



Language Arts Curriculum

MODULE LESSONS

Grade 2 Module 1

Schools and Community — Performance Task

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Summary of Task

In this performance task, students create an informational book titled “The Most Important Thing about Schools.” Using information from whole class and small group research, they write and compile a book that compares and contrasts their own school with a school from *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Using *The Important Book* by Margaret Wise Brown as inspiration, students’ books conclude with a reflection statement on what they think is the most important thing about schools. This is a scaffolded writing task in which students learn about the steps in the writing process and complete this book over several lessons. Students’ books are presented orally to kindergarteners at a Celebration of Learning at the end of the module. **This task addresses CCSS ELA W.2.2, W.2.5, and L.2.2.**

Format

Informative Writing: “The Most Important Thing about Schools” Book

- The informative piece of writing tasks students with describing the differences and similarities between two schools.
- It includes information gathered from whole class research, guided research in small groups using video and photos, and their own experiences and knowledge.
- The task is scaffolded through teacher modeling and guidance.

Standards Assessed through This Task

- 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.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Student-Friendly Task Invitation/Task Description

You have been spending time learning about different kinds of school and learning about what school is and why it is important. The kindergarteners have learned so much from you, and they are excited to learn more! So, let's show them what we have learned.

Using the school you have been assigned and researched, create a "The Most Important Things about Schools" book to compare and contrast this school with your own school. In your book, describe what is different about the two schools, what is the same about them, and what is most important about school.



Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria.

Your "The Most Important Thing about Schools" book should include:

- A focus statement that introduces the reader to the topic
- Two differences between your own school and the school you researched
- Two similarities between your school and the school you researched
- A conclusion that reminds readers of the topic and includes a reflection statement on why schools are important
- Language to show the two schools are similar
- Drawings that match your text

Options for Students

- Students write their books individually. They use their Comparing and Contrasting Research note-catcher to help them recall information from Off to Class but should choose what language they will keep for their final product.
- Students work with a partner to assist as they plan and work on their writing, but the final piece will be an individual's product.
- Student writing could be various lengths, shorter for those for whom language is a barrier or longer for those needing an extension.
- Differentiate support for students who may be in different places with inventive spelling.

Options for Teachers

- In addition to presenting their learning to a kindergarten class, students may present their book to their own class, to other classes in the school, or to parents or other adults.
- Consider collaborating with the art teacher in your school to help students produce the drawings in their books.

Central Text and Informational Texts

- Hughes, Susan. *Off to Class: Incredible and Unusual Schools around the World*. Toronto, Ont.: Owlkids, 2011. (six per classroom)
- Brown, Margaret Wise. *The Important Book*. New York: HarperCollins Publishers, 1949. (six per classroom)

Important Book Parts Anchor Chart

For Teacher Reference

W.2.2

Directions: Write the following on a piece of chart paper or project using a document camera.

Important Book Parts

Informational Writing informs the reader using facts and details about a topic.

Parts of “The Most Important Thing about Schools” Book	Job of Each Part
Focus statement	Introduces the reader to the topic
Information about differences between two schools	Describes two differences between my school and the school I researched using details from my notes
Information about similarities between two schools	Describes two similarities between my school and the school I researched using details from my notes
Conclusion	Reminds readers of the topic Includes a reflection statement on why schools are important

Performance Task: Informative/Explanatory Writing Rubric

W.2.2

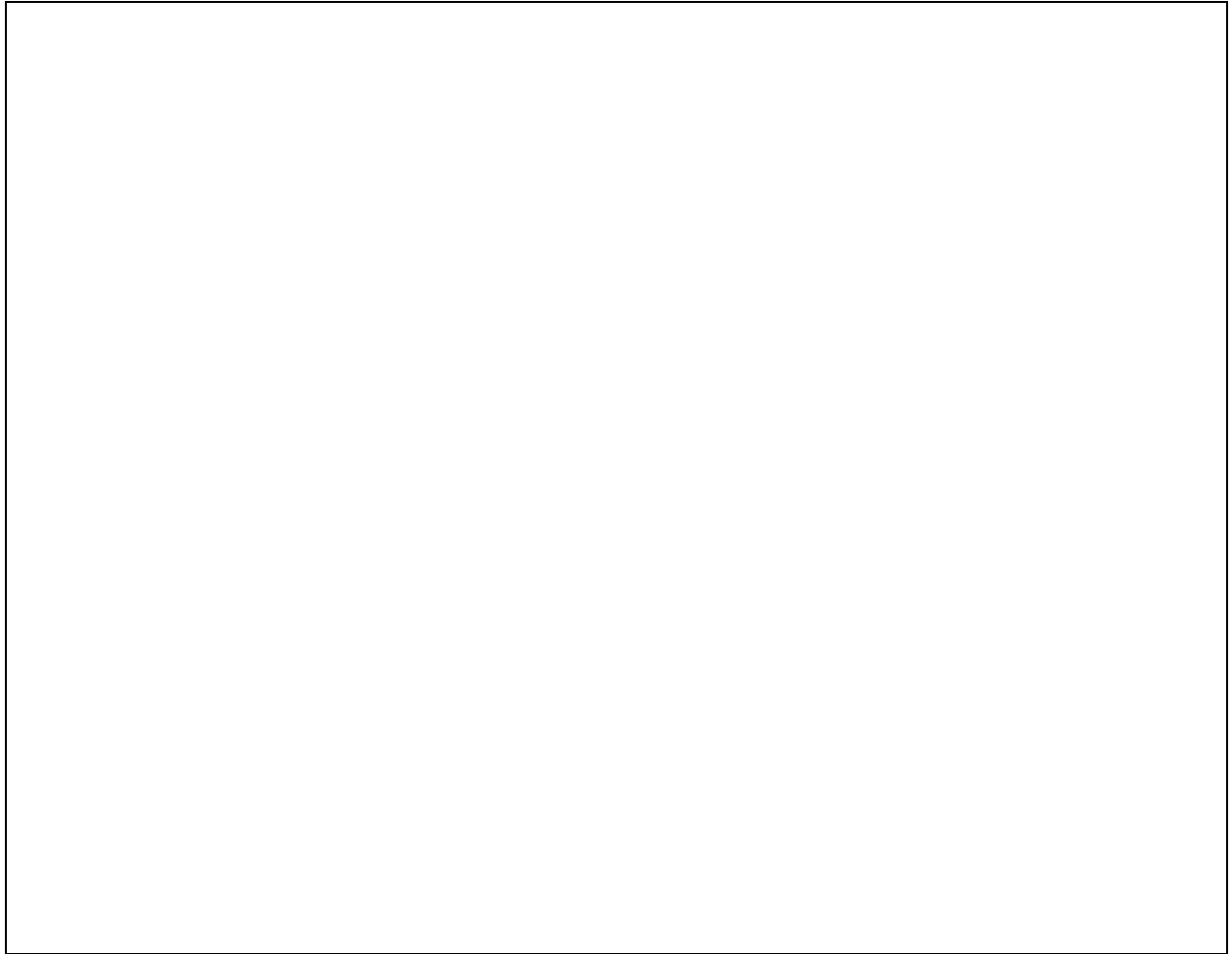
CCSS Informative/Explanatory Writing Rubric: Grade 2				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
	4	3	2	1
Knowledge and Understanding	Demonstrates a deep understanding of information and ideas	Demonstrates a clear understanding of information and ideas	Demonstrates a limited understanding of information and ideas	Does not demonstrate understanding, or shows a misunderstanding, of information and ideas
Organization/ Purpose <i>W.2.2 (Note that W.2.4 is reflected in all descriptors)</i>	Focus is clearly stated and strongly maintained Engaging introduction Effective concluding statement or section	Focus is clear and mostly maintained Introduces a topic, providing some relevant context Relevant concluding statement or section	Focus may be unclear and/or poorly maintained Introduction is off topic Conclusion is off topic	Focus is missing or unrelated to task Introduction is missing Conclusion is missing
Evidence/ Elaboration W.2.2 W.2.8 L.2.6	Well-chosen facts and details develop the topic Uses precise academic and domain-specific vocabulary words	Relevant facts and definitions develop points Uses words and phrases acquired through conversations, reading and being read to, and responding to texts	Supporting details may be insufficient, repetitive, vague, and/or copied Uses a basic vocabulary	Supporting facts, and details are irrelevant or absent Uses a limited vocabulary

