
Module Summary

How beautifully leaves grow old. How full of light and color are their last days.

–John Burroughs

How do we notice the change that happens in the world? What factors affect change in our lives? Students in Grade 2 make sense of the world around them. In this module, they observe change through the cycle of the four seasons—winter, spring, summer, and fall—and they investigate the cause of those changes. As students examine seasonal differences, they explore how change impacts characters in beautifully crafted texts, and, through character study, recognize how people change.

Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation. The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives.

Students begin the study through multisensory explorations of the poem “Weather” by Eve Merriam and four fine art paintings: *Paris Street, Rainy Day* by Gustave Caillebotte; *Hunters in the Snow* by Pieter Bruegel the Elder; *Bathers at Asnières* by Georges Seurat; and *Autumn Landscape* by Maurice de Vlaminck. Students begin by noticing and wondering how change is represented and described in poetry and art. They empathize with the fear and loneliness of Berger’s *Little Yellow Leaf* and Lionni’s chameleon in *A Color of His Own*, and recognize that change can be less daunting with a friend by your side. In *How Do You Know It’s Fall?* and *Why Do Leaves Change Color?* students explore changes that happen in autumn, and then dive deep into the process of how the vivid colors of fall are born. In *Sky Tree*, graceful paintings paired with lyrical language depict the four seasons, and highlight the repetitive cycle of change in nature.

For their End-of-Module (EOM) Task, students write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals.

Essential Question

How does change impact people and nature?

SUGGESTED STUDENT UNDERSTANDINGS

- Change is a complex process.
- Seasonal changes impact people and nature.
- Autumn is a season of much change.
- Leaves change color in autumn because of the changes in weather.
- Friends can help us change.

Texts

CORE TEXTS

Poetry

“Weather,” Eve Merriam (<http://witeng.link/0629>)

Picture Book (Informational)

How Do You Know It’s Fall?, Lisa M. Herrington

Why Do Leaves Change Color?, Betsy Maestro

Sky Tree, Thomas Locker

Picture Book (Literary)

The Little Yellow Leaf, Carin Berger

A Color of His Own, Leo Lionni

SUPPLEMENTARY TEXTS

Paintings

- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Paris Street, Rainy Day*, Gustave Caillebotte

- Websites
 - “ASL Sign for: stop,” *American Sign Language Dictionary* (<http://witeng.link/0639>)
 - “ASL Sign for: linked,” *American Sign Language Dictionary* (<http://witeng.link/0640>)
 - “ASL Sign for: same,” *American Sign Language Dictionary* (<http://witeng.link/0272>)

Module Learning Goals

KNOWLEDGE GOALS

- Define *change* as the process of becoming different than before.
- Use key words *first*, *then*, *finally* to identify the process of change.
- Recognize that friends can help people manage change.
- Identify the impact of weather on leaves in autumn.
- Identify how changes in fall weather impact people, plants, and animals.

READING GOALS

- Practice questioning to clarify understandings of a new text. (RL.2.1, RI.2.1)
- Recount stories, including details about character, setting, problem, and resolution. (RL.2.2)
- Explain how beginnings and endings in text relate to one another. (RL.2.5)
- Identify main topics and details in multi-paragraph text. (RI.2.2)
- Read orally with accuracy and fluency to support understanding. (RF.2.4)

WRITING GOALS

- Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion. (W.2.2)
- Organize and choose text evidence to respond to a prompt. (W.2.8)
- With guidance from adults and peers, revise writing to strengthen it as needed. (W.2.5)

SPEAKING AND LISTENING GOALS

- Notice the whole message in a text and speakers' remarks. (SL.2.1.a, SL.2.1.b)
- Take part in collaborative conversations with peers. (SL.2.1.a)
- Link responses to those of peers. (SL.2.1.b)

LANGUAGE GOALS

- Use adjectives to provide detail in speaking and writing. (L.2.1.e)
- Identify, form, and expand simple and compound sentences. (L.2.1.f)
- Use sentence-level context to determine the meaning of unfamiliar words. (L.2.4.a)
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. (L.2.4.e)
- Identify real-life connections between words and their use. (L.2.5.a)

