work Time
	    A. Close Read-aloud, Session 4: *Off to Class*, Pages 18–19 (20 minutes)
	    B. Independent Writing: Information about the Solution and the Conclusion (20 minutes)
	    C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)
	3. Closing and Assessment
	    A. Reflecting on Learning (5 minutes)
		• I can answer questions using key details about the solution in "Out of the Rubble" from *Off to Class.* (RI.2.1, RI.2.2, W.2.8, SL.2.1a, L.2.4)
		• I can write about the solution in the section "Out of the Rubble" using details from the text. (W.2.2, L.2.2)
			• During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (see Assessment Overview and Resources)
			• Collect students' *Off to Class* notebooks and collect data on their progress toward **RI.2.1** (ability to take notes) and **W.2.2** (informative writing).
				• How to take notes anchor chart
				• Parts of a Problem and Solution Informational Paragraph anchor chart

| **Lesson 6**

RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4

TN Standards

2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.RPBK.8, 2.FL.SC.6, 2.FL.VA.7a | Unit 2 Assessment, Part I: Close Read-aloud, Session 5: "Water, Water, Everywhere" from **Off to Class,** Pages 8–9

1. Opening
  A. Song and Movement: "What Is School?" Song (5 minutes)
2. Work Time
  A. Unit 2 Assessment, Part I: Close Read- aloud, Session 5: *Off to Class,* Pages 8–9 (20 minutes)
  B. Unit 2 Assessment, Part I, Continued: Independent Writing: Focus Statement and Information about the Problem (20 minutes)
  C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes)
3. Closing and Assessment
  A. Reflecting on Learning (5 minutes) | • I can answer questions using key details about the problem in "Water, Water, Everywhere" from *Off to Class.* (RI.2.1, RI.2.2, W.2.8, SL.2.1a, L.2.4)
• I can write about the problem in the section "Water, Water, Everywhere" using details from the text. (W.2.2, L.2.2) | • During Work Time, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (See Assessment Overview and Resources).
• Unit 2 Assessment, Part I: Reading and Writing about Schools around the World **(RI.2.1, W.2.2)** | • How to take notes anchor chart
• Parts of a Problem and Solution Informational Paragraph anchor chart
• Writing partners anchor chart |
| **Lesson 7**

RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4

TN Standards

2.RI.KID.1, 2.RI.KID.2, 2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.RPBK.8, 2.FL.SC.6, 2.FL.VA.7a | Unit 2 Assessment, Part II: Close Read-aloud, Session 6: "Water, Water, Everywhere" from *Off to Class,* Pages 8–9

1. Opening
  A. Engaging the Learner: Reviewing Learning Targets (5 minutes)
2. Work Time
  A. Unit 2 Assessment, Part II: Close Read- aloud, Session 6: *Off to Class,* Pages 8–9 (15 minutes)
  B. Unit 2 Assessment, Part II, Continued: Independent Writing: Information about the Solution and the Conclusion (20 minutes)
  C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)
3. Closing and Assessment | • I can answer questions using key details about the solution in "Water, Water, Everywhere" from *Off to Class.* (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)
• I can write about the solution in the section "Water, Water, Everywhere" using details from the text. (W.2.2, L.2.2) | • During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a, SL.2.1b,** and **SL.2.1c** (see Assessment Overview and Resources).
• Unit 2 Assessment, Part II: Reading and Writing about Schools around the World **(RI.2.1, W.2.2)** | • Close Readers Do These Things Anchor Chart
• How to take notes anchor chart
• Parts of a Problem and Solution Informational Paragraph anchor chart |

	A Engaging the Writer: Sharing My Informative Paragraph (10 minutes)			