CCSS Informative/Explanatory Writing Rubric: Grade 2				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
	4	3	2	1
Conventions L.2.1 L.2.2	Few errors in usage and sentence formation Effective and consistent use of punctuation and capitalization Few spelling errors	Variety of simple and compound sentences Correctly and consistently uses upper and lowercase letters Correctly uses end punctuation Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, dictionaries, etc.) when writing words	Simple or repetitive sentence structure Inconsistent use of grade-appropriate punctuation and capitalization Frequent errors in the spelling of grade-appropriate words	Errors in usage are frequent; sentences are often difficult to understand Errors in punctuation and capitalization are frequent, making the piece difficult to read Errors in spelling are severe and often obscure meaning

“The Most Important Thing about Schools” Book

By _____

Page 1

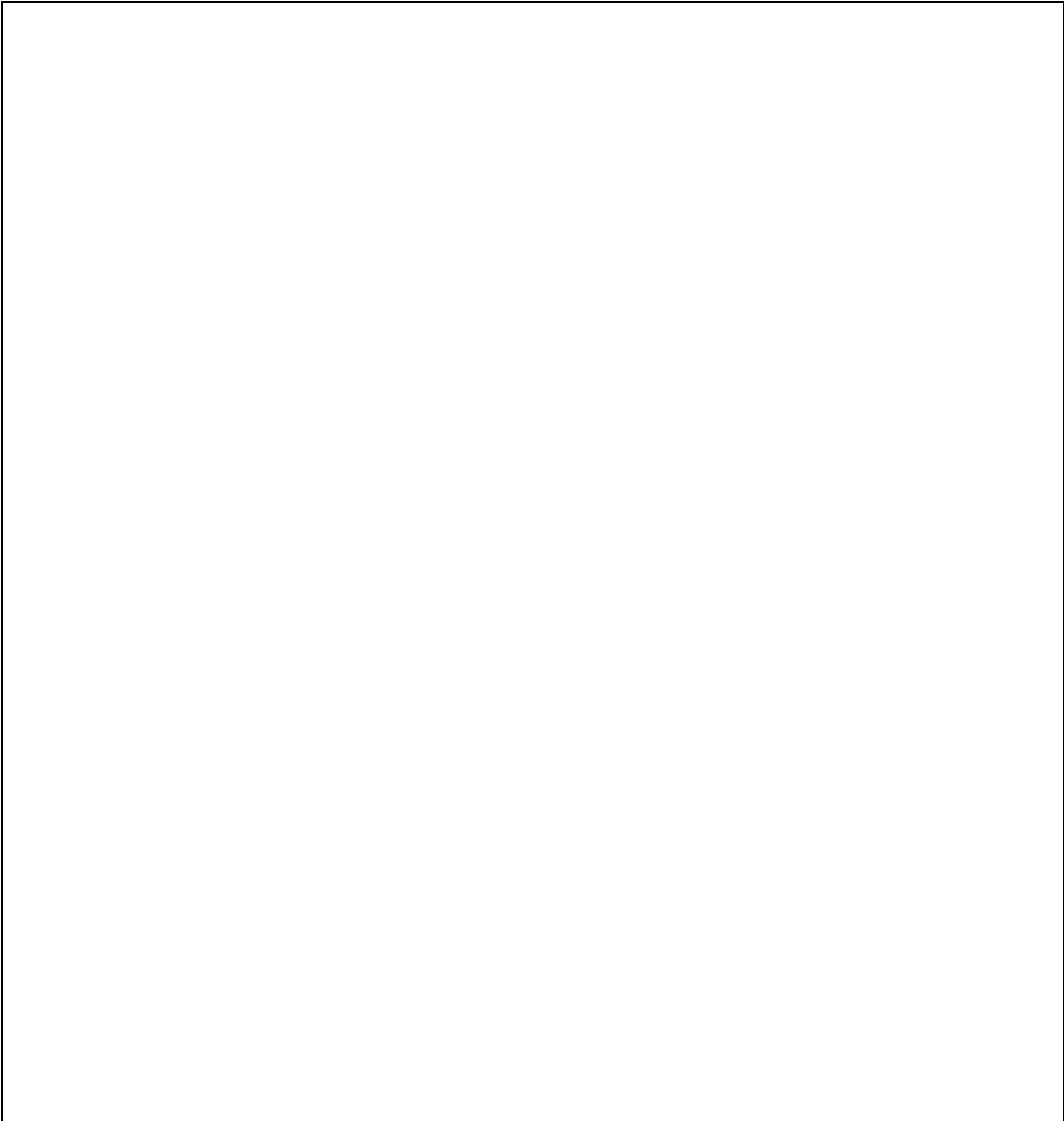


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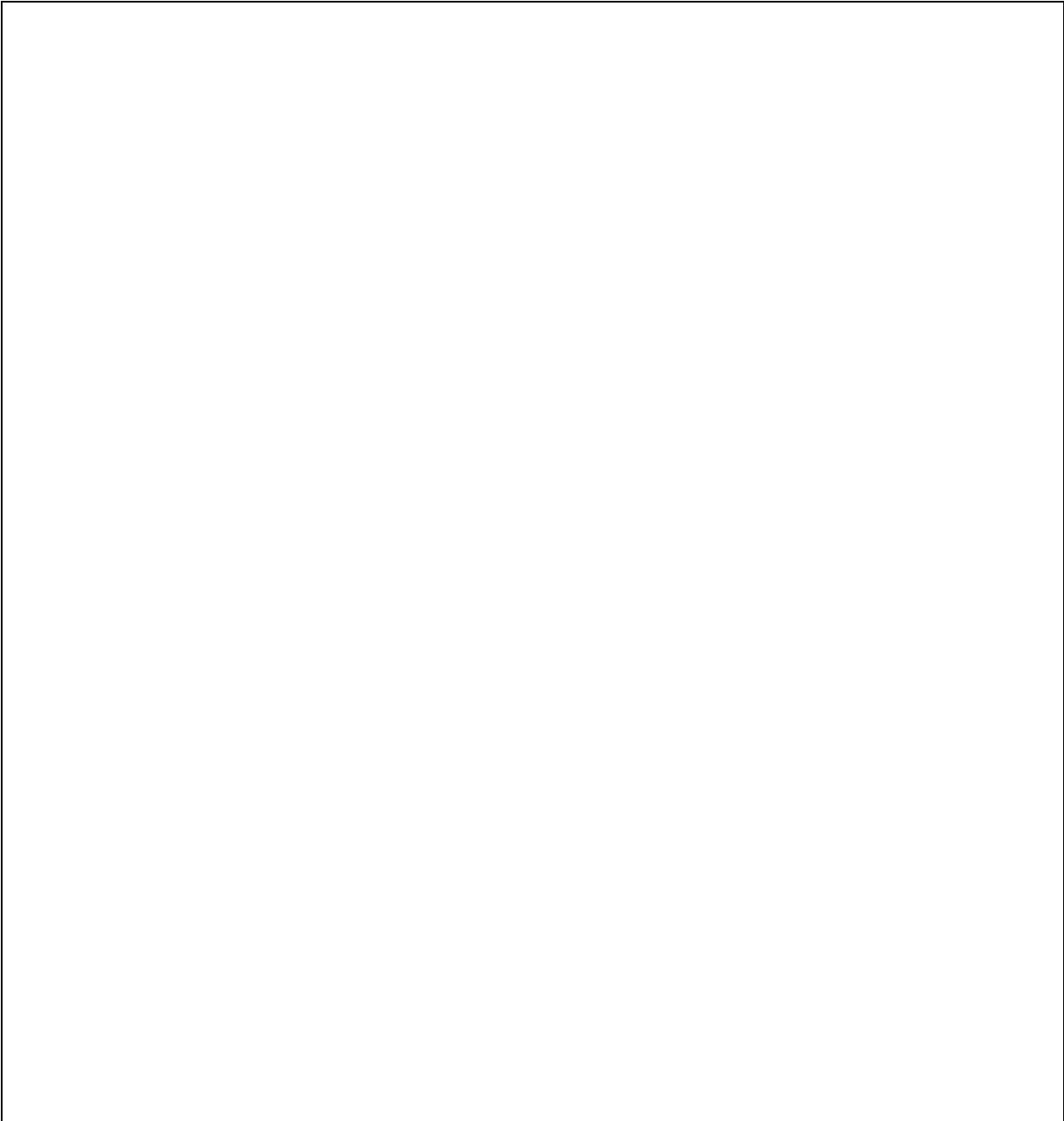
Schools around the world can be different.



