

## Unit 2: Reading and Writing Informational Texts: Challenges in Going to School

In Unit 2, students build on their understanding of school by engaging in a series of active close read-alouds of *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Through this text, students consider the unit guiding questions: “Why is it hard for children to go to school in some communities?” and “How do communities solve these problems so their children can go to school?” Through these close read-alouds, students develop their informational reading and writing skills as they learn how factors like weather and location can make it difficult for children to go to school, and the kinds of solutions communities create to overcome these challenges.

Students document their learning in their *Off to Class* notebook, where they learn to take notes on an informational text. They then use these notes to write informative paragraphs that follow a problem and solution structure. The Unit 2 Assessment contains two parts. For Part I, students engage in two less scaffolded close read-alouds of *Off to Class*. In Part II, students use their notes to write an informative paragraph (RI.2.1, W.2.2). Students further demonstrate their learning by performing Readers Theater scripts about the three schools they have learned about in *Off to Class*.



### Guiding Questions and Big Ideas

#### Why is it hard for some children to go to school in their communities?

- Things like weather and location can make it difficult for children to go to school.

#### How do communities solve these problems so their children can go to school?

- Communities think of solutions to make sure students have a place to go to school.

The 4 T's			
TOPIC	TASK		
Challenges in going to school	Reading and writing about schools around the world		
TARGETS	TEXTS		
(standards explicitly taught and assessed): RI.2.1, W.2.2	<i>Off to Class: Incredible and Unusual Schools around the World</i>		

## Unit 2 Assessment

### Reading and Writing about Schools around the World

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

### Assessment Checklists

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

### Habits of Character

### Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become effective learners** to develop the mindsets and skills for success in college, career, and life.

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

This unit is approximately 2 weeks or 9 sessions of instruction.



