



Grade 2

Expository Units

Unit 1: Lay the Course: Navigating Text to Make Meaning

Unit 2: Knowledge is Power: I've Got the Power!

Unit 3: He Said/She Said...I Say!

Second Grade Expository Units of Inquiry
Essential Learnings

Using their knowledge of grade level appropriate informational/expository and narrative texts, students will derive an understanding of how to communicate their information, ideas, and stories with increased attention to detail and substance. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

Grade 2 Expository Unit 1 of 3: Lay the Course: Navigating Text to Make Meaning

In this unit students navigate through text and strategically use text features and structures to understand and interpret information and author's intent. Students learn how authors organize and present real-world information. Students explore how text structures and text language can be enhanced by features including: titles, tables of contents, chapter headings, graphs, diagrams, and charts. They write informational/expository texts by grouping related ideas, maintaining a consistent focus around self-selected important ideas or issues, and using a logical organizational structure. They understand that they read, write and discuss informational/expository texts for authentic purposes (e.g., curiosity, interests, finding information, cross-reference for clarity and/or accuracy, get/follow directions...). Students use what they know about writing informational/expository texts to compose their own pieces for authentic audiences and purposes. Students orally recount or share experiences about their information in a logical manner.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings).

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.2; FW pp. 64, 67-70)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Use knowledge of text structures, features, and language to anticipate the reading work and understand the big ideas and/or underlying messages in expository text (RC 2.0, 2.1, 2.5, 2.7; FW p. 64)
- Analyze text organization and how text features support or extend the content of expository text (RC 2.0, 2.1, 2.6; FW p. 64)

- Use knowledge of organizational structures such as sequence, cause and effect, chronological order to enhance meaning in reading and writing (RC 2.0, 2.6; WS 1.0, 1.4; WA 2.0, 2.1, 2.2; SA 2.0, 2.1; FW pp. 69-70)
- Articulate authentic purposes for reading expository text (e.g., curiosity, interest, find out information, cross-reference for clarity and/or accuracy, get directions...) (RC 2.0, 2.2; WS 1.0, 2.0, 2.1, 2.2)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Compose expository text for authentic purposes (e.g., to inform, explain, and/or describe personal interests, important events and issues, to persuade...) (RC 2.0, 2.2; WS 1.0, 2.0, 2.1, 2.2)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1 - 1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2; FW p. 69)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0, 1.1, 1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1 - 1.9; SA 2.0, 2.1, 2.2; FW p. 70)

Grade 2 Expository Unit 2 of 3: Knowledge is Power: I've Got the Power!

In this unit students actively engage in inquiry, finding important information, asking and answering questions, and interpreting information from graphs, diagrams and charts. Students learn that interacting with written and oral texts has the potential to change their thinking and knowledge. They draw upon what they already know about texts and contexts, adding new understandings as they read and discuss texts. They will report, orally and in writing, on self-selected topics or issues with supportive facts and details from their explorations across a wide variety of informational/expository texts.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings).

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0-2.2; FW pp. 67-70)
- Anticipate the reading work and content by using what they know about expository text and the world/contexts (RC 2.0, 2.1; FW p. 67)
- Anticipate, revise and/or confirm thinking as they read or listen to expository text using prior knowledge and new information (RC 2.0, 2.1; FW p. 67)
- Pose and seek out answers to questions and wonderings while reading or listening to expository text (RC 2.0, 2.4; LS 1.0, 1.1, 1.2; FW p. 68)
- Determine information that is important/relevant to the bigger ideas in expository text (RC 2.0, 2.5, 2.6; FW pp. 67-68)
- Analyze and interpret information from diagrams, charts, and graphs (RC 2.0, 2.7; FW p. 68)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5-1.9; SA 2.0-2.2)
- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)

- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)

Grade 2 Expository Unit 3 of 3: He Said/She Said...I Say!: My Ideas and Voice Can Make a Difference

In this unit students engage in the research process to gather and compare information from multiple sources. As they read they use careful analysis, insightful interpretation, and relevant supportive facts and details to demonstrate their understanding of grade level appropriate expository texts. They discover central ideas that reveal important messages in texts. Students participate in substantive academic discussions about topics and issues, and deliver organized oral presentations drawing from several sources of information. They engage in the writing process to develop central idea(s)/cohesive thesis statements and reveal their own significant messages, ideas, discoveries, and insights. (A thesis statement is a meaningful claim that goes beyond a simple reporting of literal information.)

Outcomes:

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Students are able to:

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- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Compare information from multiple sources (RC 2.0, 2.6; FW p. 64)
- Determine information that is important/relevant to the central ideas in expository text (RC 2.0, 2.5, 2.6; FW pp. 67-68)
- Seek out and use new information to add to prior knowledge (RC 2.0, 2.1; FW p. 67)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Strategically select relevant information to support a central idea and/or controlling thesis statement (WS 1.0, 1.1 - 1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Write informational texts to share their discoveries and findings (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5 - 1.9; SA 2.0, 2.1, 2.2)

- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)