

Lesson 5: Close Read-aloud, Session 4: "Out of the Rubble" from *Off to Class*, Pages 18–19



CCS Standards

- **RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **SL.2.1c:** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.



Daily Learning Targets

- 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)

Ongoing Assessment

- 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 and W.2.2.

Agenda

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)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the fourth of six close read-aloud sessions of *Off to Class*. In this session, students continue reading the section of text they began reading yesterday: “Out of the Rubble” (pages 18–19). Students learn about how this community solves its problem in sending students to school. They also continue listening for important details and practicing taking notes (RI.2.1, RI.2.2, W.2.8, L.2.4).
- During the close read-aloud, students participate in a Language Dive that guides them through the meaning of a particularly important sentence from *Off to Class*.
- In this lesson, students again have various opportunities to orally share their thinking with a partner before drawing, writing their notes, and writing their informative paragraphs. As in Lesson 4, they also have a chance to summarize the entire section with a partner (SL.2.1).
- Students use their notes from the close read-aloud and write the last two parts of their informative paragraph: information about the solution and the conclusion (W.2.2).
- The habit of character collaboration is introduced at the end of Work Time A. This habit is one of four (perseverance, collaboration, initiative, responsibility) that will be defined and used as part of being an effective learner. In this lesson, students are asked to reflect on how people and groups used collaboration in the section “Out of the Rubble” from *Off to Class*. Students will revisit the habit of collaboration throughout this unit as they work with their writing partners.

How this lesson builds on previous work:

- This lesson follows a similar pattern to Lesson 3. Students build off of the reading they did in Session 3 of the close read-aloud of the section “Out of the Rubble,” during which they learned about the problem facing this community. Today, students look for details that help them understand the solution.
- Students continue to work with their writing partners.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Down the road:

- The Unit 2 Assessment takes place across Lessons 6–7. Those lessons follow a similar pattern to Lessons 4–5, so students should feel very comfortable working with a new text.

In advance:

- Set up a document camera to display *Off to Class* and documents throughout the lesson (optional).
- Preview the Close Read-aloud Guide: *Off to Class* (Session 4) to familiarize yourself with what will be required of students.
- Consider laying out the *Off to Class* notebooks in a way that makes it easy for students to access them during the close read-aloud.
- Prepare:
 - Index card for the word *collaboration*, to be used during Work Time A.
 - Informative Paragraph: “Protecting the Amazon”: Teacher Model (see supporting materials for Lesson 2).
- Review the Think-Pair-Share protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, “What Is School?” song, How to Take Notes anchor chart, and Parts of a Problem and Solution Informative Paragraph anchor chart.

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Opening A: Record the whole group singing the improved “What is School?” song and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software. Play both versions (the version from Unit 1 and this version) to students to emphasize how singing at an appropriate speed makes the words easier to understand.
- Work Time B and C: Students complete and revise the *Off to Class* notebooks using a word processing tool, for example a Google Doc.
- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.3, 2.I.B.5, 2.I.B.6, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read informational text closely to determine the topic and key details. Students also begin to construct a paragraph using a scaffolded and supportive approach, including a color-coding system.
- ELLs may find it challenging to absorb the abundance of information and instruction provided before writing their solution sentences and conclusions. Consider breaking up Work Time B so that students are able to focus on each task individually. They may also become overwhelmed or self-conscious as they

edit and revise their work with partners during Work Time C. To alleviate the stigma of making mistakes and to reinforce kind, helpful, and specific feedback, consider working closely with a small group of students who would benefit from additional guidance during the editing and revising process.

- In Work Time A, ELLs are invited to participate in the second of a series of two connected Language Dive conversations (optional). This second conversation guides them through the same sentence they discussed during Lesson 3 and helps them connect the content from the prior chapter of *Off to Class*. It also provides students with further practice using the structure of the sentence as they rewrite the sentence using the content from this lesson's close read-aloud session. Students are invited to draw on this sentence as they write their solution sentences during Work Time B. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- To reinforce paragraph structure, consider creating a sentence scramble activity with the Problem and Solution Informative Writing Model: "The Rainforest School" (from Lesson 3). On different sentence strips, write each sentence with different colored markers according to the color-coding system established in Lesson 3. Scramble the sentence strips so they do not make sense. Challenge small groups of students to piece the paragraph together correctly. Probe students' thinking about the purpose of each sentence in the paragraph.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students continue completing the informative paragraph table, which includes several steps. Some students may feel overwhelmed by the task and need additional support in organizing their ideas as they complete the table. Before students begin independent writing, model how to place a sticky note underneath the section of the table you are focused on completing. Demonstrate how to move the sticky note under the next section of the table to help guide you in completing the table. Invite students to do the same.
- **Multiple Means of Action and Expression (MMAE):** After students have written their informative paragraphs, they continue to revise and edit their writing. The revision and editing process includes attending to coherence, grammar, and punctuation. Some students may need additional support in self-monitoring each of these areas independently. As you prepare for revising and editing, support

students' self-monitoring by creating a checklist for students to use that includes each step of the revision/editing process.

