

Lesson 6: Unit 2 Assessment, Part I: Close Read-aloud, Session 5: "Water, Water, Everywhere" from *Off to Class*, Pages 8–9



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 problem in "Water, Water, Everywhere" from *Off to Class*. (RI.2.1, RI.2.2, W.2.8, SL.2.1a, L.2.4)
- I can write about the problem in the section "Water, Water, Everywhere" using details from the text. (W.2.2, L.2.2)

Ongoing Assessment

- During Work Time, use the Speaking and Listening Checklist to monitor student progress toward SL.2.1a, SL.2.1b, and SL.2.1c (see Assessment Overview and Resources).
- Unit 2 Assessment, Part I: Reading and Writing about Schools around the World (RI.2.1, W.2.2)

Agenda

1. Opening

- A. Song and Movement: “What Is School?” Song (5 minutes)

2. Work Time

- A. Unit 2 Assessment, Part I: Close Read-aloud, Session 5: *Off to Class*, Pages 8–9 (20 minutes)
- B. Unit 2 Assessment, Part I, Continued: Independent Writing: Focus Statement and Information about the Problem (20 minutes)
- C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson follows a similar pattern to Lessons 4–5. In Work Time A, students participate in Session 5 of the close read-aloud. Similar to Lessons 4–5, students listen closely to sections of the text read aloud and turn and talk to an elbow partner to discuss answers to text-dependent questions. Unlike Lessons 4–5, students’ discussions in today’s close reading session will serve as Part I of the Unit 2 Assessment and provide formative assessment data on their progress toward RI.2.1, RI.2.2, and L.2.4.
- As with the previous sections of the text students have read, reinforce the idea that this section of the text is about one type of school in Bangladesh. Explain to students that there are different types of schools in Bangladesh, and this section is about just one kind of school.
- At the end of Work Time A, invite students to share their thinking with one another using the notes they took on page 7 of their *Off to Class* notebooks. Reviewing the answers from the reading assessment and confirming students’ understanding before they complete the writing portion of the assessment is an important step. It is important that students have the correct understanding of the text so they can complete the writing portion of the assessment.
- In Work Times B and C, students complete the first part of their problem and solution informative paragraphs, which is also considered Part I of the Unit 2 Assessment. Students use the notes they have gathered during the close read-aloud to independently write their focus statement and information about the problem (see the Assessment Overview and Resources) (RI.2.1, W.2.2).
- Although this is a formal assessment, students should experience the lesson as routine, but with less teacher modeling and scaffolding. Do not overemphasize the assessment; instead, use this as an opportunity to continue to gather meaningful data.

How this lesson builds on previous work:

- Although students are reading a new section of text from *Off to Class*, the text follows a similar problem and solution structure. Just as with “Protecting the Amazon” and “Out of the Rubble,” students will spend two days with this text: The first day, they will read and take

notes on the problem, and on the second day, students will look for details that help them understand the solution in this section.

- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Down the road:

- In this lesson, students demonstrate progress toward standards RI.2.1 and W.2.2. Students will revisit and be assessed on these standards again over the course of the year.
- In Lesson 7, students will complete Session 6 of their close reading of *Off to Class*. This final session will serve as Part II of the Unit 2 Assessment and will provide further assessment data on students' progress toward RI.2.1 and W.2.2.

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 5) 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:
 - Our Study of School Word Wall card for *Chalanbeel Region, Bangladesh*. Write or type the term on a card and create or find a visual to accompany it.
- 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, Parts of a Problem and Solution Informative Paragraph anchor chart, and Writing Partners anchor chart.

Technology & Multimedia

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

- Opening A: If you recorded students singing the “What is School?” song in Lesson 5, play this recording for them to join in with.
- 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 by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 1–5. Students work

with the same text, *Off to Class*, answer questions about it using key details, and write an informational paragraph.