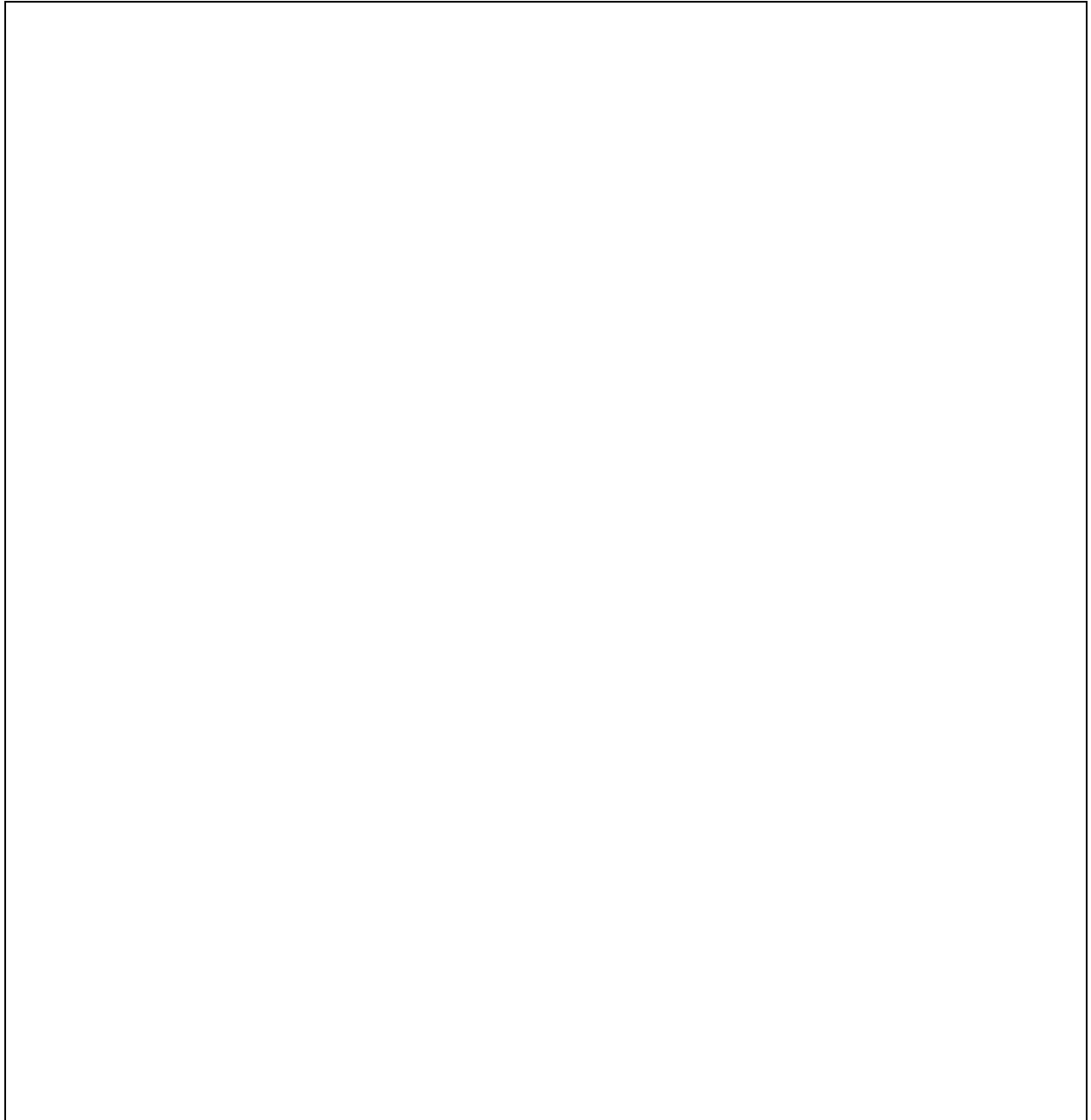
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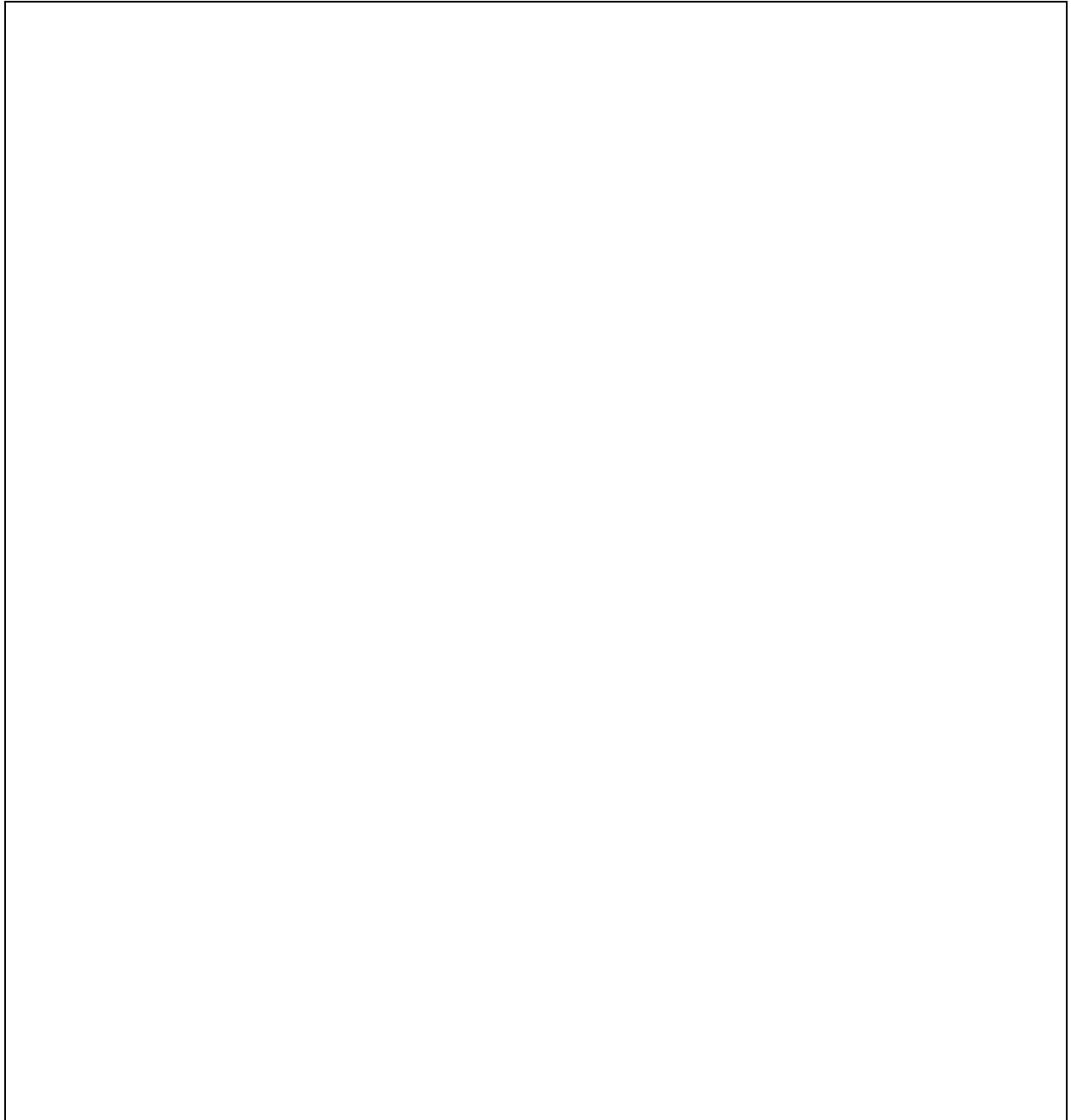