- **Multiple Means of Engagement (MME):** During the close read-aloud, students are introduced to the word *collaboration*. Some students may benefit from hearing a contextualized example. Personalize the discussion by sharing observations you have made about students collaborating in second grade.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- collaboration (L)
- UNICEF (T)

Review:

- recount, revise, edit (L)
- Port-au-Prince, Haiti (T)

Materials

- ☑ “What Is School?” song (from Unit 1, Lesson 2; one to display)
- ☑ Close Read-aloud Guide: *Off to Class* (Session 4; for teacher reference)
 - Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
 - *Off to Class* (from Lesson 2; one to display; for teacher read-aloud)
 - *Off to Class* notebook (from Lesson 2; one per student)
 - *Off to Class* notebook (from Lesson 2; example; for teacher reference)
 - How to Take Notes anchor chart (begun in Lesson 2)
- ☑ Language Dive Guide II: *Off to Class* (optional; for ELLs; for teacher reference)
- ☑ Sentence strip chunks II: *Off to Class* (for ELLs; one to display)
- ☑ Index card with *collaboration* (new; teacher-created; see Teaching Notes)
- ☑ Parts of a Problem and Solution Informative Paragraph anchor chart (begun in Lesson 3)
- ☑ *Off to Class* Note-catcher: “Protecting the Amazon”: Teacher Model (from Lesson 2; added to during Work Time A)
- ☑ Informative Paragraph: “Protecting the Amazon”: Teacher Model (from Lesson 4; see supporting materials)
- ☑ Problem and Solution Informative Writing Model: “The Rainforest School” (from Lesson 3; one to display)
- ☑ Information about the Solution: Non-Example (one to display)
- ☑ Sticky Notes

Opening

A. Song and Movement: “What Is School?” Song (10 minutes)

- Gather students whole group.
- Display the **What Is School? song**.
- Remind students that the last time they sang this song, they practiced to make sure they were singing loudly enough and clearly enough for others to hear. Tell them that today they are going to pay attention to something new.
- Explain that when performers sing a song, they make sure they sing at the correct speed. This means that they shouldn’t sing the song too quickly or too slowly but at just the right speed. This will help people understand the words you are singing and make sure you are singing all together.
- Tell students that as they sing the “What Is School?” song today, they are going to practice singing at the right speed.
- Invite students to sing the song one or two times from start to finish with you, focusing on singing at the right speed.
- Give students specific positive feedback for singing at the correct speed. (Example: “You didn’t sing too fast or too slow. You sang at the correct speed.”)
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can answer questions using key details about the solution in ‘Out of the Rubble’ from Off to Class.”
- Remind them that they worked with this same section of the text yesterday. Invite students to whisper the answer in their hand and ask:
“What are the details in this section of text going to help you figure out?” (the solution)

Meeting Students’ Needs

- For ELLs: Identify students who might be mouthing the words or not singing while the class sings chorally. If students seem to be avoiding singing, encourage them to sing without pressuring them. If students are comfortable, invite them to sing “duets” with more confident students so they can more easily hear themselves as they practice. (MMAE)
- When discussing strategies for singing, provide options for perception by audio recording the class singing the “What Is School?” song and playing it back to the group. Allow students to identify strengths and things to work on when singing as a group. (MMR)

Work Time

A. Close Read-aloud, Session 4: *Off to Class*, Pages 18–19 (20 minutes)

- Guide students through the close read-aloud for *Off to Class* using the **Close Read-aloud Guide: *Off to Class* (Session 4; for teacher reference)**. Consider using the **Speaking and Listening Checklist** during the close read-aloud (see Assessment Overview and Resources).