- The Unit 2 Assessment, Part I may be challenging for ELLs, as it is a big leap from the heavily scaffolded classroom interaction. ELLs will be asked to not only independently apply cognitive skills developed in Lessons 1–5, but also to independently apply new linguistic knowledge introduced in those lessons.
- Allow students to review language they’ve written on the Word Wall and any relevant anchor charts and structures from Language Dives and Mini Language Dives.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying help with the assessment itself. See additional support in the lesson.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Closing, students reflect on how well they collaborated with their writing partner. As students share their reflections verbally, it may be helpful to provide a visual reference point as well. Offer alternatives for auditory information by creating a T-chart on a whiteboard or chart paper. Label the T-chart “Things we did well” and “Things we are working on.” As students share their reflections, scribe their ideas on the T-chart for the class to see.
- **Multiple Means of Action and Expression (MMAE):** During the close read-aloud, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating, such as a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs.
- **Multiple Means of Engagement (MME):** Before students begin the Unit 2 Assessment, emphasize process and effort by discussing that the purpose of assessments is to help teachers plan their next lessons.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- Chalanbeel Region, Bangladesh; monsoon season; flood (T)

Materials

- ✓ “What Is School?” song (from Unit 1, Lesson 2; one to display)
- ✓ Close Read-aloud Guide: *Off to Class* (from Lesson 2; Session 5; 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)
- ✓ Our Study of School Word Wall card (new; teacher-created; one card; see Teaching Notes)
- ✓ Our Study of School Word Wall (begun in Lesson 1; added to during Work Time A)
- ✓ Parts of a Problem and Solution Informative Paragraph anchor chart (begun in Lesson 3)
- ✓ Problem and Solution Informative Writing Model: “The Rainforest School” (from Lesson 3, one to display)
- ✓ Writing Partners anchor chart (begun in Lesson 2)

Opening

A. Song and Movement: “What Is School?” Song (5 minutes)

- Gather students whole group.
- Display the “**What Is School?**” song.
- Tell students that they are going to put the two things they have been practicing together: Singing loudly and clearly so others can hear, and singing at the right speed.
- Invite students to sing the song one or two times from start to finish, singing loudly, clearly, and at the right speed.
- Give students specific positive feedback for singing at the correct speed and singing loudly and clearly. (Example: “You sang loudly enough for others to hear you.”)
- With excitement, tell students to get their wings on again because they are going to a new place today in their reading of *Off to Class*! Invite students to stand up, spread their arms out like wings, and pretend they are flying.
- Display pages 8–9 of *Off to Class* and tell students they have arrived at their new destination.
- Direct students’ attention to the learning targets and read the first one aloud:
“I can answer questions using key details about the problem in ‘Water, Water, Everywhere’ from Off to Class.”
- Tell students that this target should look very familiar now, as they have been practicing it in the last several lessons.
- Invite students to whisper a response into their hands and ask:
“What are the details in ‘Water, Water, Everywhere’ going to help us figure out?” (what the problem is)

Meeting Students’ Needs

- For ELLs: Ask students to recall and describe one way that they worked toward the learning targets in the past five lessons. (MME)

Work Time

A. Unit 2 Assessment, Part I: Close Read-aloud, Session 5: *Off to Class*, Pages 8–9 (20 minutes)

- Guide students through the close read-aloud of *Off to Class* using the **Close Read-aloud Guide: *Off to Class* (Session 5; 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**
- Following the close read-aloud, invite students to turn and talk with an elbow partner:
“What is the problem in the section ‘Water, Water, Everywhere?’” (Their schools are flooded, so they can’t go to school anymore.)

Meeting Students’ Needs

- 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)
- When preparing students for the close read-aloud, provide options for physical action and sensory input by differentiating seating. Some students might benefit from sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs. (MMAE)

Work Time

B. Unit 2 Assessment Part I, Continued: Independent Writing: Focus Statement and Information about the Problem (20 minutes)

- Transition students to sit next to their writing partner in their workspaces. Invite students to place their *Off to Class* notebooks in their lap or under their bottom while they listen.
- Tell students that just as they have done with the tent school in Haiti, they are going to write an informative paragraph about the section “Water, Water, Everywhere.”
- Write the following prompt on the board and read it aloud to students:
 - “In Chalanbeel Region, Bangladesh, it can be hard to go to school. How did the community in Chalanbeel Region, Bangladesh, solve this problem, so children can go to school? Describe the problem and solution in Chalanbeel Region, Bangladesh, using details from the text *Off to Class*.”
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can write about the problem in the section ‘Water, Water, Everywhere’ using details from the text.”