Module in Context

- **Knowledge:** Change can be both fascinating and unsettling. In *Season of Change*, students explore the world around them and the feelings that change can generate. Students analyze visually stunning, thought-provoking literature and art, as well as rich informative text, to uncover some of the mysteries of change: its fleeting yet timeless nature; its capacity to challenge and inspire; and the contradiction between changes that are fast and slow, big and small. As students gain insight into the vastness and unpredictability of the ever-widening world, they begin to make sense of the circular nature of change in their lives and in the world around them.
- **Reading:** Students will closely read poems, stories, and informational texts, and examine how authors make meaning using words, phrases, and literary devices. Students practice identifying story elements, working extensively with problem and resolution, to recognize how authors describe the process of change and how characters react to change. Students identify details in evidence-based, multi-paragraph texts. While discussing and writing about literature and informational text, students focus on how authors and illustrators craft stories and illustrations, examining authors' use of words and phrases that capture beauty and change in nature.
- **Writing:** Through frequent practice, students develop the ability to draft an informative paragraph by collecting and recording evidence, taking notes, writing, and providing and receiving feedback about their writing. Over the course of the module, students practice writing topic statements, adding evidence to support their topic, and closing with strong conclusions. Revision focuses on integrating new, technical vocabulary in their writing and using select words and phrases from the text. The End-of-Module Task repeats the same process used in writing responses to Focusing Questions throughout the module; students read closely, take notes, and compose sentences using evidence from notes and key terms.
- **Speaking and Listening:** Students extend their speaking and listening skills first through noticing the central message when listening, and later by learning how to connect their ideas to others' when speaking. During two Socratic Seminars, students practice and improve their listening and discussion skills as they discuss changes in fall and compare how characters change in two different texts.

Standards

FOCUS STANDARDS

Reading Literature	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Reading Informational Text	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.
Writing	
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.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.a	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.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
Language	
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences.

CONTINUING STANDARDS

Reading Literature	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a topic statement using key terms from the Focusing Question and module vocabulary to collaboratively write an informative paragraph on the impact of fall on people and nature.	<ul style="list-style-type: none"> Write a topic sentence that states the essential idea of an informative paragraph and answers the question. 	RI.2.2, W.2.2
2. Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes.	<ul style="list-style-type: none"> Write a topic statement that states the essential idea of an informative paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph. 	RL.2.2, W.2.2, L.2.1.e, L.2.1.f
3. Write an informative paragraph with a topic statement and evidence explaining how the chameleon changes.	<ul style="list-style-type: none"> Write a topic statement that states the essential idea of the paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph. 	RL.2.2, W.2.2, L.2.1.e, L.2.1.f
4. Write an informative paragraph explaining the impact of fall weather on leaves.	<ul style="list-style-type: none"> Write a topic statement and conclusion that convey the essential idea of the paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Use temporal words to organize the evidence in the paragraph. 	RI.2.2, W.2.2, L.2.1.f
5. Write an informative paragraph explaining how <i>Sky Tree</i> shows the cycle of change in the seasons.	<ul style="list-style-type: none"> Write a topic statement and conclusion that conveys the essential idea of a paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph. 	RL.2.2, RL.2.5, W.2.2, W.2.8, L.2.1.e, L.2.1.f

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words <i>first</i> , <i>then</i> , and <i>finally</i> .	<ul style="list-style-type: none"> ▪ Analyze and synthesize evidence from the text relevant to the Focusing Question Task (FQT). ▪ Record evidence on an evidence organizer. 	RL.2.1, RL.2.2, W.2.2
2. Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text.	<ul style="list-style-type: none"> ▪ Use details and key terms to answer questions about the text, such as <i>who</i>, <i>what</i>, <i>when</i>, <i>why</i>, and <i>how</i>. 	RI.2.1

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Synthesize information from <i>How Do You Know It's Fall?</i> to demonstrate understanding of changes in fall.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of changes in fall. ▪ Use text evidence to support statements about changes in fall. ▪ Link ideas to what others say during the Socratic Seminar. 	SL.2.1, SL.2.2, SL.2.6
2. Compare and contrast the change that two characters experience in <i>A Color of His Own</i> and <i>The Little Yellow Leaf</i> .	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of similarities and differences in how characters change. ▪ Notice the whole message from the texts. ▪ Use evidence from the texts to discuss the changes of the characters. ▪ Link ideas to what others say during the Socratic Seminar. 	SL.2.1, SL.2.2, SL.2.6