- Refer to the guide for the use of:
 - *Off to Class*
 - ***Off to Class notebook***
 - ***Off to Class notebook (for teacher reference)***
 - How to Take Notes anchor chart
- Language Dive Guide
- Sentence strip chunks
- Following the close read-aloud, show students the **index card with** collaboration written on it.
- Using a total participation technique, invite responses from the group:

“What does the word collaboration mean?” (working well with others to get something done)
- Tell students that as you reread one smaller section of “Out of the Rubble,” you want them to listen for how the people in Port-au-Prince, Haiti, used collaboration.
- Display page 19 of *Off to Class* and read aloud starting with “In the days after the earthquake” and ending with “... who had lost their homes.”
- Invite students to Think-Pair-Share with an elbow partner:

“How did the people and groups in Port-au-Prince, Haiti, use collaboration?” (They worked together to set up tent schools.)

Meeting Students' Needs

- For ELLs: During the close read-aloud, provide sentence frames for Think-Pair-Shares. (Example: “In the village, there are no ____.”) (MMAE)
- For ELLs: During the close read-aloud, display the text on a document camera or display an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)
- For ELLs: During or after Work Time A, guide students through a Language Dive. Refer to Language Dive Guide II: *Off to Class* and Chunk Chart II: *Off to Class*. Display Sentence Strip Chunks II: *Off to Class*.
- When discussing the word *collaboration*, personalize the discussion by sharing observations you have made about students collaborating in second grade. (Example: “I noticed Iris and David collaborated during their writing partner time. They shared ideas and worked together to write parts of their informative paragraphs in their *Off to Class* notebooks.”) (MME)

Work Time

B. Independent Writing: Information about the Solution and the Conclusion (20 minutes)

- Transition students to sit next to their writing partner in their workspaces. Invite them to place their *Off to Class* notebooks in their lap or under their bottom while they listen.

- Remind students that one way readers communicate to others what they have learned is by writing. Tell students that they are going to finish writing their informative paragraphs about the section “Out of the Rubble” from the text *Off to Class*.
- Direct students’ attention to the **Parts of a Problem and Solution Informative Paragraph anchor chart**.
- Invite students to whisper a response in their hand and ask:
“What parts of our informative paragraphs did we work on in Lesson 4?” (focus statement and information about the problem)
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can write about the solution in the section ‘Out of the Rubble’ using details from the text.”
- Tell students that today they will use information from their notes about “Out of the Rubble” to write the last two parts of their informative paragraphs: information about the solution and the conclusion.
- Tell students that they are now going to plan the next part of their paragraph with their writing partner: developing information about the solution, using details from the text.
- Remind students that when they wrote about the solution in the last lesson, they did the following things to turn their notes into sentences:
 - Look carefully through my notes about the solution.
 - Remind myself of what the notes say.
 - Turn the notes into complete sentences so others can understand them.
- Tell students that they are going to help you turn your notes into sentences about the solution from the section “Protecting the Amazon.”
- Display the **Off to Class Note-catcher: “Protecting the Amazon”: Teacher Model**.
- Invite students to the point to the box where they can find information about the solution. Look for students to point to the Solution box on the note-catcher.
- Read aloud the notes to students: “Built a new school with solar panels; new school has the internet and computers.”
- Invite students to Think-Pair-Share with an elbow partner with each set of notes:
“What do these notes say?”
“What should my complete sentence be?” (They built a new school that has solar panels. The new school now has computers, so students can learn using the internet.)
- Display the **Informative Paragraph: “Protecting the Amazon”: Teacher Model** and focus students on the Information about the Solution box. Read the sentences:
 - “They built a new school that has solar panels. The new school now has computers, so students can learn using the internet.” (Refer to the *Off to Class* notebook (example, for teacher reference) from Lesson 2 as necessary.)
- Think aloud:
“There is another place where I can add more information about the solution. It is the part about “Why is the school important to the community?” How this school helps the community is also part of the solution. Let me see if there is information I can add to the solution here.”

- Read through the notes in the “Why is the school important to the community?” box in the *Off to Class* Note-catcher: “Protecting the Amazon”: Teacher Model:
 - “Learn from people around the world, stay in Xixuaú to go to high school, classes for adults, learn to appreciate the rainforest, etc.”
- Continue thinking aloud:

“This note about ‘stay in Xixuaú to go to high school’ is important. I think I will add another sentence that says, ‘Now all students can stay in their village to go to school.’”
- Point out this complete sentence in the Informative Paragraph: “Protecting the Amazon”: Teacher Model under the words “Information about the solution.” Read aloud the sentence:
 - “Now all students can stay in their village to go to school.”
- Tell students that they are going to have a chance to use the notes from their notebook and think about the sentences they will write about the solution from the section “Out of the Rubble.”
- Tell students that after some think time, they can share their information about the problem with their writing partner.
- Invite students to use the notes in the Solution box and “Why is this school important to the community?” box on page 5 of their notebooks.
- Tell students that they should share with their partner exactly what they plan to write on their paper.
- Invite students to Think-Pair-Share with their writing partner and to use the sentence starter: “My notes say _____, so the sentence I will write is _____.” Ask:

“What information will you include about the solution?” (Responses will vary. Refer to the Off to Class notebook (example, for teacher reference) from Lesson 2 as necessary.)
- Tell students that before they write information about the solution, they are going to plan their conclusion with their writing partner.
- Direct students’ attention to the Parts of a Problem and Solution Informative Paragraph anchor chart. Remind them that the conclusion is the last part of their informative paragraph and reminds the reader of the topic.
- Direct students’ attention to the conclusion in the **Problem and Solution Informative Writing Model: “The Rainforest School”** and read it aloud:
 - “That is how the community solved the problem.”
- Using a total participation technique, invite responses from the group:

“What does the conclusion tell us?” (The community solved the problem.)
- Tell students that their conclusion should remind the reader about the topic they wrote about from “Out of the Rubble.”
- Tell students that after some think time, they will have a chance to share their conclusion with their writing partner.
- Invite students to look at their *Off to Class* notebooks and think about what their conclusion will be.
- Tell students that they should share with their partner exactly what they plan to write on their paper.

- Invite students to Think-Pair-Share with their writing partner:
“What will you write for your conclusion?” (Responses will vary. Refer to the Off to Class notebook (example, for teacher reference) from Lesson 2 as necessary.)
- Display page 6 of their *Off to Class* notebooks. Tell students that on the left-hand side, the model is there as a reminder. They should write their information about the solution and their conclusion on the right-hand side, directly in the box where it says Information about the Solution and Conclusion.
- Display page 6 of the *Off to Class* notebook. Focus students on the left-hand side and point out the model. Then, focus students on the right-hand side and ask them to put their finger on the boxes that say, Information about the Solution and Conclusion. Tell them this is where they will write today.
- Tell students they are now ready to write the information about the solution and their conclusion on the right-hand side of page 6 in their *Off to Class* notebook.
- Transition students to their workspaces.
- Circulate and support students by directing them to the classroom supports (anchor charts, Interactive High Frequency Word Wall, etc.)
- After 10 minutes, tell students to return to the whole group area with their *Off to Class* notebooks and to sit next to their writing partner.

Meeting Students' Needs

- For ELLs: Display the relevant pages of the *Off to Class* notebook on a document camera or display an enlarged copy of them to help direct students to the appropriate pages and sections while providing instructions. Model and think aloud responding to a sample question. Provide sentence frames for students to support their thinking and writing, such as the frame in the Language Dive. (Example: “So they solved this problem by ____.”) (MMR)
- For ELLs: Encourage students to briefly discuss the task in their home languages. (Example: “This task may be very difficult. To make it easier, you can take 2 minutes to talk about this with a partner who shares your home language. Then we can share in English. ____ (student’s name), since you are the only student who is able to speak in wonderful ____ (e.g., Urdu), feel free to think quietly or write in ____ (e.g., Urdu).”) (MMR, MMAE)
- For ELLs and students who may need additional support with writing: Display the provided sentence frame so that students can see and refer to it as they write their information about the solution and conclusion. For students who have trouble writing, consider writing the sentence frame for them so that they can complete their writing as a cloze exercise. (MMR, MMAE)
- Before students begin independent writing, facilitate managing information by modeling how to place a sticky note underneath the section of the informative paragraph table you are focused on completing. Demonstrate how to move the sticky note under the next section of the table to help guide you in completing the table. Invite students to do the same. (MMR, MMAE)

Work Time

C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)

- Give students specific positive feedback on their ability to write information about the solution and a conclusion. (Example: “You looked for information in your notes that was about the solution and turned it into sentences.”)
- Celebrate with students that they now have drafted their entire informative paragraph. Now they will revise and edit the new writing they did today.
- Remind students that when writers reread their writing to make sure it makes sense and that each part of their writing is doing its own job, this is called *revising*. Remind students that when writers *edit* their writing, they do their best to make sure their writing is correct and fix any mistakes they notice.
- Tell students they will first revise and edit their information about the solution.
- Say:

“I am going to share information about the solution with you about the rainforest school. As I read it aloud, I am going to ask myself, ‘Does this make sense?’ ‘Does the information about the solution do its job?’”
- Invite students to whisper a response to an elbow partner:

“What is the job of the part of our informative paragraph that gives information about the solution?” (describe the solution using details from the text)
- Display and read aloud the **Information about the Solution: Non-Example**.
- Think aloud:

“Does this information about the solution make sense? (Read it aloud again.) Yes, it does make sense.”

