Second Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2

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 represent 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.

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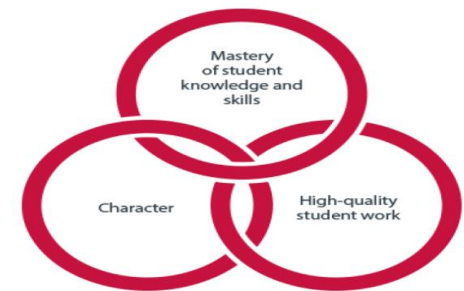
SCS Instructional Framework

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_UbDI/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 2- *Fossils Tell of Earth's Changes*

In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by participating in a close read-aloud of *Stone Girl, Bone Girl* by Laurence Anholt to explore the Unit 1 guiding questions: "What do paleontologists do?" and "How do characters respond to major events?" Students learn about Mary Anning and her role as a fossil hunter as they engage with key literature standards. Students focus on how Mary Anning responds to major events and challenges, and the overall structure of narratives through structured retells. In Unit 1, students are also introduced to the skill of answering selected response questions. Students also begin to learn about what fossils are and the work that paleontologists do. In Unit 2, students make a pivot to informational texts and engage more deeply in the study of fossils. Students' learning is centered around the Unit 2 guiding questions: "What can we learn from studying fossils?" and "How do readers learn more about a topic from informational texts?"

Students begin the unit by engaging in a close read-aloud of various excerpts from the text *Fossils* by Ann O. Squire. Students then make the important transition of closely reading complex texts independently. Students are gradually introduced to close reading strategies as they read a few different nonfiction articles on fossils, such as how fossils can teach us about changes that have happened on Earth. In Unit 3, students take on the role of being authors as they work toward completing the performance task: adding detailed illustrations to a narrative produced during unit 3 about discovering a fossil. The unit begins with a focused read-aloud of *The Big Dinosaur Dig* by Esther Ripley. Through their analysis of the text, students begin to answer and unpack the Unit 3 guiding question: "How do authors write compelling narratives?" Students then imagine they are a character from this story and practice writing a narrative. The unit culminates as students write, revise, and illustrate their own narratives from the perspective of a paleontologist who has just discovered a fossil. **This performance task centers on CCSS ELA SL.2.5.**

Guiding Questions and Big Ideas

What do paleontologists do?
- *Paleontologists are people who look for, unearth, and study fossils.*

How do characters respond to major events?
- *Characters respond in different ways to major events and challenges in books.*

What can we learn from studying fossils?
- *Fossils can help us understand what plants and animals lived long ago and how the earth has changed.*

How do readers learn more about a topic from informational texts?
- *Readers use different strategies to learn about a topic from informational text.*

How do authors write compelling narratives?
- *Writers use various writing techniques to tell compelling stories.*

The 4 T's	
Topic Fossils Tell of Earth's Changes	**Task** Informative Writing: "The Most Important Thing about Schools" Book
Targets CCSS explicitly taught and assessed): SL.2.5, W.2.3, W.2.5, L.2.1d, L.2.2	**Texts** *Stone Girl, Bone Girl, Fossils Tell of Long Ago, Paleontology (Scholastic), The Dog that Dug for Dinosaurs, The Big Dinosaur Dig, Fossils, Curious about Fossils, Paleontology: The Study of Prehistoric Life*

Task should align to
- Topic
- Targets
- Texts

Second Grade Module 2: Fossils Tell of Earth's Changes 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: perseverance and initiative. Students are invited to analyze how various characters in *Stone Girl, Bone Girl* use initiative and perseverance to address challenges they encounter. Students also practice perseverance as they engage in various retelling activities, and show perseverance as they tackle the new skill of answering selected response questions. 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: Answering Questions About a Literary Text

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA **SL.2.2, RL.2.1, RL.2.2, RL 2.3, RL.2.5** and **RL.2.7**. In the Unit 1 Assessment, students engage in a two-day focused read-aloud using a portion of The Dog That Dug for Dinosaurs. During Part I of the assessment, students listen as their teacher reads aloud pages 5–9 of the text. They then answer two selected response questions in writing. Note: Because the first two questions assess students' ability to describe key ideas from a text read aloud, they should not have their own copy of the text. Following this, students then listen to the first half of the text read aloud (pages 5–15) and complete a graphic organizer to describe the beginning, middle, and end of the story by referring to their own copy of the text.

During Part II of the assessment, students hear the first half of the text read aloud again (pages 5–15) and then respond to selected response questions about key details by referring to their own copy of the text, using illustrations, and rereading as needed. Note: Because **RL.2.2** also includes fables and folktales, this standard will also be taught and assessed in Module 4.

Required Unit trade book (s): *Stone Girl, Bone Girl' The Dog that Dug for Dinosaurs*

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	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.2.2, RI.2.1 **TN Standards** **2.SL.CC.2, 2.RI.KID.1**	Building Background Knowledge: What Do You Know about Fossils? **1. Opening** A. Engaging the Learner: Mystery Journal Entry and Picture Clue (10 minutes) **2. Work Time** A. Picture Tea Party: Studying Pictures (20	• I can describe the details I notice in pictures. (**SL.2.2**) • I can record and ask a question about fossils. (**RI.2.1**)	• During Work Time A, monitor for descriptive language. • During Work Times B and C, monitor for usage of question words.	• Picture Tea Party protocol Unit 1 Guiding Questions anchor chart