End-of-Module Task	Criteria for Success	Standards
Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.	<ul style="list-style-type: none"> ▪ Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question. ▪ Analyze and synthesize evidence from multiple texts to support the topic statement. ▪ Record evidence from multiple texts on an evidence organizer. ▪ Revise draft based on peer feedback. 	RL.2.2 RI.2.2 W.2.2, W.2.5, W.2.8 L.2.1.f

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.2.6

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What changes in “Weather”?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<p>“Weather”</p> <p><i>Paris Street, Rainy Day</i></p> <p><i>Hunters in the Snow</i></p> <p><i>Bathers at Asnières</i></p> <p><i>Autumn Landscape</i></p>	<p>Wonder</p> <p>What do I notice and wonder about the poem “Weather”?</p>	<p>Examine</p> <p>Why is it important to read fluently?</p>	<ul style="list-style-type: none"> Describe a work of visual art. (RL.2.1) Generate questions and observations about the poem “Weather.” (RL.2.1) Use a dictionary to select the definition for <i>change</i> that connect to module overview, and make an entry in Vocabulary Journal. (L.2.4.a, L.2.4.e)
2	<p>“Weather”</p> <p><i>Paris Street, Rainy Day</i></p> <p><i>Hunters in the Snow</i></p> <p><i>Bathers at Asnières</i></p> <p><i>Autumn Landscape</i></p>	<p>Organize</p> <p>What happens in the poem “Weather”?</p> <p>Reveal</p> <p>What does a deeper exploration of beginning and ending reveal in the poem “Weather”?</p>	<p>Experiment</p> <p>What does fluent reading sound like?</p>	<ul style="list-style-type: none"> Identify what changes in the poem “Weather” by Eve Merriam. (RL.2.5) With repeated practice, demonstrate fluency reading the poem “Weather.” (RF.2.4) Analyze how the author’s use of multiple-meaning word <i>flick</i> helps tell the story of rain in “Weather.” (L.2.4.e, L.2.5)
3	<p>“Weather”</p> <p><i>Paris Street, Rainy Day</i></p> <p><i>Hunters in the Snow</i></p> <p><i>Bathers at Asnières</i></p> <p><i>Autumn Landscape</i></p>	<p>Know</p> <p>How does “Weather” build my knowledge of change?</p>	<p>Execute</p> <p>How can I emphasize key words to make my reading more fluent?</p> <p>Excel</p> <p>How can I improve my fluency?</p>	<ul style="list-style-type: none"> Identify important knowledge about change and seasons, citing evidence from “Weather” and visual art. (RL.2.1) Recognize important words in “Weather.” (RF.2.4) Sort verbs that show water moving in the poem “Weather,” and use them to form a word line. (L.2.5.b)
Focusing Question 2: How do changes in fall weather impact people and nature?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
4	<p><i>How Do You Know It’s Fall?</i></p>	<p>Wonder</p> <p>What do I notice and wonder about <i>How Do You Know It’s Fall?</i></p>	<p>Examine</p> <p>Why are topic statements important?</p>	<ul style="list-style-type: none"> Ask and answer questions about <i>How Do You Know It’s Fall?</i> (RI.2.1) Identify characteristics of topic statements. (W.2.2) Analyze how Table of Contents and Glossary in <i>How Do You Know It’s Fall?</i> organize information.