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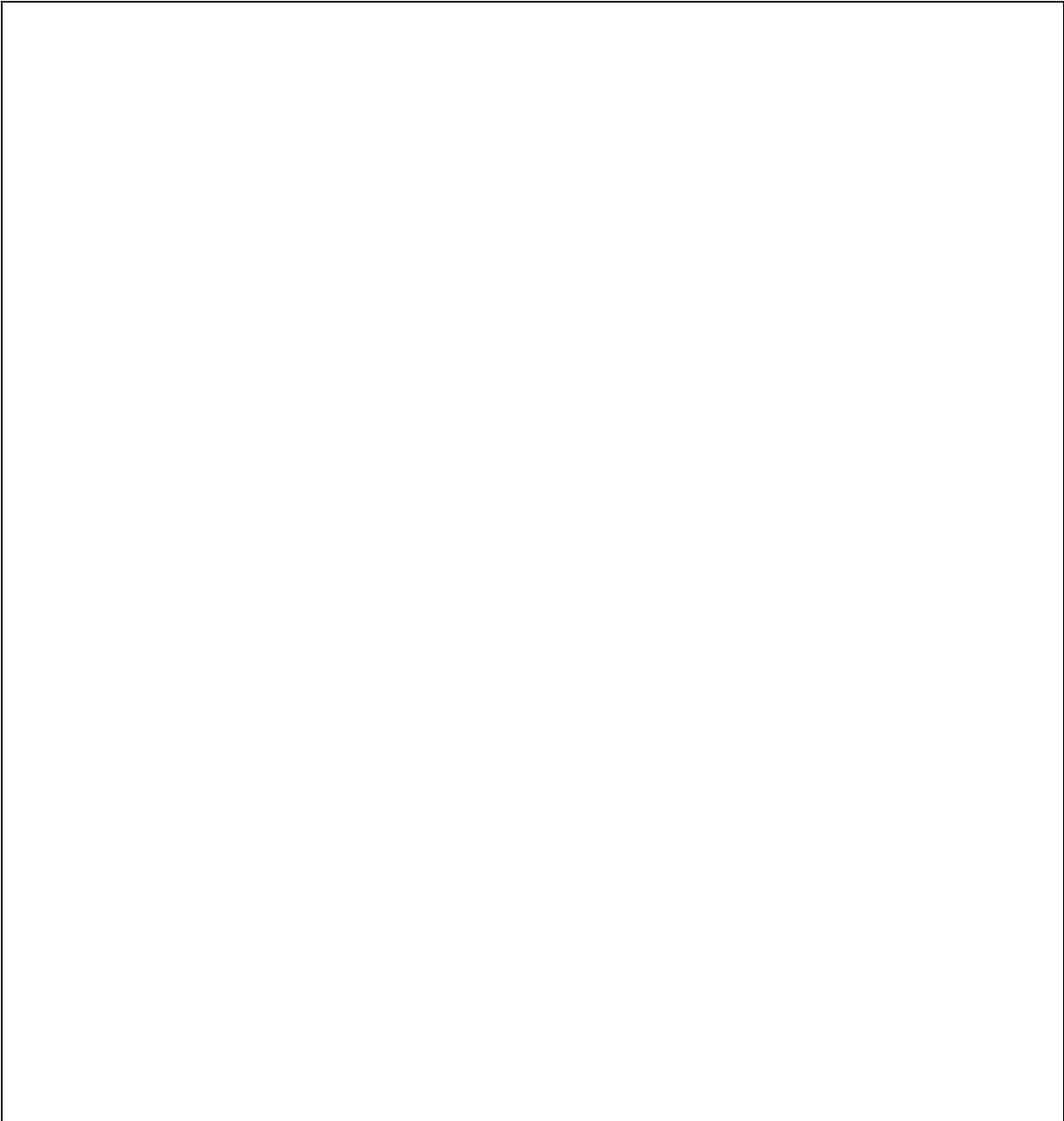
Schools around the world can be similar.