Lesson 8
 	
RF.2.4,
SL.2.1,
SL.2.1a,
SL.2.1b, SL.2.1c
 	
TN Standards
 	
2.FL.F.5, 2.SL.CC.1 a-c
	Readers Theater: Practicing with Criteria
	
	1. Opening
	  A. Analyzing a Model: Readers Theater Video (10 minutes)
	2. Work Time
	  A. Engaging the Actor: Generating Criteria for Readers Theater (10 minutes)
	  B. Shared Reading: Readers Theater Scripts (15 minutes)
	  C. Readers Theater: Rehearsing in Groups (15 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (10 minutes)
		• I can use criteria to practice a Readers Theater play with my group. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)
		• I can read a Readers Theater script with fluency and expression. (RF.2.4)
			• During Work Time C, circulate to observe students' use of the performance criteria. **(RF.2.4)**	• Readers Theatre: Brainstorm criteria anchor chart
				• Performance Criteria anchor chart
				• **Effective Learners Anchor Chart**

Lesson 9
 	
RF.2.4,
SL.2.1,
SL.2.1a,
SL.2.1b, SL.2.1c
 	
TN Standards
 	
2.FL.F.5, 2.SL.CC.1 a-c
	Readers Theater: Performing Our Scripts
	
	1. Opening
	  A. Engaging the Actor: Collaboration Scenarios (10 minutes)
	2. Work Time
	  A. Readers Theater: Reviewing Criteria (15 minutes)
	  B. Readers Theater: Performances (20 minutes)
	1. Closing and Assessment
	  A. End of Unit Reflection: Assessing Our Learning (15 minutes)
		• I can apply our criteria as I perform a Readers Theater script with my group. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)
		• I can read a Readers Theater script with fluency and expression. (RF.2.4)
		• I can reflect on my learning from this unit.
			• During Work Time C, circulate to observe students' use of the performance criteria. **(RF.2.4)**	• Performance Criteria anchor chart
				• Unit 2 Guiding Question anchor chart
				• Module Guiding Question anchor chart

Second Grade Module 1: Schools and Community 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** and **work to become effective learners**: develop the mindsets and skills for success in college, career, and life, and treating others well. Throughout Unit 3, students practice respect as they engage in a series of focused read-alouds of **Off to Class**, which asks them to contrast and compare their own school with schools around the world. These conversations help them to appreciate the differences between their own school and the schools they are researching. In the second part of the unit, students also revisit the habit of perseverance as they work to create their "The Most Important Thing about Schools" book. 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 about Schools around the World

This assessment centers on CCSS ELA SL.2.1b and SL.2.1c. Students participate in the Collaborative Conversations protocol in a small group to share one similarity and one difference between their own school and the school they have researched. They use their notes and sentence starters to help them add on to their group members' ideas and to ask for clarification as needed.

Assessment Checklists: Throughout this unit, teachers use the Informative/Explanatory Writing Checklist to gather data on students' progress toward W.2.2, W.2.5, and L.2.1a,b, and d (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Off to Class: Incredible and Unusual Schools around the World*

Suggested Pacing: This unit is approximately 2 weeks or 10 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

Lesson 1
 	
SL.2.1, SL.2.1a, SL.2.1b, W.2.8, RI2.1, RI.2.7
 	
TN Standards
 	
2.SL.CC.1 a-b, 2.W.RPBK.8, 2.RI.KID.1, 2.RI.IKI.7
	Focused Read-aloud: Contrasting and Comparing My School and a Boat School in Bangladesh
	1. Opening
	   A. Engaging the Learner: Unit Guiding Question (10 minutes)
	2. Work Time
	   A. Focused Read-aloud: *Off to Class*, Pages 8–9 (20 minutes)
		• I can contrast and compare my own school with a boat school in Bangladesh. (RL.2.1, RL.2.7, W.2.8)
		• I can build on others' ideas while participating in a collaborative conversation about how schools are different. (SL.2.1, SL.2.1a, SL.2.1b)
			• During Work Time B, circulate and observe students using the Word Wall words during independent writing (W.2.8).
			• During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a** and **SL.2.1b** (See Assessment Overview and Resources).
				• Module Guiding Question anchor chart
				• Unit 2 Guiding Questions anchor chart
				• Unit 3 Guiding Question anchor chart
				• Language for Contrasting and Comparing anchor chart
				• Public Notes: Boat School anchor chart

