

## Lesson 7: Unit 2 Assessment, Part II: Close Read-aloud, Session 6: "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 solution in "Water, Water, Everywhere" from *Off to Class*. (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)
- I can write about the solution in the section "Water, Water, Everywhere" using details from the text. (W.2.2, L.2.2)

### 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).
- Unit 2 Assessment, Part II: Reading and Writing about Schools around the World (RI.2.1, W.2.2)

## Agenda

### 1. Opening

- A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. Unit 2 Assessment, Part II: Close Read-aloud, Session 6: *Off to Class*, Pages 8–9 (15 minutes)
- B. Unit 2 Assessment, Part II, Continued: Independent Writing: Information about the Solution and the Conclusion (20 minutes)
- C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)

### 3. Closing and Assessment

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

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson follows a similar pattern to Lessons 4–6. In Work Time A, students participate in Session 6 of the close read-aloud. Similar to Lessons 4–6, 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. As in Lesson 6, today’s close reading session will serve as part of the Unit 2 Assessment and provide formative assessment data on students’ progress toward RI.2.1, RI.2.2, and L.2.4. While students are discussing, circulate to collect data on their progress using the RL Formative Assessment Sheet (see Assessment Overview and Resources).
- 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 second part of their problem and solution informative paragraphs, which is also considered Part II of the Unit 2 Assessment. Students use the notes they have gathered during the close read-aloud to independently write information about the solution and their conclusion statements (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.
- In the Closing, students share their completed informative paragraphs in triads. Preview the structure used during this share, as it differs from sharing done in previous lessons.

### 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 as previous sections. Just as they did with the “Protecting the Amazon” and “Out of the Rubble” sections, students spend two days with

this text. The first day (Lesson 6), they read and take notes on the problem, and on the second day (this lesson), students 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 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 6) 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.
- Predetermine triads for the Closing.
- Review the Think-Pair-Share protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Close Readers Do These Things anchor chart, 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.

- 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>)
- Closing and Assessment A: For students who will struggle reading their own writing aloud to peers, consider using a text-to-speech tool like Natural Reader ([www.naturalreaders.com](http://www.naturalreaders.com)), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pg-eolalilifpodheeocmbhehgnkbbak?hl=en-US>), or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.

#### 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 informative paragraph.

- The Unit 2 Assessment, Part II 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 Opening, students discuss the close reading strategies they have used during the close read-aloud. As students share their reflections verbally, consider providing a visual reference point as well. Provide alternatives to auditory information by visually displaying their ideas. (Examples: Place sticky notes next to strategies they’ve used on the anchor chart or write their ideas on a whiteboard or chart paper.)
- **Multiple Means of Action and Expression (MMAE):** During the Closing, students give each other specific praise on their writing in triads. Offer options for physical action by inviting each individual to choose a special applause to acknowledge her or his hard work as a writer. Triads can give each member a special applause.
- **Multiple Means of Engagement (MME):** Before students continue working on the Unit 2 Assessment, emphasize process and effort by reminding them 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:

- shore, Bengali (T)

#### Review:

- Chalanbeel Region, Bangladesh (T)

### Materials

- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 7)
- ✓ Close Read-aloud Guide: Off to Class (from Lesson 2; Session 6; 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)
- ✓ 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)

## Opening

### A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the learning targets and read the first one aloud:  
*“I can answer questions using key details about the solution in “Water, Water, Everywhere” from Off to Class.”*
- Tell students that this is the last day they will closely read *Off to Class*.
- Direct students’ attention to the **Close Readers Do These Things anchor chart** and quickly review it.
- Invite students to Think-Pair-Share with an elbow partner:  
*“What strategies have you used during this close reading to help you better understand the text?” (Responses will vary.)*

### Meeting Students’ Needs

- For ELLs: Ask students to recall and describe one way that they worked toward the learning targets during Part I of the assessment. (MME)
- As students share the close reading strategies they have used, provide alternatives to auditory information by visually displaying their ideas. You can do this by placing sticky notes next to strategies they’ve used on the anchor chart, or by writing their ideas on a whiteboard or chart paper. (MMR)

## Work Time

### A. Unit 2 Assessment, Part II: Close Read-aloud, Session 6: *Off to Class*, Pages 8–9 (15 minutes)

- Guide students through the close read-aloud for *Off to Class* using the **Close Read-aloud Guide: *Off to Class* (Session 6; 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