5	<i>How Do You Know It's Fall?</i>	Organize What's happening in <i>How Do You Know It's Fall?</i>	Experiment How do topic statements work?	<ul style="list-style-type: none"> Identify key details and main topic of a section of text from <i>How Do You Know It's Fall?</i> with support. (RI.2.1, RI.2.2) Draft a topic statement with support. (W.2.2) Create a word web for academic and content vocabulary word <i>migrate</i>, including how migration is a change in animal behavior caused by the coming of fall. (L.2.4.e, L.2.5.a)
6	<i>How Do You Know It's Fall?</i>	Organize What's happening in <i>How Do You Know It's Fall?</i>	Execute How do I use topic sentences to organize my informative paragraph?	<ul style="list-style-type: none"> Identify details and main topics throughout text. (RI.2.1, RI.2.2) Use details to draft a topic sentence. (W.2.2) Infer the meanings of academic vocabulary terms <i>directions</i> and <i>observe</i> from their context in <i>How Do You Know It's Fall?</i> and confirm using a dictionary. (L.2.4.a, L.2.4.e)
7	<i>How Do You Know It's Fall?</i>	<u>Reveal</u> What does a deeper exploration of details and main topics reveal in this text?	Examine Why is linking comments important?	<ul style="list-style-type: none"> Determine main topic of <i>How Do You Know It's Fall?</i> with support. (RI.2.2) Examine and experiment with linked responses during a discussion. (SL.2.1) Apply the term <i>subject</i> to sentences with single subjects from <i>How Do You Know It's Fall?</i> noting that subjects do not always come first in a sentence and do not always refer to people. (L.2.1.f)
8 ✓FQT	<i>How Do You Know It's Fall?</i>	Distill What is the essential meaning of <i>How Do You Know It's Fall?</i>		<ul style="list-style-type: none"> Record evidence and respond to the Focusing Question Task with support. (RI.2.2) Identify and agree upon rules for a successful Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c) Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences from <i>How Do You Know It's Fall?</i> in Deep Dive 7. (L.2.1.f)
9 ✓SS	<i>How Do You Know It's Fall?</i>	Know How does <i>How Do You Know It's Fall?</i> build my knowledge of the impact of changes in fall weather?	Execute How do I link responses in a Socratic Seminar?	<ul style="list-style-type: none"> Synthesize learning about change in fall and informational texts. (RI.2.1, RI.2.3, W.10*) Participate in a Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c) Combine simple sentences into compound sentences about fall using conjunctions. (L.2.1.f)

Focusing Question 3: How does the Little Yellow Leaf change?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
10	<i>The Little Yellow Leaf</i> <i>How Do You Know It's Fall?</i>	Wonder What do I notice and wonder about <i>The Little Yellow Leaf</i> ?	Execute How do I link responses in a Socratic Seminar?	<ul style="list-style-type: none"> Compare the whole message and partial messages in conversations. (SL.2.1, SL.2.2) Use information from illustrations and text to ask and answer questions about <i>The Little Yellow Leaf</i>. (RL.2.7, RL.2.1) Revise sentence fragments from classroom anchor charts into complete sentences. (L.2.1.f)
11	<i>The Little Yellow Leaf</i>	Organize What happens in <i>The Little Yellow Leaf</i> ?	Examine Why is evidence important in informative writing?	<ul style="list-style-type: none"> Recount what happens in <i>The Little Yellow Leaf</i>. (RL.2.2, RL.2.3, SL.2.2, SL.2.4) Explain why evidence is important in informative writing. (W.2.2) Create a word line for <i>soared</i> that demonstrates understanding of shades of meaning and how word choice affects the text. (L.2.5.b)
12	<i>The Little Yellow Leaf</i>	Reveal What does a deeper exploration of the beginning and ending reveal in <i>The Little Yellow Leaf</i> ?	Experiment How does evidence work in informative writing?	<ul style="list-style-type: none"> Explain what happens in the beginning, middle, and end of <i>The Little Yellow Leaf</i>. (RL.2.2, RL.2.5, SL.2.1.a) Identify what information is provided in the beginning and end of a story and the purpose of each. (RL.2.2, RL.2.5, SL.2.1.a) Analyze how adjectives help describe setting and action in <i>The Little Yellow Leaf</i>. (L.2.1.e, L.2.5.b)
13 ✓FQT	<i>The Little Yellow Leaf</i>	Distill What is the central message of <i>The Little Yellow Leaf</i> ?	Execute How do I use evidence to organize my informative paragraph?	<ul style="list-style-type: none"> Identify the central message of <i>The Little Yellow Leaf</i>. (RL.2.2) Select and use evidence in an informative paragraph. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f) Describe nature during fall using adjectives from the text. (L.2.1.e)