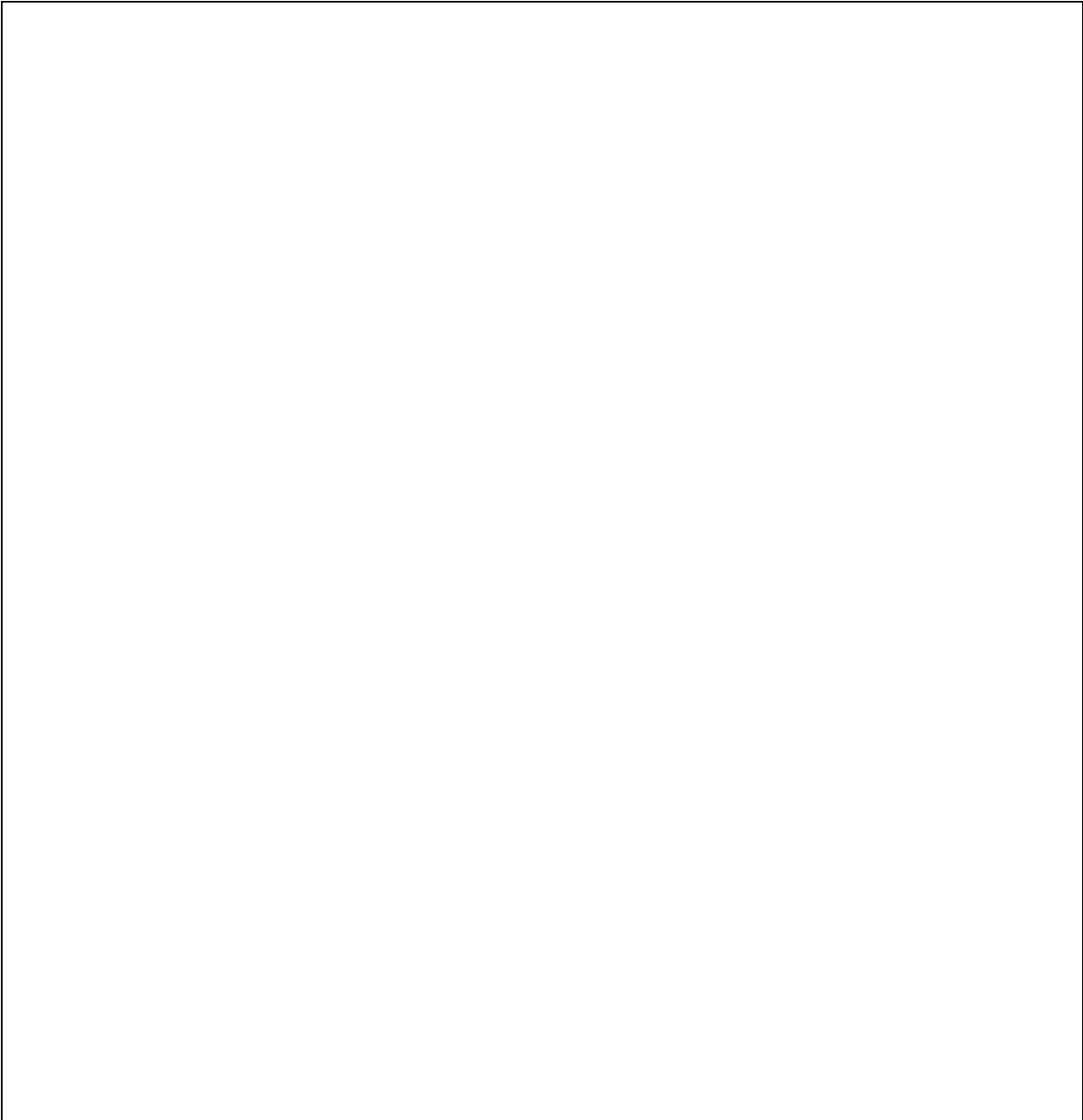


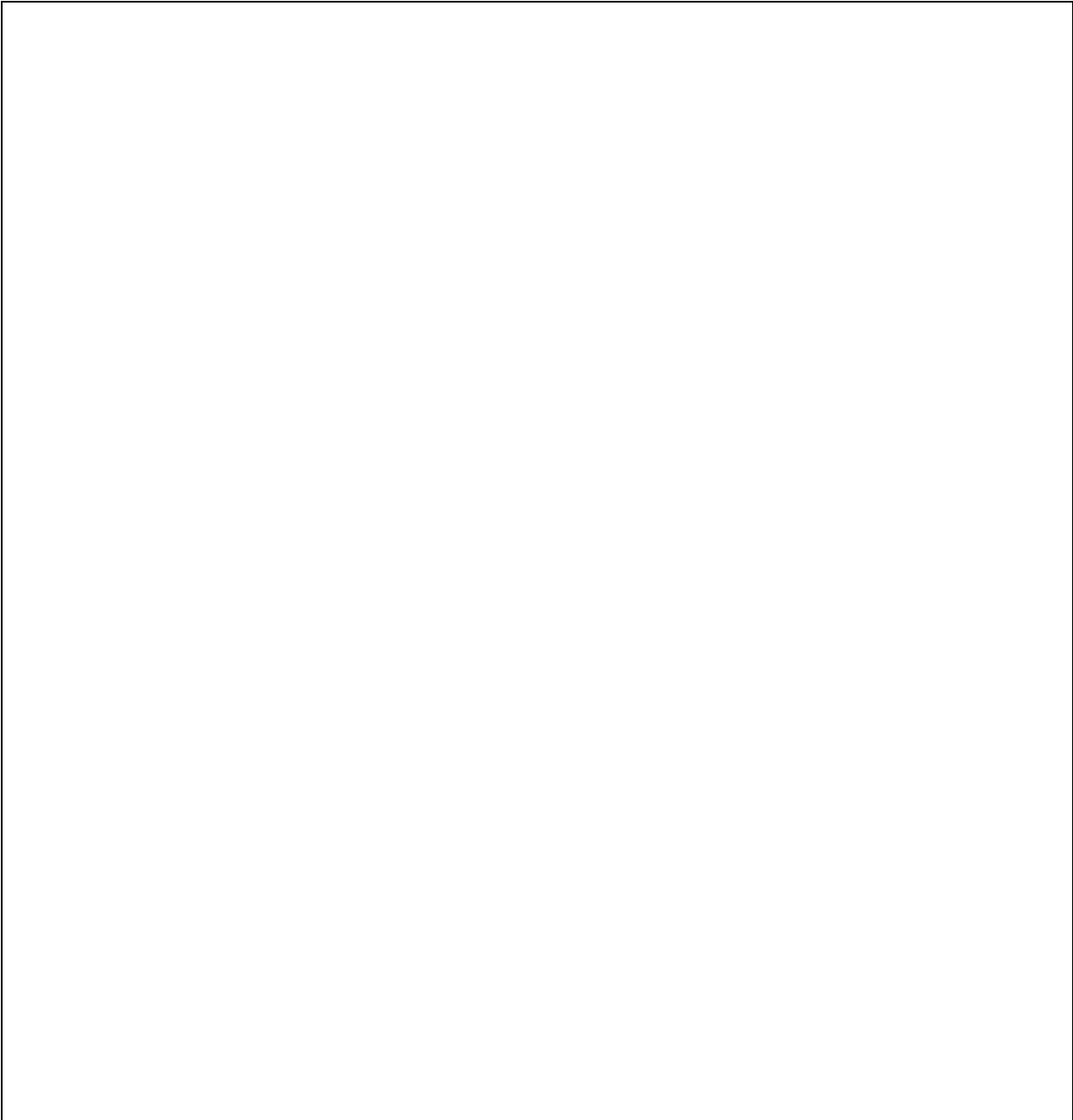
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“The Most Important Thing about Schools” Book