	minutes) B. Noticing and Wondering: Questions about Fossils (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 min.)			
Lesson 2 RL.2.1, RL.2.7, W.2.8 **TN Standards** **2.RL.KID.1**, **2.RL.IKI.7**, **2.W.RPBK.8**	Close Read-aloud, Session 1: **Stone Girl, Bone Girl** **1. Opening** A. Poem and Movement: "She Sells Seashells" (10 minutes) **2. Work Time** A. Close Read-aloud, Session 1: *Stone Girl, Bone Girl* (25 minutes) B. Learning How to Answer Selected Response Questions (15 minutes) **3. Closing and Assessment** A. Working on Becoming Effective Learners: Perseverance and Initiative (10 minutes)	• I can answer questions about the book *Stone Girl, Bone Girl* using details from the illustrations and text. (**RL.2.1, RL.2.7, W.2.8**)	• During Work Time A and Closing, use the Reading Literature Checklist to monitor progress on RL standards.	• Strategies to Answer Selected Response Questions anchor chart • Unit 1 Guiding Questions anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 3 RL.2.1, RL.2.2, RL.2.5, RL.2.7, W.2.8, SL.2.2, L.2.4b **TN Standards** **2.RL.KID.1**, **2.RL.KID.2**, **2.RL.CS.5**, **2.RL.IKI.7**, **2.W.RPBK.8**, **2.SL.CC.2**, **2.FL.VA.7a**	Close Read-aloud, Session 2: **Stone Girl, Bone Girl, Pages 1–4** **1. Opening** A. Engaging the Learner: Curiosities Museum (15 minutes) **2. Work Time** A. Close Read-aloud, Session 2: *Stone Girl, Bone Girl*, Pages 1–4 (30 minutes) B. Speaking and Listening: Retelling the Beginning (10 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #1 (5 minutes)	• I can answer questions about important events from the book *Stone Girl, Bone Girl.* (**RL.2.1, RL.2.7, W.2.8**) • I can retell the beginning of *Stone Girl, Bone Girl* using important details about events and characters. (**SL.2.2, RL.2.2, RL.2.5**)	• During Work Time A and Closing, use the Reading Literature Checklist to monitor progress on RL standards. • During Work Time A, use the Speaking and • Listening Checklist to track students' progress.	• "Learning Target" poem • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart
Lesson 4 RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, W.2.8, SL.2.2, L.2.4b	Close Read-aloud, Session 3: **Stone Girl, Bone Girl, Pages 5–8** **1. Opening** A. Pinky Partners: Habits of Character (10 minutes) **2. Work Time** A. Close Read-aloud, Session 3: *Stone Girl, Bone Girl*,	• I can answer questions about a character's response in the text *Stone Girl, Bone Girl.* (**RL.2.1, RL.2.3, RL.2.7, W.2.8**) • I can retell the beginning of *Stone Girl, Bone Girl* using important details about events and characters. (**SL.2.2, RL.2.2, RL.2.5**)	• During Work Time A and Closing, use the Reading Literature Checklist to monitor progress on RL standards. • During Work Time A, use the Speaking and • Listening Checklist to track students' progress.	• "Learning Target" poem • **Working to Become Effective Learners** • Pinky Partners Protocol anchor chart • Mary's Challenge anchor chart • Strategies for Answering Selected Response Questions anchor chart

TN Standards				
2.RL.KID.1, **2.RL.KID.2**, **2.RL.CS.5**, **2.RL.IKI.7**, 2.W.RPBK.8, **2.SL.CC.2**, **2.FL.VA.7a**	Pages 5–8 (25 minutes) B. Speaking and Listening: Retelling the Beginning (10 minutes) C. Recording Our Thinking: Retelling the Beginning (10 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #2 (5 minutes)			
Lesson 5 RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, W.2.8, SL.2.2 **TN Standards** **2.RL.KID.1**, **2.RL.KID.2**, 2.RL.CS.5, **2.RL.IKI.7**, **2.W.RPBK.8**, **2.SL.CC.2**,	Close Read-aloud, Session 4: **Stone Girl, Bone Girl,** Pages 9–14 **1. Opening** A. Poem and Movement: "She Sells Seashells" (5 minutes) **2. Work Time** A. Close Read-aloud, Session 4: *Stone Girl, Bone Girl*, Pages 9–14 (30 minutes) B. Speaking and Listening: Retelling the Middle (10 minutes) C. Writing in Response to Text: A Character's Response (10 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can use details in the text to comprehend the story *Stone Girl, Bone Girl.* (**RL.2.1**, **RL.2.3**, **RL.2.7, W.2.8**) • I can retell the middle of Stone Girl, Bone Girl using important details about events and characters. (**RL.2.2, RL.2.5, SL.2.2**)	• During Work Time A and Closing, use the Reading Literature Checklist to monitor progress on RL standards. • During Work Time A, use the Speaking and • Listening Checklist to track students' progress.	• Role-Play Protocol anchor chart • Unit 1 Guiding Questions anchor chart
Lesson 6 RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, W.2.8, SL.2.2 **TN Standards** **2.RL.KID.1**, **2.RL.KID.2**, **2.RL.CS.5**, **2.RL.IKI.7**, **2.W.RPBK.8**, **2.SL.CC.2**,	Close Read-aloud, Session 5: **Stone Girl, Bone Girl,** Pages 15–18 **1. Opening** A. Engaging the Learner: Curiosities Museum (5 minutes) **2. Work Time** A. Close Read-aloud, Session 5: *Stone Girl, Bone Girl*, Pages 15–18 (30 minutes) B. Speaking and Listening: Retelling the Middle (10 minutes) C. Recording Our Thinking: Retelling the Middle (10 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #3 (5 minutes)	• I can answer questions about how Mary responded to challenges in her life. (**RL.2.1, RL.2.3, RL.2.7, W.2.8**) • I can retell the middle of *Stone Girl, Bone Girl* using important details about events and characters. (**RL.2.2, RL.2.5, SL.2.2**)	• During Work Time A and Closing, use the Reading • Literature Checklist to monitor progress on RL standards.	• Mary's Challenge anchor chart • Role-Play Protocol anchor chart • Strategies for Answering Selected Response Questions anchor chart
Lesson 7	Close Read-aloud, Session 6: **Stone**	• I can answer questions about	• During Work Time A and Closing,	• Pinky Partners Protocol anchor

RL.2.1,
RL.2.2,
RL.2.3,
RL.2.5, RL.2.7, W.2.8, SL.2.2
 	
TN Standards
 	
2.RL.KID.1, **2.RL.KID.2**, **2.RL.CS.5,**
2.RL.IKI.7, **2.W.RPBK.8**, **2.SL.CC.2,**
	Girl, Bone Girl, Pages 19–23
	
	1. Opening
	  A. Pinky Partners: Retelling the Beginning and Middle of Stone Girl, Bone Girl (10 minutes)
	2. Work Time
	  A. Close Read-aloud, Session 6: *Stone Girl, Bone Girl*, Pages 19–23 (20 minutes)
	  B. Independent Writing: Culminating Task (25 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5 minutes)
		key details from the book *Stone Girl, Bone Girl*. (**RL.2.1, RL.2.3, RL.2.7, W.2.8**)
		• I can retell the story of *Stone Girl, Bone Girl* using important details about events and characters. (**RL.2.2, RL.2.5, SL.2.2**)
			use the Reading
			• Literature Checklist to monitor progress on RL standards.
				chart
				• Mary's Challenge anchor chart
				• **Working to Become Effective Learners**
				• Unit 1 Guiding Questions anchor chart