14 ✓FQT	<i>The Little Yellow Leaf</i>	Know How does this text build my knowledge of change?	Excel How do I improve my use of evidence to organize my informative paragraph?	<ul style="list-style-type: none"> Revise and reflect on informative writing about change. (W.2.2, W.2.5, W.4*) Articulate new knowledge gained from reading <i>The Little Yellow Leaf</i>. (RL.2.1, W.10**) Revise written work composed during the main lesson, using adjectives to add detail. (L.2.1.e)
Focusing Question 4: How does the chameleon change?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
15 ✓NR	<i>A Color of His Own</i>	Wonder What do I notice and wonder about <i>A Color of His Own</i> ?		<ul style="list-style-type: none"> Identify story elements and evidence of change in <i>A Color of His Own</i>. (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8) Classify questions about <i>A Color of His Own</i> that relate to prior knowledge. (RL.2.1, W.10**) Make real-life connections to the word <i>camouflage</i> and use a dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)
16	<i>A Color of His Own</i>	<u>Organize</u> What's happening in <i>A Color of His Own</i> ?		<ul style="list-style-type: none"> Recount what happens in <i>A Color of His Own</i>. (RL.2.1, RL.2.2) Form complete sentences with multiple subjects. (L.2.1.f)
17	<i>A Color of His Own</i>	Reveal What does a deeper exploration of the problem and resolution reveal in <i>A Color of His Own</i> ?	Execute How do I choose evidence that supports my topic?	<ul style="list-style-type: none"> Compare the chameleon's attempts to solve the problem in the beginning and at the end of <i>A Color of His Own</i>. (RL.2.3) Choose evidence that provides support of an explanation of the ways the chameleon changes. (W.2.8) Construct simple sentences with one or more subjects and multiple verbs based on the characters in <i>A Color of His Own</i>. (L.2.1.f)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

18 ✓FQT	<i>A Color of His Own</i>	Distill What is the central message of <i>A Color of His Own</i> ?	Execute How do I choose evidence that supports my topic? Experiment How does linking comments work?	<ul style="list-style-type: none"> Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f, W.4*) Determine the central message of <i>A Color of His Own</i>. (RL.2.2, W.10**)
19 ✓SS	<i>A Color of His Own</i> <i>The Little Yellow Leaf</i>	Know How do I link comments in a Socratic Seminar?	Execute How do I respond to others in a Socratic Seminar?	<ul style="list-style-type: none"> Describe knowledge and skills gained from reading <i>A Color of His Own</i>. (RL.2.1, W.10**) Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon. (SL.2.1, SL.2.6) Vary sentence structures by combining sentences using conjunctions. (L.2.1.f)
Focusing Question 5: How does weather impact leaves in fall?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
20 ✓NR	<i>Why Do Leaves Change Color?</i>	Notice and Wonder What do I notice and wonder about <i>Why Do Leaves Change Color?</i>		<ul style="list-style-type: none"> Record observations and questions about <i>Why Do Leaves Change Color?</i> (RI.2.1) Identify the connection between leaves and trees. (RI.2.1, RI.2.3) Connect academic vocabulary words <i>separate</i> and <i>shape</i> with content knowledge from additional texts in the module. (L.2.2.e)
21	<i>Why Do Leaves Change Color?</i>	Organize What's happening in <i>Why Do Leaves Change Color?</i>	Examine Why do we conclude our informative paragraphs?	<ul style="list-style-type: none"> Identify the main topics and details of <i>Why Do Leaves Change Color?</i> (RI.2.1, RI.2.2) Examine and identify characteristics of conclusions. (W.2.2) Apply Outside-In strategy and morphemes to determine meaning of <i>uncurled</i> and <i>disappear</i> in <i>Why Do Leaves Change Color?</i> (L.2.4.b, L.2.4.c)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