- Direct students' attention to the **Parts of a Problem and Solution Informative Paragraph anchor chart**. Tell them that today they will write the first two parts of an informative paragraph, the focus statement and information about the problem, using information from their notes about the section "Water, Water, Everywhere."
- Display the **Problem and Solution Informative Writing Model: "The Rainforest School."** Invite students to point to the focus statement in the model. ("In a rainforest in Xixuaú, Brazil, it was hard for students to go to school, and their community solved this problem.")
- Remind students that the focus statement is the first sentence in the paragraph and introduces the reader to the topic, or what you will be writing about.
- Tell students that after some think time, they will have a chance to share their focus statement with their writing partner. Remind students that working with writing partners is an important part of writing; they help them plan and think about their writing.
- Invite students to look at their *Off to Class* notebooks and think about what their focus statement 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 focus statement?" (Responses will vary.) Refer to the Off to Class notebook (example, for teacher reference) from Lesson 2 as necessary.
- Display page 8 of the *Off to Class* notebook. Remind students that they should write their focus statement on the right-hand side, in the box titled Focus Statement.
- Tell students that before they write their focus statement, they are going to plan the second part of their paragraph with their writing partner: developing information about the problem.
- Display the Problem and Solution Informative Writing Model: "The Rainforest School" and read aloud information about the problem:
 - "The problem is that the school was small, and only went up to third grade. There was also no electricity in the village, so learning was more challenging."
- Remind students that the second part of the paragraph describes the problem using details from the text.
- Tell students that they are going to have a chance to use their notes and think about the sentences they will write about the problem from the section "Water, Water, Everywhere." Then, they will share what they plan to write with their writing partner.
- Invite students to use the notes in the Problem box on page 7 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 problem?" (Responses will vary. See the supporting materials in Lesson 2 as a reference.)
- Tell students they are now ready to write their focus statement and information about the problem on page 8 of their *Off to Class* notebooks.
- Transition students to their workspaces.
- Invite students to turn to page 8 and write their focus statement and information about the problem in the space provided.

- Circulate and support students by directing them to the classroom supports (anchor charts, Interactive High Frequency Word Wall, etc.) Since this is an assessment, be supportive and encouraging but allow the students to craft their focus statements and information about the problem on their own.
- After 10 minutes, invite 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: Ensure that students clearly understand all assessment instructions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions.
- Before students begin the Unit 2 Assessment, emphasize process and effort by discussing the purpose of assessments. Say: "What we are doing today is similar to the informative paragraphs you have been completing, but this is called an *assessment*. The purpose of an assessment is to help me know what you are learning and how well I'm teaching you. It is okay if you are not sure about what to write in your paragraph. That will help me know what I need to teach you. Just try your best." (MME)

Work Time

C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes)

- Give students specific positive feedback on their ability to write focus statements and information about the problem. (Example: "You used information from your notes to write complete sentences.")
- Remind students that now that they have drafted these parts of their informative paragraph, they will revise and edit their writing. Tell students that they will revise and edit each section at the same time with their partners.
- Explain that students will now take turns reading their focus statement aloud to their writing partner and revising and editing their sentences.
- Invite students to begin revising and editing with their partner, encouraging students to refer to the Parts of a Problem and Solution Informational Paragraph anchor chart as necessary.
- After 5 minutes, refocus whole group and tell students that they will now revise and edit the information about the problem.
- Invite students to begin revising and editing with their partner, encouraging students to refer to the Parts of a Problem and Solution Informative Paragraph anchor chart as necessary.
- After 5 minutes, refocus whole group.
- Collect students' *Off to Class* notebooks.

Meeting Students' Needs

- For ELLs: Some students may need additional support reading aloud. Partner beginning and intermediate proficiency students with advanced or proficient classmates to help with reading aloud. Otherwise, consider giving students direct help with reading aloud.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Display the **Writing Partners anchor chart** and read it aloud.
- Tell students that they are now going to reflect on how well they collaborated with their writing partner or how they worked with their writing partner to write their paragraphs.
- Invite students to silently think of one thing they have done well to collaborate as writing partners and one thing they could do better. Encourage students to use the following sentence starters: "I did a good job of ____" and "I will work on ____."
- After 1 minute, invite students to turn to their writing partner and share their reflections, using the sentence starter: "I did a good job of ____, and I will work on ____."
- If productive, cue students to clarify the conversation by confirming what they mean:
"So, do you mean ____?" (Responses will vary.)
- Tell students to give their writing partners a high-five as a way to thank them for all the collaborating they have been doing!
- Tell students they will work with their writing partner to write the rest of their informative paragraph in the next lesson.

Meeting Students' Needs

- For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time. (MMR)
- Before students share their reflections aloud, offer alternatives for auditory information by creating a T-chart on a whiteboard or chart paper. Label the T-chart "Things we did well" and "Things we are working on." Then as students share their reflections, scribe their ideas on the T-chart for the class to see. (MMR)