Lesson 8
 	
RL.2.1,
RL.2.2,
RL.2.5,
RL.2.7, RI.2.4, W.2.8, SL.2.2
 	
TN Standards
 	
2.RL.KID.1, **2.RL.KID.2**, **2.RL.CS.5,**
2.RL.IKI.7, **2.W.RPBK.8**, **2.SL.CC.2,**
	Unit 1 Assessment, Part I: Retelling the Beginning, Middle, and End of **The Dog Who Dug for Dinosaurs**
	
	1. Opening
	  A. Engaging the Learner: Curiosities Museum (5 minutes)
	2. Work Time
	  A. Unit 1 Assessment, Part I: Retelling the Beginning, Middle, and End of *The Dog Who Dug for Dinosaurs* (30 minutes)
	  B. Engaging the Learner: What More Can We Learn about Fossils? (10 minutes)
	  C. Shared Writing: Writing What We Learned about Fossils (10 minutes)
	3. Closing and Assessment
	  A. Building Vocabulary: Fossils Word Wall (5 minutes)
		• I can answer questions about key details in the text *The Dog Who Dug for Dinosaurs*. (**RL.2.1, RL.2.7, SL.2.2**)
		• I can retell the beginning, middle, and end of the first part of the text *The Dog Who Dug for Dinosaurs*. (**RL.2.2, RL.2.5, RL.2.7**)
		• I can describe what a fossil is. (**RI.2.4, W.2.8**)
			• During Work Time A, refer to the 2M2 Assessment Overview and Resources for details about the Unit 1 assessment.
			• Monitor discussions during Work Time C.
				• What I Learned about Fossils anchor chart
				• Fossils Word Wall

Lesson 9 RL.2.1, RL.2.2, RL.2.3, RL.2.7, W.2.8, L.2.4 **TN Standards**	Unit 1 Assessment, Part II: Answering Selected Response Questions about **The Dog Who Dug for Dinosaurs** **1. Opening** A. Engaging the Learner: Curiosities Museum (5 minutes) **2. Work Time**	• I can answer questions about key details in the text *The Dog Who Dug for Dinosaurs*. (**RL.2.1, RL.2.2, RL.2.3, RL.2.7**) • I can describe what a paleontologist does. (**W.2.8, L.2.4**)	• During Work Time C, monitor students' responses to clarify misconceptions	• Unit 1 Guiding Questions anchor chart • What I Learned about Fossils anchor chart • Fossils Word Wall

2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.RL.IKI.7, 2.W.RPBK.8, 2.SL.CC.2, 2.FL.VA.7a	A. Unit 1 Assessment, Part II: Answering Selected Response Questions about *The Dog Who Dug for Dinosaurs* (30 minutes) B. Engaging the Learner: Who Are Paleontologists? (15 minutes) C. Shared Writing: Writing What We Learned about Paleontologists (5 minutes) **3. Closing and Assessment** A. Building Vocabulary: Fossils Word Wall (5 minutes)			
Lesson 10 RI.2.1, RI.2.4, W.2.7, L.2.6 **TN Standards** **2.RI.KID.1, 2.RI.CS.4, 2.W.RPBK.7, 2.FL.VA.7c**	Speaking, Reading, and Writing: Tools Paleontologists Use to Discover Fossils **1. Opening** A. Building Vocabulary: Fossils Word Wall (10 minutes) B. Reviewing A Unit 1 Guiding Question: "What Do Paleontologists Do?" (5 minutes) **2. Work Time** A. Focused Read-aloud: *Curious about Fossils*, Pages 22–26 (20 minutes) B. Shared Writing: Tools Paleontologists Use to Discover Fossils (20 minutes) **3. Closing and Assessment** A Sharing Our Work: Paleontologist's Notebook (5 minutes)	• I can answer questions about a paleontologist's tools using key details in the text *Curious about Fossils*. **(RI.2.1, RI.2.4, L.2.6)** • I can write a supporting detail about the tools paleontologists use to discover fossils. **(W.2.7)**	• During the Opening, listen for students to share a growing knowledge about the things that paleontologists do in their work. (**L.2.6**) • In Work Time B, monitor if students are able to support their writing with a detail. • During the Closing, listen as students share the writing in their Paleontologist's notebook.	• Fossils Word Wall • Unit 1 Guiding Questions anchor chart • Tools Paleontologists Use anchor chart • Writing Partners anchor chart
Lesson 11 RI.2.1, RI.2.4, W.2.7, L.2.6 **TN Standards** **2.RI.KID.1, 2.RI.CS.4, 2.W.RPBK.7, 2.FL.VA.7c**	Speaking, Reading, and Writing: Tools Paleontologists Use to Study Fossils **1. Opening** A. Engaging the Learner: Curiosities Museum (5 minutes) **2. Work Time** A. Focused Read-aloud: *Paleontology: The Study of*	• I can answer questions about a paleontologist's tools using key details in the text *Paleontology: The Study of Prehistoric Life*. (**RI.2.1, RI.2.4, L.2.6**) • I can collaborate to write a paragraph about the tools paleontologists use to study fossils. (**W.2.7**)	• During Work Time A, listen for students to use evidence from the story to answer questions. • During Work Time B, look for students to support their writing with details from their learning. • During the Closing, listen as students share their writing and reflect on perseverance.	• Unit 1 Guiding Questions anchor chart • Fossils Word Wall • Tools Paleontologists Use anchor chart • Pinky Partners Protocol anchor chart • **Working to Become Effective Learners anchor chart**

	Prehistoric Life, Pages 33–36 (20 minutes) B. Preparing for Independent Writing: Paleontologists Study Fossils (25 minutes) **3. Closing and Assessment** A. Building Vocabulary: Fossils Word Wall (5 minutes) B. Pinky Partners: Reflecting on Perseverance (5 minutes)			
Lesson 12 RI.2.1, RI.2.4, SL.2.1, SL.2.1a, W.2.7, L.2.6 **TN Standards** **2.RI.KID.1, 2.RI.CS.4, 2.SL.CC.1, 2.W.RPBK.7, 2.FL.VA.7c**	Speaking, Reading, and Writing: Famous Paleontologists and Their Discoveries **1. Opening** A. Engaging the Learner: Curiosities Museum (5 min.) **2. Work Time** A. Focused Read-aloud: *Curious about Fossils*, Pages 12–15 (20 minutes) B. Independent Writing: Famous Paleontologists (20 minutes) **3. Closing and Assessment** A. Sharing Our Work: Famous Paleontologists Paragraphs (5 minutes) B. Celebrating Our Learning: Reflecting on Perseverance (10 minutes)	• I can answer questions about famous paleontologists using key details in the text *Curious about Fossils*. (**RI.2.1, RI.2.4, L.2.6**) • I can write a paragraph about a famous paleontologist. (**RI.2.1**)	• During Work Time B, monitor students' work on writing an informational paragraph about a paleontologist. • During the Closing, look for progress in students' writing to answer the guiding question.	• Famous Paleontologists anchor chart • Unit 1 Guiding Questions anchor chart • **Working to Become Effective Learners anchor chart**