## Week-at-a-Glance

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>  <b>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.8</b>	<b>Speaking and Listening: Schools around the World</b>  <b>1. Opening</b> A. Engaging the Learner: Working to Become Ethical People (10 minutes) <b>2. Work Time</b> A. Establishing a New Discussion Norm: Responding to Classmates' Ideas (15 minutes) B. Structured Discussion: Mystery Pictures (15 minutes) C. Independent Writing: Noticing and Wondering about Pictures (15 minutes) <b>3. Closing and Assessment</b> A. Introducing the Unit Guiding Questions (5 minutes)	<ul style="list-style-type: none"> <li>I can listen and respond or ask questions about my classmates' ideas. (SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3)</li> <li>I can write about my observations after closely viewing pictures. (W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a, SL.2.1b, and SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>Collect student work in Work Time C to assess which students may need additional support with writing throughout the unit (phonics, sight words, inventive spelling).</li> </ul>	<ul style="list-style-type: none"> <li>Ethical People anchor chart</li> <li>Classroom Discussion Norms Anchor chart</li> <li>Unit 2 Guiding Question anchor chart</li> </ul>
<b>Lesson 2</b>  <b>RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.8, L.2.4</b>	<b>Close Read-aloud, Session 1: Off to Class, Pages 12–13</b>  <b>1. Opening</b> A. Engaging the Learner: Reviewing Close Reading (10 minutes) <b>2. Work Time</b> A. Close Read-aloud, Session 1: <i>Off to Class</i> , Pages 12–13 (20 minutes) B. Introducing Writing Partners (10 minutes) C. Independent Writing: Working with a Writing Partner (15 minutes) <b>3. Closing and Assessment</b> A. Developing Language: Perseverance (5 minutes)	<ul style="list-style-type: none"> <li>I can answer questions using key details about the problem in “Protecting the Amazon” from <i>Off to Class</i>. (RI.2.1, RI.2.2, L.2.4)</li> <li>I can plan and share my writing with a writing partner. (SL.2.1a, SL.2.1b, SL.2.1c, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Times A and B, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a, SL.2.1b, and SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>During Work Time C, circulate and observe students' writing to monitor progress toward <b>RI.2.1 and RI.2.2</b> and to notice whether students answer the questions correctly and use details from the text in their notes.</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>How to Take Notes Anchor chart</li> <li>Writing Partners Anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>  RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.8, L.2.4	<b>Close Read-aloud, Session 2: <i>Off to Class</i>, Pages 12–13</b>  <b>1. Opening</b> A. Engaging the Learner: Close Reading (5 minutes) <b>2. Work Time</b> A. Close Read-aloud: Session 2, <i>Off to Class</i> , pages 12–13 (20 minutes) B. Independent Writing: Working with a Writing Partner (15 minutes) C. Analyzing a Model: Problem and Solution Informative Writing (15 minutes) <b>3. Closing and Assessment</b> A. Song and Movement: “What Is School?” Song (5 minutes)	<ul style="list-style-type: none"> <li>I can answer questions using key details about the solution in “Protecting the Amazon” from <i>Off to Class</i>. (RI.2.1, RI.2.2, L.2.4)</li> <li>I can plan and share my writing with a writing partner. (SL.2.1a, SL.2.1b, SL.2.1c, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Times A and B, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a, SL.2.1b, and SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>During Work Time C, circulate and observe students’ writing to monitor progress toward <b>RI.2.1</b> and <b>RI.2.2</b> and to notice whether students answer the questions correctly and use details from the text in their notes.</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>How to Take Notes anchor chart</li> <li>Writing Partners anchor chart</li> <li>Parts of a Problem and Solution Informational Paragraph anchor chart</li> <li>What is School? song chart</li> </ul>
<b>Lesson 4</b>  RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, L.2.2, L.2.4	<b>Close Read-aloud, Session 3: “Out of the Rubble” from <i>Off to Class</i>, Pages 18–19</b>  <b>1. Opening</b> A. Engaging the Learner: Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. Close Read-aloud, Session 3: <i>Off to Class</i> , Pages 18–19 (20 minutes) B. Independent Writing: Focus Statement and Information about the Problem (20 minutes) C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can answer questions using key details about the problem in “Out of the Rubble” from <i>Off to Class</i>. (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)</li> <li>I can write about the problem in the section “Out of the Rubble” using details from the text. (W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a, SL.2.1b, and SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>Collect students’ <i>Off to Class</i> notebooks and collect data on their progress toward <b>RI.2.1</b> (ability to take notes) and <b>W.2.2</b> (informative writing).</li> </ul>	<ul style="list-style-type: none"> <li>How to take notes anchor chart</li> <li>Parts of a Problem and Solution Informational Paragraph anchor chart</li> </ul>
<b>Lesson 5</b>  RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4	<b>Close Read-aloud, Session 4: “Out of the Rubble” from <i>Off to Class</i>, Pages 18–19</b>  <b>1. Opening</b> A. Song and Movement: “What Is School?” Song (5 minutes) <b>2. Work Time</b> A. Close Read-aloud, Session 4: <i>Off to Class</i> , Pages 18–19 (20 minutes)	<ul style="list-style-type: none"> <li>I can answer questions using key details about the solution in “Out of the Rubble” from <i>Off to Class</i>. (RI.2.1, RI.2.2, W.2.8, SL.2.1a, L.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a, SL.2.1b, and SL.2.1c</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>How to take notes anchor chart</li> <li>Parts of a Problem and Solution Informational Paragraph anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
	<p>B. Independent Writing: Information about the Solution and the Conclusion (20 minutes)</p> <p>C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can write about the solution in the section “Out of the Rubble” using details from the text. (W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Collect students’ <i>Off to Class</i> notebooks and collect data on their progress toward <b>RI.2.1</b> (ability to take notes) and <b>W.2.2</b> (informative writing).</li> </ul>	
<p><b>Lesson 6</b></p> <p>RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4</p>	<p><b>Unit 2 Assessment, Part I: Close Read-aloud, Session 5: “Water, Water, Everywhere” from <i>Off to Class</i>, Pages 8–9</b></p> <p><b>1. Opening</b></p> <p>A. Song and Movement: “What Is School?” Song (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Unit 2 Assessment, Part I: Close Read-aloud, Session 5: <i>Off to Class</i>, Pages 8–9 (20 minutes)</p> <p>B. Unit 2 Assessment, Part I, Continued: Independent Writing: Focus Statement and Information about the Problem (20 minutes)</p> <p>C. Revising and Editing: Focus Statement and Information about the Problem (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can answer questions using key details about the problem in “Water, Water, Everywhere” from <i>Off to Class</i>. (RI.2.1, RI.2.2, W.2.8, SL.2.1a, L.2.4)</li> <li>I can write about the problem in the section “Water, Water, Everywhere” using details from the text. (W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a</b>, <b>SL.2.1b</b>, and <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>Unit 2 Assessment, Part I: Reading and Writing about Schools around the World (<b>RI.2.1</b>, <b>W.2.2</b>)</li> </ul>	<ul style="list-style-type: none"> <li>How to take notes anchor chart</li> <li>Parts of a Problem and Solution Informational Paragraph anchor chart</li> <li>Writing partners anchor chart</li> </ul>
<p><b>Lesson 7</b></p> <p>RI.2.1, RI.2.2, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.2, W.2.8, L.2.2, L.2.4</p>	<p><b>Unit 2 Assessment, Part II: Close Read-aloud, Session 6: “Water, Water, Everywhere” from <i>Off to Class</i>, Pages 8–9</b></p> <p><b>1. Opening</b></p> <p>A. Engaging the Learner: Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Unit 2 Assessment, Part II: Close Read-aloud, Session 6: <i>Off to Class</i>, Pages 8–9 (15 minutes)</p> <p>B. Unit 2 Assessment, Part II, Continued: Independent Writing: Information about the Solution and the Conclusion (20 minutes)</p> <p>C. Revising and Editing: Information about the Solution and the Conclusion (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Engaging the Writer: Sharing My Informative Paragraph (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can answer questions using key details about the solution in “Water, Water, Everywhere” from <i>Off to Class</i>. (RI.2.1, RI.2.2, W.2.8, L.2.4, SL.2.1a)</li> <li>I can write about the solution in the section “Water, Water, Everywhere” using details from the text. (W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a</b>, <b>SL.2.1b</b>, and <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> <li>Unit 2 Assessment, Part II: Reading and Writing about Schools around the World (<b>RI.2.1</b>, <b>W.2.2</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things Anchor Chart</li> <li>How to take notes anchor chart</li> <li>Parts of a Problem and Solution Informational Paragraph anchor chart</li> </ul>



Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>  RF.2.4, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c	<b>Readers Theater: Practicing with Criteria</b>  <b>1. Opening</b> A. Analyzing a Model: Readers Theater Video (10 minutes) <b>2. Work Time</b> A. Engaging the Actor: Generating Criteria for Readers Theater (10 minutes) B. Shared Reading: Readers Theater Scripts (15 minutes) C. Readers Theater: Rehearsing in Groups (15 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> <li>I can use criteria to practice a Readers Theater play with my group. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)</li> <li>I can read a Readers Theater script with fluency and expression. (RF.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time C, circulate to observe students' use of the performance criteria. (RF.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Readers Theatre: Brainstorm criteria anchor chart</li> <li>Performance Criteria anchor chart</li> <li>Effective Learners Anchor Chart</li> </ul>
<b>Lesson 9</b>  RF.2.4, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c	<b>Readers Theater: Performing Our Scripts</b>  <b>1. Opening</b> A. Engaging the Actor: Collaboration Scenarios (10 minutes) <b>2. Work Time</b> A. Readers Theater: Reviewing Criteria (15 minutes) B. Readers Theater: Performances (20 minutes) <b>1. Closing and Assessment</b> A. End of Unit Reflection: Assessing Our Learning (15 minutes)	<ul style="list-style-type: none"> <li>I can apply our criteria as I perform a Readers Theater script with my group. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)</li> <li>I can read a Readers Theater script with fluency and expression. (RF.2.4)</li> <li>I can reflect on my learning from this unit.</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time C, circulate to observe students' use of the performance criteria. (RF.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>Performance Criteria anchor chart</li> <li>Unit 2 Guiding Question anchor chart</li> <li>Module Guiding Question anchor chart</li> </ul>

## Accountable Independent Reading

The ability to read and comprehend text is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across all three components of this primary curriculum: Integrated module lessons, Integrated Labs, and the Reading Foundations Skills block (see Module Overview).

For Unit 2, during the independent reading in the Skills block, reinforce the comprehension skills and standards that students are practicing during the Integrated Literacy block:

- 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.
  - Invite the students to read aloud a portion of an informational text and ask comprehension questions.
  - After a student reads aloud the first few pages of an informational text, ask: “What questions do you have? What are you wondering?”
  - Provide a note-catcher for students to use while reading that asks basic questions (e.g., “What was the topic of this section?” and “Where did these events take place?”).