	B. Responding to Text: How Is This School Different from Ours? (10 minutes) C. Collaborative Conversations Protocol: How Is This School Different from Ours? (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 min)			• Writing Partners anchor chart • **Collaborative Conversations** • Protocol anchor chart "What Is School?" song
Lesson 2 SL.2.1, SL.2.1a, SL.2.1c, W.2.8, RI2.1, RI.2.7 **TN Standards** **2.SL.CC.1 a-c, 2.W.RPBK.8, 2.RI.KID.1, 2.RI.IKI.7**	Focused Read-aloud: Contrasting and Comparing My School and a Tent School in Haiti **1. Opening** A. Song and Movement: "What Is School?" Song (5 minutes) **2. Work Time** A. Focused Read-aloud: *Off to Class*, Pages 18–19 (20 minutes) B. Responding to Text: How Is This School Similar to Ours? (10 minutes) C. Collaborative Conversations Protocol: How Is This School Similar to Ours? (20 minutes) 3. Closing and Assessment A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)	• I can contrast and compare my own school with a tent school in Haiti. (RI.2.7, RI.2.1, W.2.8) • I can clarify and ask questions about others' ideas while participating in a conversation about how schools are similar. (SL.2.1, SL.2.1a, SL.2.1c)	• During Work Time B, circulate and observe students using the Word Wall words during independent writing **(W.2.8)**. • During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1c** (see Assessment Overview and Resources).	• "What Is School?" song • Language for Contrasting and Comparing anchor chart • Public Notes: Tent School anchor chart • **Collaborative Conversations Protocol anchor chart**
Lesson 3 SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.8, RI.2.1, RI.2.7 **TN Standards** **2.SL.CC.1 a-c, 2.W.RPBK.8, 2.RI.KID.1, 2.RI.IKI.7**	Focused Read-aloud: Contrasting and Comparing My School and A Doorstep School in India **1. Opening** A. Small Group Work: Working with Public Notes (10 minutes) **2. Work Time** A. Focused Read-aloud: *Off to Class*, Pages 50–51 (20 minutes) B. Responding to Text: How Is This School Similar to Ours? (10 minutes) C. Collaborative Conversations Protocol: How Is This School Similar to Ours? (15 minutes) **3. Closing and Assessment** A. Engaging the Learner: Voting on	• I can contrast and compare my own school with a doorstep school in India. (RI.2.1, RI.2.7, W.2.8) • I can respond to others' ideas while participating in a collaborative conversation about similarities in the schools we have researched. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)	• During Work Time B, circulate and observe students using the Word Wall words during independent writing **(W.2.8)**. • During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward **SL.2.1a**, **SL.2.1b**, and **SL.2.1c** (see Assessment Overview and Resources).	• Language for Contrasting and Comparing anchor chart • Public Notes: Doorstep School anchor chart • **Collaborative Conversations Protocol anchor chart**

	Schools to Research (5 minutes)			

Lesson 4
 	
SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL2.3, W.2.7, RI.2.1, RI.2.7
 	
TN Standards
 	
2.SL.CC.1 a-b, 2.SL.CC.3, 2.W.RPBK.7, 2.RI.KID.1, 2.RI.IKI.7
	Shared Research: Diving Deeper to Learn about Schools
	