Second Grade Module 2: Fossils Tell of Earth's Changes 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 unit, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. Throughout Unit 2, students engage with two habits of character: responsibility and collaboration. Students are invited to think of the different ways they can be responsible for their actions, work and space. Students practice the habit of collaboration as they engage in the meaningful work of reading complex texts with their reading partners. 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: Answering Questions about an Informational Text

This assessment focuses on students' comprehension of informational text read aloud and with a partner. It centers on CCSS ELA **RI.2.1**, **RI.2.2**, **RI.2.4**, **RI.2.5**, **RI.2.6**, **W.2.8**, **L.2.4a**, and **L.2.4c**. Students engage in reading an informational text about fossils, "Digging Up the Past." They first hear the text read aloud by the teacher. They then work with a partner to identify the gist of each section. Although not part of the assessment, these first two steps lay the foundation for students to be able to complete the assessment. After identifying the gist, students independently reread the article, answer a series of selected response questions about the text, and write one constructed response. The teacher supports students by reading each of the assessment questions aloud. Students are encouraged to use their own copy of the article to reread and reference as often as needed.

Assessment Checklists: Throughout this unit, teachers use the Reading Informational Text Checklist to gather data on students' reading comprehension, specifically progress toward **RI.2.1**, **RI.2.2**, **RI.2.4**, **RI.2.5**, and **RI.2.6** (see Assessment Overview and Resources).

Throughout this unit, teachers also use the Language Checklist to track students' progress on standards **L.2.1a**, **L.2.4a** and **L.2.4c** (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Fossils, What Can we Learn from Fossils? and Different Ways Fossils Are Formed*

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	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols

Lesson 1
 	
SL.2.1,
SL.2.1a,
SL.2.1b, SL.2.1c
 	
TN Standards
	Speaking and Listening: Working with Fossils
	
	1. Opening
	   A. Engaging the Learner: Mystery Journal Entry #2 (10 minutes)
	2. Work Time
	   A. Reading Aloud: *Fossils Tell of Long Ago*, Pages 4–32
		• I can use discussion norms to participate in classroom discussions about working with fossils. (**SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c**)	• Monitor student' use of discussion norms.	• Back-to-Back and Face-to-Face protocol
				• Back-to-Back and Face-to-Face Protocol anchor chart
				• Classroom Discussion Norms anchor chart
				• **Working to Become Effective Learners anchor chart**

2.SL.CC.1 (a-c)	(15 minutes) B. Developing Language: Using Fossil Bones to Build a Skeleton (15 minutes) C. Back-to-Back and Face-to-Face: Reflecting on Building a Skeleton (10 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes)			
Lesson 2 RI.2.1, RI.2.4, RI.2.5, SL.2.1, SL.2.1a, L.2.1a **TN Standards** **2.RI.KID.1, 2.RI.CS.4, 2.SL.CC.1, 2.FL.SC.6a**	Close Read-aloud, Session 1: Fossils, Page 7 **1. Opening** A. Poem and Movement: "A Group of Dinosaurs," Version 1 (10 minutes) **2. Work Time** A. Close Read-aloud, Session 1: *Fossils*, Page 7 (25 minutes) B. Developing Language: What Is a Fossil? (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can use text features to learn more about fossils. (**RI.2.1, RI.2.4, RI.2.5**) • I can discuss evidence from observations of photographs with my group to sort fossils and non-fossils. (**SL.2.1, SL.2.1a**)	• Use the Reading Informational Text Checklist to track progress on reading standards. • Monitor students' use of discussion norms.	• Collective Nouns anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 3 RI.2.1, RI.2.4, RI.2.5, SL.2.1, SL.2.1a, L.2.1a, L.2.4, L.2.4a, L.2.4c **TN Standards** **2.RI.KID.1, 2.RI.CS.4, 2.SL.CC.1, 2.FL.SC.6a, 2.FL.VA.7a, 2.FL.VA.7ai, 2.FL.VA.7aiii**	Close Read-aloud, Session 2: Fossils, Pages 8–9 **1. Opening** A. Poem and Movement: "A Group of Dinosaurs," Version 2 and 3 (10 minutes) **2. Work Time** A. Close Read Aloud, Session 2: *Fossils*, Pages 8–9 (30 minutes) B. Developing Language: Making Impressions (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can use text features to learn more about fossils. (**RI.2.1, RI.2.5**) • I can define a word from a text using different strategies. (**RI.2.4, L.2.4, L.2.4a, L.2.4c**) • I can make inferences about impressions after discussing observations with my group. (**SL.2.1, SL.2.1a**)	• Use the Reading Informational Text Checklist to track progress on reading standards. • Monitor students' use of discussion norms.	• Equity sticks • Fossils Word Wall • Collective Noun anchor chart • Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 4 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, L.2.1, L.2.1a, L.2.4c, W.2.8 **TN Standards**	Reading and Writing: Close Read-aloud, Session 3 and Steps of Fossilization **1. Opening** A. Developing Language: "A Group of Dinosaurs," Version 1 (10 minutes) **2. Work Time** A. Close Read-aloud, Session 3:	• I can use evidence from the text *Fossils* to answer questions about fossilization. (**RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, L.2.4c**) • I can describe the steps of fossilization using pictures and words. (**W.2.8**)	• Use Language Checklist to monitor L standards in Opening. • Use the Reading Informational Text Checklist to track progress on reading standards.	• Collective Nouns anchor chart • Fossilization anchor chart • Fossils Word Wall • Unit 2 Guiding Questions anchor chart • **Working to Become Effective Learners anchor chart**