“Now, let’s see if the information about the solution does its job using details from the book to describe the solution.”
- Invite students to give a thumbs-up if they think the information about the solution does its job or a thumbs-down if it does not do its job. Look for students’ responses.
- Invite a few volunteers to share their thinking.
- If necessary, guide students to understand that the writer could have included more details from the text about the solution.
- Using a total participation technique, invite responses from the group:

“What did I do to revise my writing today?” (read it aloud, made sure it made sense, made sure the information about the solution did its job)
- Explain that students will now take turns reading their information about the solution aloud to their writing partner and revising their sentences to ensure they make sense and do their job.
- Invite students to begin sharing and revising with their partner. Encourage students to check and make sure that their partner used details from his or her notes in the writing.
- After 5 minutes, refocus whole group.
- Remind students that another thing writers do is edit their writing.

- Model for students how to reread their information about their solution aloud and edit their writing. If a capital letter is missing at the beginning of a sentence, show students how to cross out the first word and write it again with a capital letter at the beginning. If a period is missing at the end of a sentence, show students how to reread their writing and place a period at the end of the sentence.
- Invite students to stay in the meeting area to edit their information about the solution on page 6 of their notebook with their writing partner. Tell students to read their sentences out loud to their writing partner so he or she can help edit their work.
- Tell students they are now going to revise and edit their conclusion. Remind them that the job of the conclusion is to remind the reader about the topic.
- Invite students to begin sharing and revising with their partner, encouraging students to check and make sure their partner's conclusion makes sense and does its job.
- After 5 minutes, refocus whole group.
- Say:
"You just spent time revising the conclusion."
- Using a total participation technique, invite responses from the group:
"What do we need to do now?" (edit the conclusion)
- Remind students that when they edit today, their job is to make sure their sentences begin with a capital letter and end with punctuation.
- Invite students to stay in the meeting area to edit their conclusions on page 6 of their notebooks with their writing partner. Tell students to read their sentences out loud to their writing partner so he or she can help edit their work.
- As students are working, find a student who has successfully drafted, revised, and edited his or her information about the solution and conclusion in the *Off to Class* notebook. Ask this student if you can share his or her work during Closing.
- Collect students' *Off to Class* notebooks.

Meeting Students' Needs

- For ELLs: Students may become overwhelmed or self-conscious as they edit and revise their work with partners. To alleviate the stigma of making mistakes and to reinforce kind, helpful, and specific feedback, consider working closely with a small group of students who would benefit from additional guidance. (MME)
- To support students' self-monitoring during revising and editing, create a checklist for them to use that includes: read to see if it makes sense; check for capital letters; check for punctuation. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Tell students you are now going to display one of their classmates' *Off to Class* notebook.
- Thank this student for being willing to share his or her writing in front of the class and display the notebook. Tell students that they will look at this student's notebook to remind them of all the things they did as writers today.
- Display page 6 of the student's notebook and ask the student to read the information about his or her solution and the conclusion of the informative paragraph.
- Point out a specific example of how this student revised his or her writing to make sure it did its job.
- Show the class how this student also edited his or her writing to make sure there was the correct punctuation at the end of sentences.
- Invite students to give a thumbs-up if they did one of those things in their writing today.
- Invite students to give a round of applause to their classmate for sharing his or her writing.
- Direct students' attention to the learning targets and reread the second one aloud:
"I can write about the solution in the section 'Out of the Rubble' using details from the text."
- Invite students to turn to their writing partner and share one thing they did today to meet the learning target.

Meeting Students' Needs

- For ELLs: Consider sharing the work of an ELL with the class. Commend the student on his or her excellent work and success in using English. This will build the student's confidence while providing a successful model for others. (MME)
- Before displaying a student's piece of work, create an accepting and supportive classroom environment by encouraging students to respect the student's work and willingness to take a risk by sharing it with the whole class. (Example: "Ava has agreed to share what she was working on in her *Off to Class* notebook. Sharing a piece of your own work with the whole class can feel a little risky, so we want to be respectful of her efforts. We are going to try to notice things that Ava did well in her writing.") (MME)