By _____ *(Teacher Model)*

Page 1

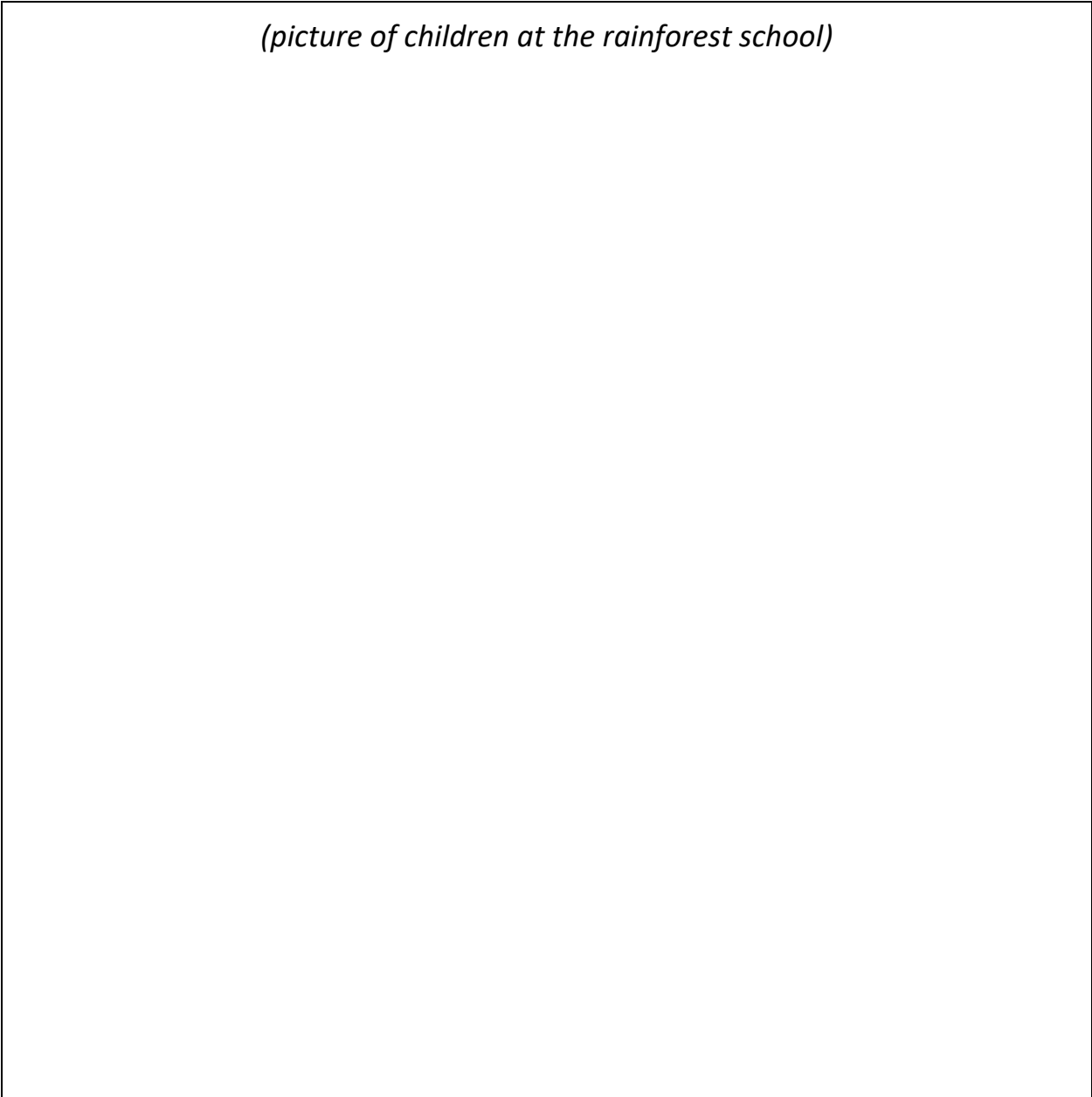


Schools around the world may be different, or they may be similar.