## Supporting English Language Learners

Whereas the Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are identified for ELLs in the Meeting Students' Needs column.

- **Prioritize lessons for classrooms with many ELLs:** Consider prioritizing and expanding instruction in Lessons 1–6 to support comprehension of the anchor text, *Off to Class*, including Language Dives, and informative paragraph writing. Students may benefit from additional time with writing, as the unit introduces principles of paragraph structure that will set the foundation for their informational writing throughout the year. Consider placing less focus on and condensing instruction in Lessons 8–9.
- **Language Dives:** All students participate in a Language Dive in Lesson 3. ELLs follow up with an optional, connected Language Dive in Lesson 5. Most lessons also offer optional Mini Language Dives for ELLs. Language Dives are guided conversations about the meaning of a sentence from the central texts, models, or learning targets. The conversation invites students to unpack complex syntax, or “academic phrases,” as a necessary component of building both literacy and habits of mind. Students then apply their understanding of language structure as they work toward the assessments and performance task. All Language Dives follow a Deconstruct-Reconstruct-Practice routine, in which students discuss and play with the meaning and purpose of the sentence and each chunk of the sentence; put the chunks back together into the original order and any possible variations; and practice using the chunks in their own speaking and writing. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations can hasten overall English language development for ELLs. Avoid using the Language Dive Guide to lecture about grammar; the Guide is designed to prompt students as they grapple with the meaning and purpose of the chunks and the sentence. Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers. Assure students that this log will not be graded; however, consider inviting students to use their log and note-catchers to gauge the progress of their speaking and writing skills. For more information on Language Dives, refer to the Supporting English Language Learners Guidance and Appendix.
- **Goal 1 Conversation Cues:** Continue to encourage productive and equitable conversation with Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Appendix for the complete set of cues. Goal 1 Conversation Cues are introduced in Unit 1, Lesson 3. Heightened language processing and development is a primary potential benefit for ELLs.
- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore an informational text taking place across different cultures

and countries. The anchor text, *Off to Class: Incredible and Unusual Schools around the World*, explores different communities with educational access challenges. Research to make sure that students have not experienced trauma related to some of the events featured in the text, such as earthquakes or floods. If necessary, prepare students for these topics and encourage them to share any feelings the text may elicit. Create a safe space for students to express themselves without putting them on the spot if they choose not to. Make sure students understand that although the text explores communities from different countries, the communities profiled in the text do not represent all communities and people within that country or region. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion concerns.

- **Strategic grouping:** As students are invited to pair up for various tasks and protocols, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic grouping will greatly serve the language development of both partners.
- **Language processing time:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Writing and paragraph organization:** Students will receive explicit instruction in how to craft an informative paragraph: focus statement, body sentences, and concluding sentence. Organization may be difficult to grasp for some students who may struggle to comprehend the language itself. Use color-coding and manipulatives, such as sentence strips, to support this skill.
- **Close read-aloud and identifying supporting details:** Students will participate in a series of close read-aloud sessions, during which they will hone their comprehension and interpretive skills by determining details in a text that support the understanding of problems and solutions. Use photographs, videos, and visual information as much as possible to support student comprehension. Give students opportunities to act and to move. Check for comprehension frequently and ask probing questions to elicit details from the text. Use Conversation Cues to foster discussion among students.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.

## Preparation and Materials

For basic lesson preparation, refer to the materials list and Teaching Notes in each lesson. The following are unusual materials that may take more time or effort to organize or prepare.

- Lesson 1: Prepare *Off to Class* notebook, *Off to Class* notebook (example, for teacher reference), Our Study of School Word Wall card: community.
- Lesson 2: Prepare Our Study of School Word Wall cards: problem; research; Xixuaú, Brazil; remote.
- Lesson 3: Prepare Our Study of School Word Wall cards: solution, solar panels.
- Lesson 4: Prepare Our Study of School Word Wall cards: Port-au Prince, Haiti; damaged; destroyed.
- Lesson 6: Prepare Our Study of School Word Wall cards: Chalanbeel Region, Bangladesh.
- Lesson 8: Determine Readers Theater groups and designated areas for each of the three groups to practice.