2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, **2.FL.SC.6a, 2.FL.VA.7aiii**, **2.W.RPBK.8**	*Fossils*, Pages 17–18 (25 minutes) B. Independent Writing: Steps 1 and 2 of Fossilization (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)			
Lesson 5 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, L.2.1, L.2.1a, L.2.4c, W.2.8 **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6**, **2.FL.SC.6a, 2.FL.VA.7aiii**, **2.W.RPBK.8**	Reading and Writing: Close Read-aloud, Session 4 and Steps 3 and 4 of Fossilization **1. Opening** A. Developing Language: "A Group of Dinosaurs" (10 minutes) **2. Work Time** A. Close Read-aloud, Session 4: *Fossils*, Page 19 (20 minutes) B. Independent Writing: Steps of Fossilization (20 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #4 (5 minutes) B. Building Vocabulary: Fossils Word Wall (5 minutes)	• I can use evidence from the text *Fossils* to answer questions about fossilization. (**RI.2.1, RI.2.2, RI.2.4, RI.2.5, L.2.4c**) • I can describe the steps of fossilization using pictures and words. (**W.2.8**)	• Use Language Checklist to monitor L standards in Opening. • Use the Reading Informational Text Checklist to track progress on reading standards.	• Fossilization anchor chart • Strategies for Answering Selected Response Questions anchor chart • Fossils Word Wall
Lesson 6 RI.2.1, RI.2.2, RI.2.4, RI.2.5, W.2.8 **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, 2.W.RPBK.8**	Reading and Writing: Close Read-aloud, Session 5 and Step 5 of Fossilization **1. Opening** A. Back-to-Back and Face-to-Face: "How Can I Show Responsibility Today?" (5 minutes) **2. Work Time** A. Close Read-aloud, Session 5: *Fossils*, Page 20 (25 minutes) B. Independent Writing: Steps of Fossilization (20 minutes) **3. Closing and Assessment** A. Sharing Our Work: Steps of Fossilization (5 minutes) B. Reflecting on Learning (5 minutes)	• I can use evidence from the text Fossils to answer questions about fossilization. (**RI.2.1, RI.2.2, RI.2.4, RI.2.5**) • I can describe the steps of fossilization using pictures and words. (**W.2.8**)	• Use the Reading Informational Text Checklist to track progress on reading standards. • Check students' writing for evidence from their reading and the fossilization chart.	• **Working to Become Effective Learners anchor chart** • Back-to-Back and Face-to-Face Protocol anchor chart • Fossilization anchor chart
Lesson 7	Writing and Speaking: Close Read-aloud Culminating Task and Science Talk	• I can order and describe the steps of fossilization. (**W.2.8**) • I can use discussion norms to	• Use *Fossils* Culminating Task Sheet #1 to track student progress on W.2.8.	• Science Talk protocol • Science Talk Protocol anchor chart

W.2.8, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c **TN Standards** **2.W.RPBk.8**, **2.SL.CC.1 (a-c)**	**1. Opening** A. Engaging the Learner: Fossilization Picture Cards (5 minutes) **2. Work Time** A. Close Read-aloud: Culminating Task (25 minutes) B. Science Talk: "What Can We Learn from Studying Fossils?" (25 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #5 (5 minutes)	participate in a Science Talk about fossils. (**SL.2.1a, SL.2.1b, SL.2.1c**)	• Use the exit ticket to track student progress on RI standards. • Monitor students' use of the classroom discussion norms.	• Fossilization anchor chart • Classroom Discussion Norms anchor chart • Unit 2 Guiding Questions anchor chart • Strategies for Answering Selected Response Questions anchor chart
Lesson 8 RI.2.1, RI.2.2, RI.2.5, SL.2.1, SL.2.1a, SL.2.1b, L.2.6 **TN Standards** **2.RI.KiD.1, 2.RI.KID.2, 2.RI.CS.5, 2.SI.CC.1, 2.FI.VA.7c**	Launching Close Reading: "Other Types of Fossils" **1. Opening** A. Building Vocabulary: Interactive Word Wall (10 minutes) **2. Work Time** A. Launching Close Reading: "Other Types of Fossils" (20 minutes) B. Sorting Protocol: Sorting Fossils (15 minutes) C. Analyzing a Model: Museum Display Label (10 minutes) **3. Closing and Assessment** Reflecting on Learning (5 minutes)	• I can use evidence from the text "Other Types of Fossils" to answer questions about different types of fossils. (**RI.2.1, RI.2.2**) • I can categorize different types of fossils by discussing my ideas with a partner. (**SL.2.1, SL.2.1a, SL.2.1b**)	• Use the Reading Informational Text Checklist to track student progress during independent reading. • Monitor students' use of the classroom discussion norms.	• Close Readers Do These Things anchor chart • **Working to Become Effective Learners anchor chart** • Strategies to Answer Selected Response Questions anchor chart • Sorting protocol • Sorting Protocol anchor chart • Criteria for a Museum Display anchor chart
Lesson 9 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.2, L.2.4, L.2.4a, L.2.6 **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, 2.W.RPBK.8, 2.FL.SC.6 h,I, j, 2.FL.VA.7a.i, 2.FL.VA.7c**	Close Reading: "Other Types of Fossils" **1. Opening** A. Building Vocabulary: Interactive Word Wall (10 minutes) **2. Work Time** A. Close Reading: "Other Types of Fossils" (20 minutes) B. Independent Writing: Writing Our Museum Display Label (25 minutes) **3. Closing and Assessment** A. Engaging the Writer: Preparing Our Museum Display (5 minutes)	• I can use evidence from the text "Other Types of Fossils" to answer questions about different types of fossils. (**RI.2.1, RI.2.4, RI.2.5, RI.2.6, L.2.4a**) • I can write a museum display label about a fossil using information I have learned from the text. (**W.2.8**)	• Use the Reading Informational Text Checklist to track student progress during independent reading. • Use the Language Checklist to track student progress on L.2.4a. • Use students' writing to track progress on W.2.8.	• Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart • Criteria for a Museum Display Label anchor chart