22	<i>Why Do Leaves Change Color?</i>	Reveal What does a deeper exploration of the key terms reveal in <i>Why Do Leaves Change Color?</i>	Experiment How does a conclusion work?	<ul style="list-style-type: none"> Use key terms to identify change process in leaves. (RI.2.1, RI.2.3, RI.2.4) With support, draft a conclusion. (W.2.2) Analyze multiple-choice questions to choose the correct definition for <i>survive</i> and <i>usually</i>. (L.2.4.a, L.2.4.e)
23	<i>Why Do Leaves Change Color?</i>	Distill What is the essential meaning of <i>Why Do Leaves Change Color?</i>	Execute How do I use a conclusion in my informative paragraph?	<ul style="list-style-type: none"> Determine connections between key terms and topics. (RI.2.2, RI.2.3, L.2.5) Draft and rehearse an informative paragraph. (W.2.2, W.2.8, W.4*) Combine simple sentences using conjunctions to explain key concepts from <i>Why Do Leaves Change Color?</i> (L.2.1.f)
24 ✓FQT	<i>Why Do Leaves Change Color?</i>	Know How does <i>Why Do Leaves Change Color?</i> build my knowledge of changes in nature in fall?	Excel How do I improve my use of a conclusion in my informative paragraph?	<ul style="list-style-type: none"> Identify the connections between texts and module learning. (RI.2.10, RI.2.3) Publish an informative paragraph about the impact of weather on trees in fall. (W.2.2, W.4*) Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences. (L.2.1.f)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

Focusing Question 6: How does <i>Sky Tree</i> show the cycle of seasons?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
25	<i>Sky Tree</i> “Weather” <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Notice and Wonder What do I notice and wonder about the paintings in <i>Sky Tree</i> ?		<ul style="list-style-type: none"> Describe the impact of color in <i>Sky Tree</i> paintings. (RL.2.2, RL.2.7, SL.2.1)
26	<i>Sky Tree</i>	Notice and Wonder What do I notice and wonder about <i>Sky Tree</i> ?	Examine Why is revision important?	<ul style="list-style-type: none"> Generate and respond to student-generated questions about <i>Sky Tree</i>, including questions about the meaning of unknown words. (RL.2.1, L.2.4.a, b, c) Identify the purpose of revision. (W.2.5) Select the best definition of multiple-meaning words <i>flutter</i> and <i>huddle</i> and consider how a variety of verbs depict actions in <i>Sky Tree</i>. (L.2.4.a, L.2.4.e, L.2.5)
27	<i>Sky Tree</i>	Organize What’s happening in <i>Sky Tree</i> ?	Experiment How does revision work?	<ul style="list-style-type: none"> Describe what is happening in <i>Sky Tree</i>. (RL.2.5) Identify strategies to revise informative paragraphs. (W.2.5) Analyze how the author develops imagery using academic vocabulary <i>opened</i> and <i>drifted</i>. (L.2.5)
28	<i>Sky Tree</i>	Reveal What does a deeper exploration of the illustrations and text reveal about <i>Sky Tree</i> ?		<ul style="list-style-type: none"> Evaluate words, illustrations, and text structure. (RL.2.2, RL.2.5, RL.2.7) Analyze how Locker uses varied sentence structure to give his text rhythm. (L.2.1.f)

29 ✓FQT	<i>Sky Tree</i>	<u>Distill</u> What is the essential meaning of <i>Sky Tree</i> ?	<u>Execute</u> How do I use revision?	<ul style="list-style-type: none"> Determine the central message of <i>Sky Tree</i>. (RL.2.2, W.10**) Plan and draft an informative paragraph about how <i>Sky Tree</i> shows the cycle of seasons. (W.2.2, W.2.8, L.2.1.e, L.2.1.f, W.4*) Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)
Focusing Question 7: How does change impact people and nature?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
30	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?	Experiment How can evidence from multiple texts work together?	<ul style="list-style-type: none"> Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. (RI.2.2, W.2.8, SL.2.2) Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)
31 ✓EOM	All Module Texts	Distill What is the essential meaning of the module texts?	Execute How do I use multiple texts as evidence for informative writing?	<ul style="list-style-type: none"> Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. (RI.2.2, RL.2.2, W.2.2, W.2.8, L.2.1.f, W.4*) Revise draft for EOM Task using a checklist. (L.2.1.f)
32 ✓VOC	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?		<ul style="list-style-type: none"> Revise and publish an informative paragraph about how changes in fall impact plants or animals. (W.2.2, W.2.5, W.2.8, L.2.1.f) Describe knowledge and skills gained from studying module texts. (RL.2.1, RI.2.1, W.10**)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.