	1. Opening
	  A. Engaging the Learner: Revealing Research School Teams (5 minutes)
	2. Work Time
	  A. Guided Practice: Creating Research Note-catchers (15 minutes)
	  B. Small Group Research, Part I: Viewing Pictures Closely (15 minutes)
	  C. Small Group Research, Part II: Research Schools Videos (10 minutes)
	3. Closing and Assessment
	  A. Collaborative Conversations Protocol: Sharing Interesting Facts (10 minutes)
	  B. Reflecting on Learning (5 minutes)
		• I can research a school to find more details about how it is similar to and different from my school. (RI.2.1, RI.2.7, W.2.7)
		• I can respond to others' ideas during a collaborative conversation about an interesting fact from our research. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3)
			• During Closing and Assessment A, use the Speaking and Listening Checklist to monitor students' progress toward **SL.2.1b** and **SL.2.1c** (see Assessment Overview and Resources).	• Research School Teams chart
				• Public Notes: Boat School anchor chart
				• Public Notes: Tent School anchor chart
				• Public Notes: Doorstep School anchor chart
				• Language for Contrasting and Comparing anchor chart
				• **Collaborative Conversations Protocol anchor chart**
				• **Classroom Discussion Norms anchor chart**

Lesson 5
 	
SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.2, W.2.8
 	
TN Standards
 	
2.SL.CC.1 a-c, 2.SL.CC.3, 2.W.TTP.2, 2.W.RPBK.8
	Unit 3 Assessment: Speaking and Listening: Sharing What We Learned from Our Research
	
	1. Opening
	  A. Engaging the Learner: Reading a Letter from a Kindergarten Teacher (5 minutes)
	2. Work Time
	  A. Unit 3 Assessment: Engaging in a Collaborative Conversation Using My Notes (25 minutes)
	  B. Generating Criteria for Our Performance Task: "The Most Important Thing about Schools" Book (10 minutes)
	  C. Analyzing a Model: Important Book Sorting Activity (15 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5 minutes)
		• I can respond to others' ideas during a collaborative conversation about our research school. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.8)
		• I can analyze a model of "The Most Important Thing about Schools" book. (W.2.2)
			• During Work Time A, use the Speaking and Listening Checklist to monitor students' progress toward **SL.2.1b** and **SL.2.1c** (see Assessment Overview and Resources).	• **Collaborative Conversations Protocol anchor chart**
				• Important Book Parts anchor chart
				• Directions for Important Book Sorting activity anchor chart

Lesson 6
 	
SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2
 	
TN Standards
 	
2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.PDW.5, 2.FL.SC.6 h-j
	Independent Writing: Focus Statement and Differences between Two Schools
	
	1. Opening
	  A. Engaging the Learner: Working with Our Writing Partners (5 minutes)
	2. Work Time
	  A. Independent Writing: Focus Statement (10 minutes)
	  B. Independent Writing: Information about Differences (25 minutes)
	  C. Revising and Editing: Focus Statement and Information about Differences (10 minutes)
	3. Closing and Assessment
	  A Pinky Partners: Sharing Our Work (10 minutes)
		• I can write a focus statement for my "The Most Important Thing about Schools" book. (SL.2.1a, SL.2.1c, W.2.2, L.2.)
		• I can write about the differences between my school and the school that I researched using details from my notes. (SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.)
			• During Work Time A, Work Time B and Work Time C, use the Informative/ Explanatory Writing Checklist to document students' progress toward **W.2.2** and **L.2.2** (see Assessment Overview and Resources).	• Writing Partners anchor chart
				• Important Book Parts anchor chart
				• Turning Our Notes into Sentences anchor chart

Lesson 7
 	
SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2
 	
TN Standards
 	
2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.PDW.5, 2.FL.SC.6 h-j
	Independent Writing: Similarities between Two Schools
	
	1. Opening
	  A. Engaging the Learner: Working with Our Writing Partners (5 minutes)
	2. Work Time
	  A. Engaging the Writer: Note-taking Activity (10 minutes)
	  B. Independent Writing: Information about Similarities (25 minutes)
	  C. Revising and Editing: Information about Similarities (10 minutes)
	3. Closing and Assessment
	  A Pinky Partners: Sharing Our Work (10 minutes)
		• I can write about the similarities between my school and the school that I researched using details from my notes. (SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.)	• During Work Time B and Work Time C, use the Informative/ Explanatory Writing Checklist to document students' progress toward **W.2.2** and **L.2.2** (see Assessment Overview and Resources).	• Writing Partners anchor chart
				• Important Book Parts anchor chart
				• Turning Our Notes into Sentences anchor chart