Lesson 10 RI.2.1, RI.2.2, RI.2.5, W.2.8, SL.2.1, SL.2.1a, SL.2.1b, L.2.4, L.2.4a, L.2.4c **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.W.RPBK.8, 2.SI.CC.1, 2.FL.VA.7a.i, 2.FL.VA.7a.iii**	Close Reading: "Fossils and the Earth Long Ago" Part 1 **1. Opening** A. Building Vocabulary: Interactive Word Wall (10 minutes) **2. Work Time** A. Close Reading: "Fossils and the Earth Long Ago" (30 minutes) B. Constructing an Explanation: Using Clues to Make Inferences about Animals from Long Ago (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can use evidence from the text "Fossils and the Earth Long Ago" to answer questions about how fossils tell us about the earth long ago. (**RI.2.1, RI.2.4, RI.2.5, L.2.4a, L.2.4c**) • I can make inferences about animals from long ago by closely examining pictures of fossils. (**W.2.8, SL.2.1, SL.2.1a**)	• Use the Reading Informational Text Checklist to track student progress during independent reading. • Monitor students' use of the classroom discussion norms.	• Close Readers Do These Things anchor chart • Matching Fossils to Animals' Activity anchor chart
Lesson 11 RI.2.1, RI.2.2, RI.2.6, W.2.8, SL.2.1, SL.2.1a, SL.2.1b **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.6, 2.W.RPBK.8, 2.SI.CC.1**	Close Reading, "Fossils and the Earth Long Ago" Part 2 **1. Opening** A. Engaging the Learner: Reviewing Learning Targets (5 minutes) **2. Work Time** A. Close Reading: "Fossils and the Earth Long Ago" (25 minutes) B. Constructing an Explanation: Using Clues to Make Inferences about the Earth Long Ago (20 minutes) **3. Closing and Assessment** A. Sharing Our Work: What Was the Earth Like Long Ago? (10 minutes)	• I can use evidence from the text "Fossils and the Earth Long Ago" to answer questions about how fossils tell us about the earth long ago. (**RI.2.1, RI.2.2, RI. 2.6, W.2.8**) • I can make inferences about how the earth has changed by closely examining fossil pictures. (**W.2.8, SL.2.1, SL.2.1a, SL.2.1b**)	• Use the students' selected response answers to track RI and W.2.8 progress.	• Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart
Lesson 12 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c **TN Standards** **2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, 2.SL.CC.1 (a-c)**	Unit 2 Assessment: Responding to Questions about an Informational Text **1. Opening** A. Reflecting on Learning (10 minutes) **2. Work Time** A. Unit 2 Assessment: Responding to Questions about an Informational Text (30 minutes) B. Back-to-Back and Face-to-Face: What Can We	• I can participate in a discussion to reflect on my learning from the unit. (**SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c**) • I can use evidence to answer questions about the text Digging Up the Past. (**RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6**)	• Monitor students' use of the classroom discussion norms.	• **Classroom Discussion Norms anchor chart** • **Working to Become Effective Learners anchor chart** • Unit 2 Activity List chart • Strategies for Answering Selected Response Questions anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart

	Learn by Studying Fossils? (10 minutes) **3. Closing and Assessment** A End of Unit Reflection (10 minutes)			

Second Grade Module 2: Fossils Tell of Earth's Changes 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 Unit 3, students work to become effective learners: develop the mindsets and skills for success in college, career, and life. Throughout Unit 3, students engage with the four habits of character: initiative, responsibility, perseverance, and collaboration. In the first part of the unit, students are invited to reflect on how the character Josh from The Big Dinosaur Dig uses these habits of character during different parts of the story. As students craft their narratives, they are encouraged to use collaboration as they work with their writing partners, and perseverance to revise and edit their narratives. 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 a Narrative about Discovering a Fossil

This assessment centers on W.2.3, W.2.5, and L.2.1d. The Unit 3 Assessment has two parts. For Part I, students produce a draft of a narrative from the perspective of a paleontologist about the moment they discovered a fossil. For Part II, students make specific revisions and edits to their narrative based on teacher suggestions.

Assessment Checklists: Throughout this unit, teachers use the Narrative Writing Checklist to gather data on students' progress on **W.2.3** and **L.2.2** (see Assessment Overview and Resources). Throughout this unit, teachers also use the Language Checklist to track students' progress to- ward standard **L.2.1d** (see Assessment Overview and Resources).

Required Unit trade book (s): *The Big Dinosaur Dig*

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

Lesson 1
 	
RL.2.1,
SL.2.1,
SL.2.1a, SL.2.1b
 	
TN Standards
 	
2.RL.KID.1, 2.Sl.CC.1,
	Reading and Speaking: Revisiting a Paleontologist's Work
	
	1. Opening
	    A. Engaging the Learner: Mystery Journal Entry #3 (15 minutes)
	2. Work Time
	    A. Reading Aloud: *The Big Dinosaur Dig*, Pages 4–25 (15 minutes)
	    B. Musical Mingle: Reviewing
		• I can answer questions about paleontologists using key details in the text *The Big Dinosaur Dig*. (**RL.2.1**)
		
		• I can use discussion norms to participate in a discussion about paleontologists. (**SL.2.1, SL.2.1a, SL.2.1b**)
			• Monitor students' use of discussion norms and comprehension of the text throughout the protocols in the lesson.	• Unit 3 Guiding Questions anchor chart
				• Tools Paleontologists Use anchor chart
				• Famous Paleontologists anchor chart
				• Musical Mingle protocol
				• Musical Mingle Protocol anchor chart
				• **Working to Become Effective Learners anchor chart**

	What We Have Learned about Paleontologists (20 minutes) **3. Closing and Assessment** A. Think-Pair-Share: Working to Become Effective Learners (10 minutes)			
Lesson 2 L.2.1, L.2.1d, L.2.1f, RL.2.1, RL.2.3, RL.2.5, W.2.3 **TN Standards** **2.FL.SC.6, 2.FL.SC.6d, 2.FL.SC.6f, 2.RL.KID.1, 2.RL.KID.3, 2.RL.CS.5, 2.W.TTP.3**	Reading, Writing, and Speaking: Major Events in the The Big Dinosaur Dig **1. Opening** A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 1 (10 minutes) **2. Work Time** A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes) B. Developing Language: Action Verbs (25 minutes) **3. Closing and Assessment** A. Think-Pair-Share: Initiative and Perseverance (5 minutes)	• I can describe characters' actions in the text *The Big Dinosaur Dig.* (**RL.2.1, RL.2.3, RL.2.5**) • I can write a sentence to describe a paleontologist's action. (**W.2.3, L.2.1f**)	• Use the Language Checklist to monitor student progress on L standards. • Listen into discussions for students to use descriptive language.	• Irregular Past- Tense Verbs anchor chart • Narrative Planner: *The Big Dinosaur Dig* anchor chart • Paleontologists' Actions, Feelings, and Thoughts anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 3 L.2.1, L.2.1d, RL.2.3, W.2.3 **TN Standards** **2.FL.SC.6, 2.FL.SC.6d, 2.FL.SC.6f, RL.KID.3, 2.W.TTP.3**	Reading, Writing, Speaking: Characters' Responses in The Big Dinosaur Dig **1. Opening** A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 2 (10 minutes) **2. Work Time** A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes) B. Developing Language: Characters' Thoughts and Feelings (25 minutes) **3. Closing and Assessment** A. Think-Pair-Share: Collaboration and Responsibility (5 minutes)	• I can describe characters' responses to the major event in the text *The Big Dinosaur Dig.* (**RL.2.3**) • I can write sentences to describe a paleontologist's responses to a major event. (**W.2.3**)	• Use the Language Checklist to monitor progress on L standards. • Listen in on discussions for students to use descriptive language.	• Irregular Past- Tense Verbs anchor chart • Narrative Planner: *The Big Dinosaur Dig* anchor chart • Paleontologists' Actions, Feelings, and Thoughts anchor chart • **Working to Become Effective Learners anchor chart**
Lesson 4 RL.2.4, W.2.3, L.2.1, L.2.1d	Reading and Speaking: Sequencing and Temporal Words in The Big Dinosaur Dig **1. Opening** A. Developing Language: Irregular Past-tense Verbs in "I Found a	• I can identify temporal words in the text *The Big Dinosaur Dig.* (**RL.2.4, W.2.3**) • I can use temporal words to show the order of events that a paleontologist might experience. (**W.2.3**)	• Use the Language Checklist to monitor progress on L standards. • Check for understanding and application of temporal words.	• Irregular Past- Tense Verbs anchor chart • Narrative Planner: *The Big Dinosaur Dig* anchor chart • Temporal Words anchor chart • Strategies for Answering Selected Response Questions anchor chart