### 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)

## Work Time

### B. Unit 2 Assessment, Part II, Continued: Independent Writing: Writing about the Solution and Conclusion Statements (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 they are going to continue writing their informative paragraphs about the boat school in Chalanbeel Region, Bangladesh.
- 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 solution 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 last two parts of their informative paragraph, information about the solution and the conclusion, using information from their notes about the section “Water, Water, Everywhere.”
- Remind students that information about the solution describes the solution using details from the text.
- Display the **Problem and Solution Informative Writing Model: “The Rainforest School”** and focus them on the “Information about the Solution” box:
  - “So they solved this problem by building a new school that has solar panels. The new school has computers, so that students learn using the internet. Now all students can stay in their village and go to school.”
- Tell students that they are going to use the notes from their *Off to Class* notebook and think about the sentences they will write about the solution from the section “Water, Water, Everywhere.”
- Tell students that after some think time, they will have a chance to share their information about the problem with their writing partner.
- Invite students to use the notes in the Solution box and the “Why is this school important to the community?” box on page 7 of their notebooks.
- Invite students to Think-Pair-Share with their writing partner using 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. See the supporting materials in Lesson 2 as a reference.)***
- Tell students that they are also going to plan their conclusion.



- Invite students to point to the conclusion in the Problem and Solution Informative Writing Model: “The Rainforest School.”
- Remind students that the conclusion is the last part of the paragraph and reminds the reader of the topic.
- 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* notebook 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 statement?” (Responses will vary. See supporting materials from Lesson 2 as a reference.)*
- Display page 8 of the *Off to Class* notebook. Remind students that they should write their information about the solution and conclusion on the right-hand side, in the Information about the Solution and Conclusion boxes.
- Transition students to their workspaces.
- Invite students to turn to page 8 and write their information about the solution and conclusion 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 writing on their own.
- After 10 minutes, tell students to return to the whole group area with their *Off to Class* notebook and 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 it correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)
- Before students continue the Unit 2 Assessment, emphasize process and effort by reminding them about the purpose of assessments. Ask:  
 “Yesterday we talked about the purpose of assessments. Who can remind me what assessments are for?” (The purpose of an assessment is to help you understand well you are teaching.) (MME)

## 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 their conclusion. (Example: “You focused on the information in your notes about the solution and turned those notes into 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 partner.
- Explain that students will now take turns reading their information about the solution aloud to their writing partner and revising and editing their sentences.
- Invite students to begin revising and editing with their partners, encouraging them 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 their conclusions.
- Invite students to begin revising and editing with their partners, encouraging them to refer to the Parts of a Problem and Solution Informative Paragraph anchor chart as necessary.
- After 5 minutes, refocus whole group.

### 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. (MMAE)
- To support students' self-monitoring when revising and editing, create a checklist to use that includes: read to see if it makes sense; check for capital letters; check for punctuation. (MMAE)

## Closing and Assessment

### A. Engaging the Writer: Sharing My Informative Paragraphs (10 minutes)

- Give students specific positive feedback for showing such perseverance throughout the close reading and writing process! Explain that they persevered and worked hard to closely read three different sections of the text, and they wrote problem and solution informative paragraphs about two of those sections. Invite students to turn to their writing partner and give each other a high-five.
- Tell students they have done such a great job collaborating with their writing partner, but today they are going to share their writing with a few other people!
- Tell students that they will share their informative paragraphs in triads. As their classmates read, they should listen with care for specific “stars” they can give to the author.
- Direct students’ attention to the Parts of a Problem and Solution Informative Paragraph anchor chart. Tell students that they can use this chart to give specific praise to their classmates. (Examples: “You did a good job of using details in your writing. You did a great job of explaining the solution.”)
- Move students into predetermined triads and invite them to label themselves A, B, and C.
- Invite all A’s to begin sharing their informative paragraphs with their triads.
- After 1 minute, refocus whole group and invite all B’s and C’s to share their “stars” with their A group member.



- Repeat this process with B's and C's.
- Refocus whole group.
- Give students specific positive feedback on their hard work as writers. (Example: "You wrote an informative paragraph with a focus statement, information about the problem and solution, and a conclusion.") Invite them to give an imaginary high-five in the air with you.

### Meeting Students' Needs

- For ELLs: Discuss the meaning of "specific praise" and prompt students to practice using the Parts of a Problem and Solution Informative Paragraph anchor chart to generate different ways of providing specific praise. (MMR, MMAE)
- As students share their work in triads, foster a sense of community and provide options for physical action by inviting each student to choose a special applause. Triads can give each member a special applause. (Examples: silent cheer, fire-cracker, hip-hip hooray) (MMAE, MME)