Lesson 8 SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2 **TN Standards**	Independent Writing: Conclusion and Revising Our "Most Important Thing about Schools" Book **1. Opening** A. Engaging the Learner: Working with Our Writing Partners (5 minutes) **2. Work Time**	• I can write a conclusion for my "The Most Important Thing about Schools" book. (SL.2.1a, SL2.1c, W.2.2, W.2.5, L.2.2) • I can revise my writing using the Revising and Editing Checklist. (W.2.5, L.2.2)	• During Work Time A and Work Time B, use the Informative/ Explanatory Writing Checklist to document students' progress toward **W.2.** and **L.2.2** (see Assessment Overview and Resources).	• Writing Partners anchor chart • Important Book Parts anchor chart • Module Guiding Questions anchor chart • Ways to Show Things Are Similar anchor chart

2.SL.CC.1 a-c, 2.W.TTP.2, 2.W.PDW.5, 2.FL.SC.6 h-j	A. Independent Writing: Conclusion (25 minutes) B. Revising My Writing: Using the Revising and Editing Checklist (25 minutes) **3. Closing and Assessment** A Pinky Partners: Reflecting on Learning (5 minutes)			
Lesson 9 W.2.2, W.2.5, SL.2.1, SL.2.1a, SL2.4, L.2.2 **TN Standards** **2.W.TTP.2, 2.W.PDW.5, 2.SL.CC.1, 2.SL.PKI.4, 2, 2.FL.SC.6 h-j**	Preparing for Our Celebration of Learning: Editing My "Most Important Thing about Schools" Book **1. Opening** A. Engaging the Learner: Working with Our Writing Partners (5 minutes) **2. Work Time** A. Editing My Writing: Using the Revising and Editing Checklist (25 minutes) B. Speaking and Listening: Practicing Our Readers Theater Scripts (15 minutes) C. Speaking and Listening: Practicing Reading Our "The Most Important Thing about Schools" Books (10 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can edit my writing using the Revising and Editing Checklist. (W.2.2, W.2.5, L.2.2) • I can present what I have learned about schools by preparing for the Celebration of Learning. (SL.2.1.a, SL.2.4)	• During Work Time A, use the Informative/ Explanatory Writing Checklist to document students' progress toward **L.2.2** (see Assessment Overview and Resources). • During Work Time C, use the Speaking and Listening Checklist to monitor students' progress toward **SL.2.1**a (see Assessment Overview and Resources).	• Writing Partners anchor chart • Revising and Editing Checklist anchor chart • Celebration of Learning anchor chart • Presentation Criteria anchor chart
Lesson 10 SL.2.1, SL.2.1a, SL.2.4, W.2.8 **TN Standards** **2.SL.CC.1, 2.SL.PKI.4, 2.W.RPBK.8**	Celebrating Our Work: Sharing What We Have Learned with Kindergarteners **1. Opening** A. Engaging the Learner: Reviewing Presentation Criteria (5 minutes) **2. Work Time** A. Celebration of Learning: Sharing What I Have Learned about Schools (30 minutes) B. Reflecting on Learning (15 minutes) **3. Closing and Assessment** A. Pinky Partners: Sharing Our Reflections (10 minutes)	• I can present what I have learned about schools to Kindergarteners at my school. (SL.2.1.a, SL. 2.4) • I can reflect on what I have learned during this module. (W.2.8, SL.2.1a)	• During Work Time A, use the Speaking and Listening Checklist to monitor students' progress on the speaking and listening standards. **(SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)**	• Celebration of Learning anchor chart • Presentation Criteria anchor chart • Pinky Partners Protocol anchor chart

*To peruse the details of this module and other second grade modules access the following web address- http://curriculum.eleducation.org/curriculum/ela/grade-2