TN Standards **2.RL.CS.4**, **2.W.TTP.3**, **2.FL.SC.6**, **2.FL.SC.6d**	Baby Dinosaur," Version 3 (10 minutes) **2. Work Time** A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 27–28 (15 minutes) B. Developing Language: Temporal Words (25 minutes) **3. Closing and Assessment** A. Exit Ticket: Selected Response #6 (10 minutes)			
Lesson 5 RL 2.1, RL.2.3, W.2.3, SL.2.1, SL.2.1a, SL.2.1b, L.2.1, L.2.1d **TN Standards** **2.RL.KID.1, 2.RL.KID.3, 2.SL.CC.1, 2.FL.SC.6, 2.FL.SC.6d**	Reading and Speaking: Role-Play and Analyzing a Narrative Writing Model **1. Opening** A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 1 (10 minutes) **2. Work Time** A. Role-Play: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes) B. Back-to-Back and Face-to-Face: Analyzing a Narrative Writing Model (25 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can show characters' actions and feelings by role-playing excerpts from the text *The Big Dinosaur Dig*. (**RL.2.1, RL.2.3**) • I can identify criteria for a piece of compelling narrative writing. (**SL.2.1, SL.2.1a, SL.2.1b, W.2.3**)	• Assess students' progress on **L.2.1d** in the Opening.	• Irregular Past- Tense Verbs anchor chart • Role-Play Protocol anchor chart • Compelling Narrative about Discovering a Fossil anchor chart • Narrative Planner: *The Big Dinosaur Dig* anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart
Lesson 6 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3, 2.W.PDW.5**, **2.SL.CC.1, 2.FL.SC.6d, 2.FL.VA.7c**	Narrative Writing: Drafting the Beginning of My Narrative as Josh **1. Opening** A. Engaging the Learner: Reviewing the Purpose of Writing Partners (5 minutes) **2. Work Time** A. Independent Writing: Planning the Beginning of My Narrative as Josh (15 minutes) B. Independent Writing: Drafting the Beginning of My Narrative as Josh (20 minutes) C. Revising and Editing: Improving the Beginning of My Narrative (15	• I can draft the beginning of my narrative based on Josh's experience in *The Big Dinosaur Dig*. (**W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a**) • I can edit my narrative to include irregular past-tense verbs correctly. (**W.2.5, L.2.1d**)	• Monitor student progress on writing skills using the Narrative Writing Checklist.	• Writing Partners anchor chart • Narrative Planner: *The Big Dinosaur Dig* anchor chart • Compelling Narrative about Discovering a Fossil anchor chart • Irregular Past- Tense Verbs anchor chart • Pinky Partners Protocol anchor chart

	minutes) **3. Closing and Assessment** A. Pinky Partners: Sharing Our Work (5 minutes)			
Lesson 7 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6 **TN Standards** 2.**W.TTP.3**, **2.W.PDW.5**, **2.SL.CC.1, 2.FL.SC.6d, 2.FL.VA.7c**	Narrative Writing: Drafting the Middle of My Narrative as Josh **1. Opening** A. Developing Language: Volley for Vocabulary (5 minutes) **2. Work Time** A. Independent Writing: Planning the Middle of My Narrative as Josh (15 minutes) B. Independent Writing: Drafting the Middle of My Narrative as Josh (20 minutes) C. Revising and Editing: Improving the Middle of My Narrative (15 minutes) **3. Closing and Assessment** A. Pinky Partners: Sharing Our Work (5 minutes)	• I can draft the middle of my narrative based on Josh's experiences in *The Big Dinosaur Dig*. (**W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a**) • I can revise my narrative to include temporal words. • I can edit my narrative to include irregular past-tense verbs correctly. (**W.2.5, L.2.1d**) (review)	• Monitor student progress on writing skills using the Narrative Writing Checklist.	• Compelling Narrative about Discovering a Fossil anchor chart • Paleontologists' Actions, Thoughts, and Feelings anchor chart • Irregular Past- Tense Verbs anchor chart
Lesson 8 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3, 2.W.PDW.5**, **2.SL.CC.1, 2.FL.SC.6d, 2.FL.VA.7c**	Narrative Writing: Drafting the End of My Narrative as Josh **1. Opening** A. Engaging the Learner: Reviewing Learning Targets (5 minutes) **2. Work Time** A. Independent Writing: Planning the End of My Narrative as Josh (15 minutes) B. Independent Writing: Drafting the End of My Narrative as Josh (20 minutes) C. Revising and Editing: Improving the End of My Narrative (15 minutes) **3. Closing and Assessment** A. Pinky Partners: Sharing Our Work (5 min.)	• I can draft the end of my narrative based on Josh's experiences from *The Big Dinosaur Dig*. (**W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a**) • I can revise my narrative to include temporal words. • I can edit my narrative to include irregular past-tense verbs correctly. (**W.2.5, L.2.1d**) (review)	• Monitor student progress on writing skills using the Narrative Writing Checklist.	• Compelling Narrative about Discovering a Fossil anchor chart • Irregular Past- Tense Verbs anchor chart
Lesson 9	Narrative Writing: Revising and Editing Using a Checklist	• I can revise my narrative using a Revising and	• Use the **W.2.5** Revising and Editing Rubric to gather data on the standard.	• **Working to Become Effective Learners anchor chart**