Page 2

Schools around the world can be different.

(picture of children at the rainforest school)



In the rainforest school in Brazil, there are 19 children in the school.

Page 3


(picture of children at your school)



In my school, there are 300 children.

Page 4

(picture of children at the rainforest school)



*In the rainforest school in Brazil, students ages 4-16 all learn in the same
classroom.*

Page 5

(picture of children at your school)

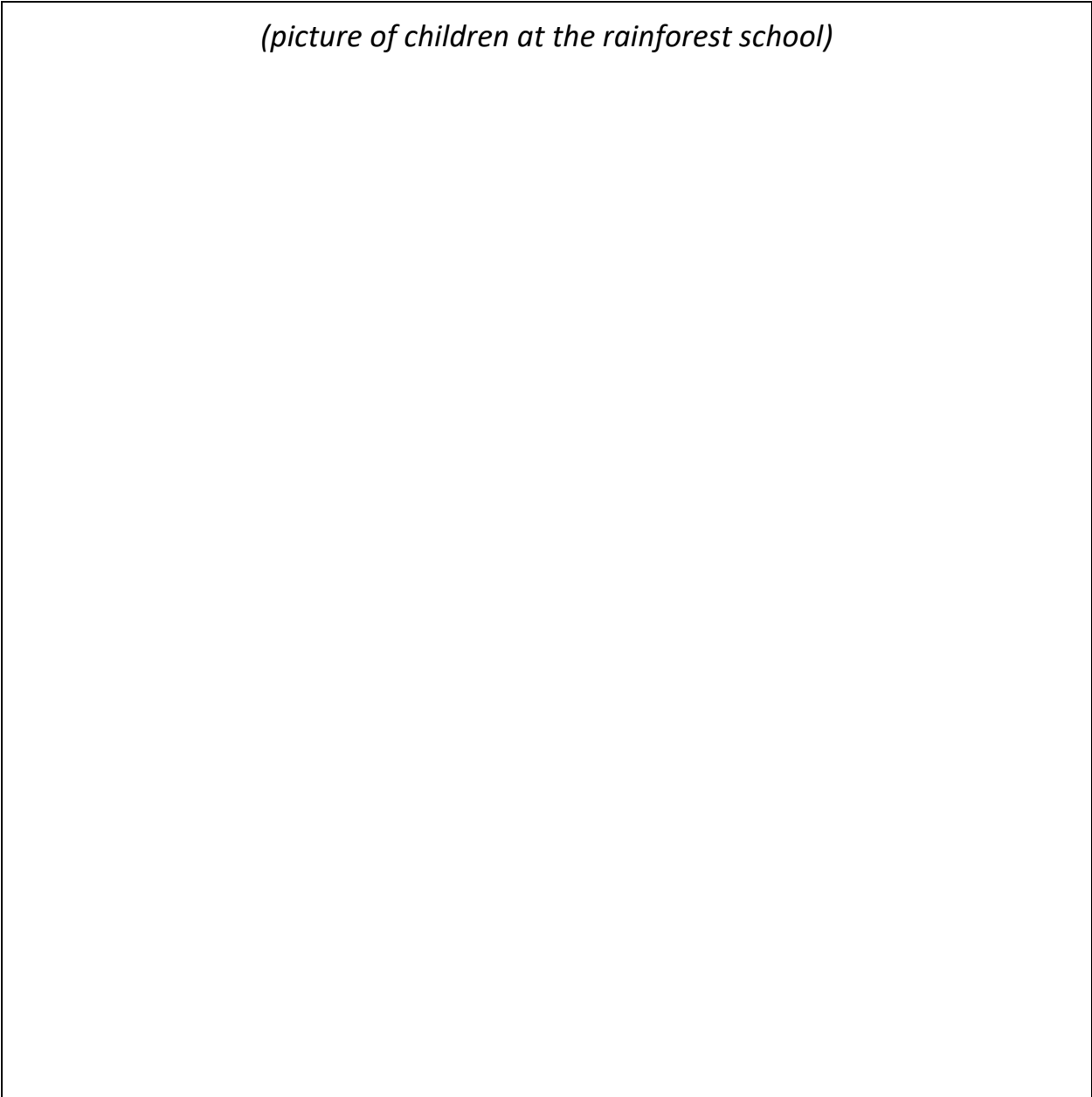


In my school, the students in a classroom are mostly the same age.

Page 6

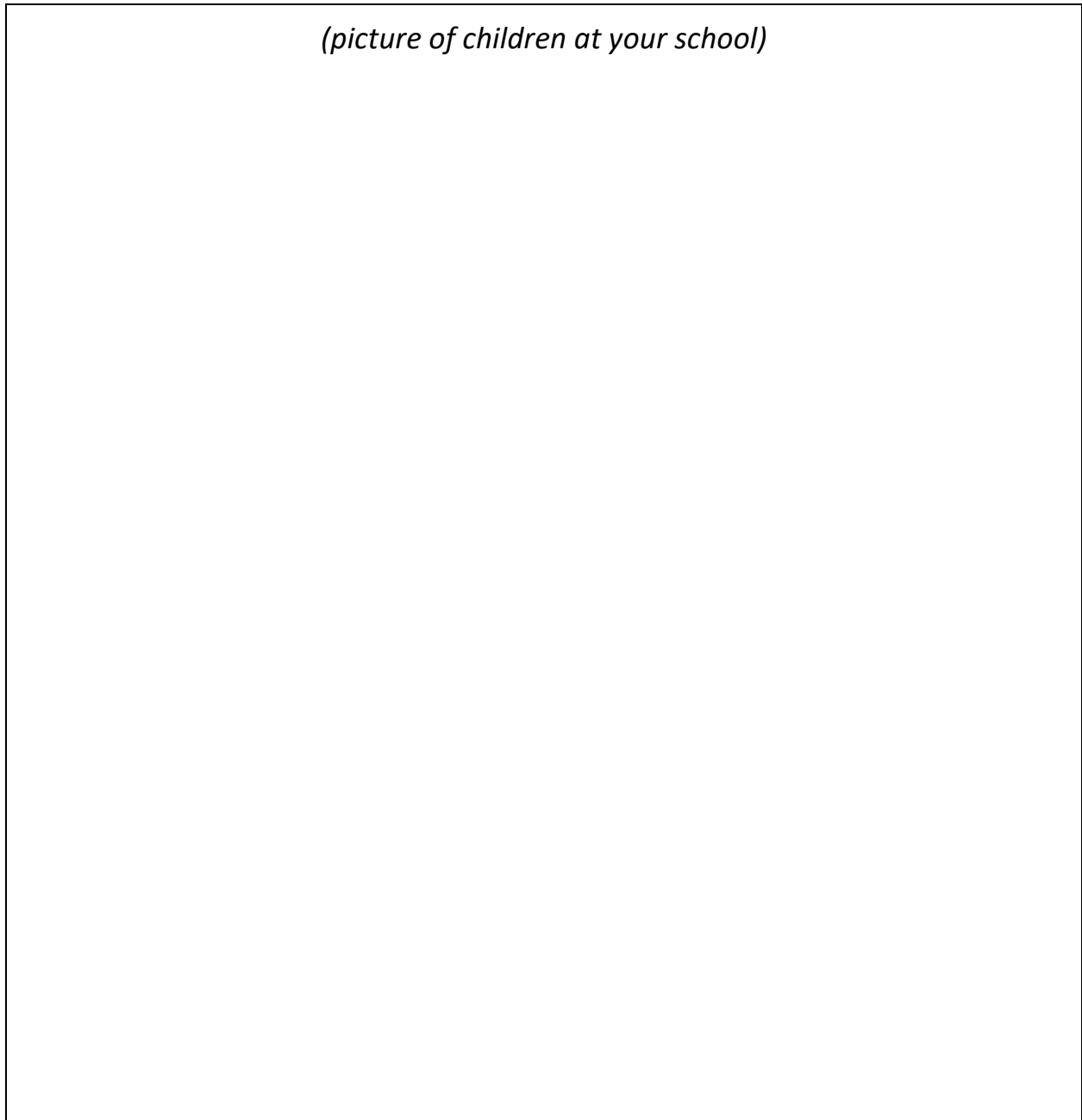
Schools around the world can be similar.

(picture of children at the rainforest school)



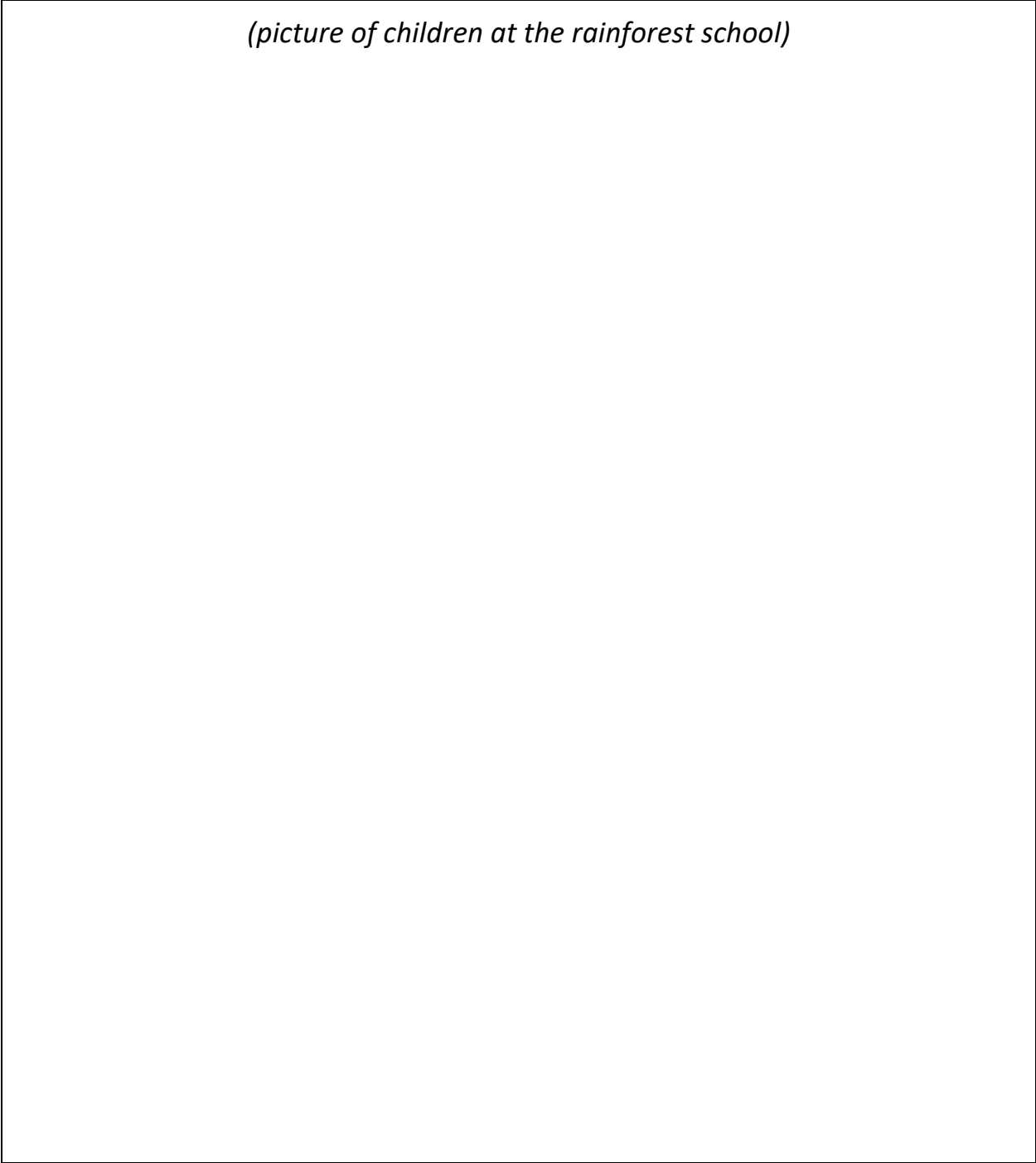
Students at the rainforest school in Brazil use the internet to learn.

Page 7



So do we!

(picture of children at the rainforest school)



At the rainforest school, students learn math and science.

Page 9

(picture of children at your school)



This is a lot like what we do at our school! We learn math and science, too.

*(picture of children at the rainforest school and
at your school learning new things)*

Schools around the world may be similar, or they may be different.

*But the important thing about schools is that they are places where you can
learn new things.*