		Editing Checklist. (**W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a**) • I can edit my narrative using a Revising and Editing Checklist. (**W.2.5, L.2.1d**)		• A Compelling Narrative about Discovering a Fossil anchor chart • Irregular Past- Tense Verbs anchor chart
W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3, 2.W.PDW.5**, **2.SL.CC.1, 2.FL.SC.6d, 2.FL.VA.7c**	**1. Opening** A. Engaging the Learner: Reviewing Learning Targets (5 minutes) **2. Work Time** A. Revising and Editing: Using Teacher Feedback to Improve Our Narratives (25 minutes) B. Peer Critique: Editing Our Narratives with Writing Partners (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes)			
Lesson 10 W.2.3, L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3**, **2.FL.SC.6d, 2.FL.VA.7c**	Preparing for the Unit 3 Assessment: Planning a New Narrative **1. Opening** A. Engaging the Learner: Introducing the Unit 3 Assessment (5 minutes) **2. Work Time** A. Musical Mingle: Choosing and Discussing a Fossil Photo (15 minutes) B. Independent Writing: Planning a New Narrative (20 minutes) C. Back-to-Back and Face-to-Face: Giving Feedback on the Beginning of Our Narratives (10 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes)	• I can organize my ideas for a narrative about discovering a fossil. (**W.2.3, L.2.1d**) • I can give and use kind, helpful, and specific feedback when planning my narrative. (**L.2.6**)	• During Work Time B, use the Narrative • Writing Checklist to document students' progress toward **W.2.3** and **L.2.2**	• Musical Mingle Protocol anchor chart • Tools Paleontologists Use anchor chart • Paleontologists' Actions, Thoughts, and Feelings anchor chart • A Compelling Narrative about Discovering a Fossil anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart
Lesson 11 W.2.3, SL.2.5, L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3, 2.SL.PKI.5, 2.FL.SC.6d, 2.FL.VA.7c**	Unit 3 Assessment, Part I: Drafting a New Narrative **1. Opening** A. Song and Movement: Introducing the "Celebration of Learning" Song (10 minutes) **2. Work Time** A. Unit 3 Assessment, Part I:	• I can draft a new narrative about discovering a fossil. (**W.2.3, L.2.1d, L.2.6**) • I can draw pictures to match the words in my narrative. (**SL.2.5**)	• Use the Narrative Writing Rubric to mark progress on **W.2.3.**	• Compelling Narrative about Discovering a Fossil anchor chart • **Working to Become Effective Learners anchor chart**

	Drafting the Narrative (25 minutes) B. Mini Lesson: Drawing Pictures to Match the Words (5 minutes) C. Independent Drawing: Drawing Pictures for Our Narratives (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)			
Lesson 12 W.2.5, SL.2.5, L.2.1d, L.2.6 **TN Standards** **2.W.TTP.3, 2.SL.PKI.5,** **2.FL.SC.6d, 2.FL.VA.7c**	**Unit 3 Assessment, Part II: Revising and Editing a New Narrative** **1. Opening** A. Engaging the Learner: Reviewing Our Work (10 minutes) **2. Work Time** A. Unit 3 Assessment, Part II: Revising and Editing Our Narratives (20 minutes) B. Mini Lesson: Adding Important Details (5 minutes) C. Independent Drawing: Adding Important Details (20 minutes) **3. Closing and Assessment** A. Song and Movement: "Celebration of Learning" Song (5 minutes)	• I can make improvements to my narrative using the Revising and Editing Checklist. (**W.2.5, L.2.1d, L.2.6**) • I can draw pictures to show details from my narrative. (**SL.2.5**)	• Use the **W.2.5** Revising and Editing Rubric to gather data on the standard.	• Compelling Narrative about Discovering a Fossil anchor chart
Lesson 13 W.2.8, SL.2.1, SL.2.1a, SL.2.5 **TN Standards** **2.W.RPBK.8, 2.SL.CC.1, 2.SL.PKI.5**	**Writing and Drawing: Preparing to Share Our Learning** **1. Opening** A. Song and Movement: "Celebration of Learning" Song (5 minutes) **2. Work Time** A. Mini Lesson: Adding Careful and Accurate Color (10 minutes) B. Independent Drawing: Adding Careful and Accurate Color (15 minutes) C. Engaging the Learner: Making an Exit Ticket for the Celebration of Learning (25 minutes)	• I can illustrate my narrative using careful and accurate colors. (**SL.2.5**) • I can ask questions for visitors to use during our Celebration of Learning Day using what I have learned from this module. (**W.2.8, SL.2.1, SL.2.1a**)	• Circulate during the independent work and conversations during Work Time C to check on comprehension and content understanding.	• Paleontologist Question anchor chart • Fossil Question anchor chart

	3. Closing and Assessment A. Exit Tickets: Creating the Final Product (5 minutes)			
Lesson 14 W.2.8, SL.2.1, SL.2.1a, SL.2.4 **TN Standards** **2.W.RPBK.8, 2.SL.CC.1, 2.SL.PKI.4**	**Speaking and Listening: Preparing for Our Celebration of Learning** **1. Opening** A. Song and Movement: "Celebration of Learning" Song (10 minutes) **2. Work Time** A. Speaking and Listening: Practicing Reading Our Narratives (30 minutes) B. Musical Mingle: Unit 3 Guiding Question (10 minutes) **3. Closing and Assessment** A. End of Module Reflection (10 minutes)	• I can prepare for the Celebration of Learning by rehearsing the "Celebration of Learning" song and my narrative about fossils. **(SL.2.1, SL.2.1a, SL.2.4)** • I can reflect on what I have learned during this module. **(W.2.8, SL.2.1a)**	• Follow up on student progress of speaking and listening standards by using the Speaking and Listening Checklist from Module 1.	• Performance Criteria anchor chart • Celebration of Learning Schedule anchor chart • Musical Mingle Protocol anchor chart • Tools Paleontologists Use anchor chart • A Compelling Narrative about Discovering a Fossil anchor chart
Lesson 15 SL.2.1, SL.2.1a, SL.2.4 **TN Standards** **2.SL.CC.1, 2.SL.PKI.5**	**Celebrating Our Work: Sharing What We Learned with Others** **1. Opening** A. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes) **2. Work Time** A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes)	• I can present my learning about fossils and paleontologists to visitors at our Celebration of Learning. (**SL.2.4**) • I can reflect on what I have learned during this module. (**SL.2.1, SL.2.1a**)		• Performance Criteria anchor chart • Celebration of Learning Schedule anchor chart • **Working to Become Effective Learners 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