

Suggested Phase-Planning Grade 1 Expository Unit of Inquiry, “Discovery By Design – What’s Really Important Here?”

	PHASE 1- <i>How we talk and write about important ideas in text we read</i>	PHASE 2- <i>Investigating topics and issues we are curious about</i>	PHASE 3- <i>Presenting and sharing our discoveries with others</i>
READING	<p>← Teacher strategically captures and shapes class discussions and language for future reading and writing work. →</p> <p>Teacher models, guides and releases work to independence; Students record and organize findings throughout the research process.</p>		
	<p>Read widely to determine, explore, react and respond to central/big ideas (note class interests to inform upcoming research investigations)</p> <ul style="list-style-type: none"> Use entire text to determine and talk about central/big ideas (vs. focusing on only small parts of text) use the sequence or organizational structure of the text to understand the content. (e.g., This article is about how ducklings grow/change...) Use features such as numbers, pictures, headings to understand content and organization of the text (e.g., this shows what happens after...) Use language from the text to understand and explain the content and organization of the text (e.g., “after only two days the duckling swims for the first time”; “after about six weeks it will fly for the first time”) Integrate features with text (vs. over-reliance on pictures) 	<p>Read multiple sources around a topic (or two) of interest to engage in a shared experience through the research process.</p> <ul style="list-style-type: none"> Continue to focus on strategies from phase one, working towards independence (level of scaffolding, assess during guided and independent reading) Attend to personal reactions and interests (discover/develop during independent reading and writing conferring) Model process of focusing the study of a broad topic of interest by developing a controlling, interest-based question 	<ul style="list-style-type: none"> Model researching widely and wisely to share discoveries with others Investigate focused research question by reading widely and pulling from multiple sources (internet, multi-media, speeches, interviews, etc...). Explore the various ways researchers share their discoveries (articles, books, graphs, pamphlets, posters, videos, etc...)
	<p>← Students independently (or in partnerships) read a variety of texts to respond to and research →</p>		
LANGUAGE	<p>← Model and facilitate classroom discussions about the impact of word choice, phrasing and language maneuvers employed by the authors we are reading. →</p> <p>During classroom discussions attend to student language use and needs (e.g., elaboration of ideas, complex language, etc.).</p>		
	<p>Teacher plans, models, and provides opportunities for students to use academic language during text-based conversations.</p> <p>Possible teacher and student language to talk about informational/expository text: This text is mostly about, the author is trying to get us to, in this part the author is comparing/ giving more information about/showing the difference between/ describing how, at first, after a while, later, when it gets older, it changes, some, others, all, both, etc.</p>	<p>Teacher plans, models, and provides opportunities for students to use academic language throughout the research process.</p> <p>Possible teacher and student language to talk about ourselves and topics we are curious about: I especially like to read, I am interested in writing about, I want to find out more about, I love to talk and write about, I wonder why, I never knew that, How come, I discovered, etc.</p>	<p>Teacher plans, models, and provides opportunities for students to use academic language during oral presentations.</p> <p>Possible teacher and student language to share our discoveries with others: An important idea that I got from this text is that we can/should, I want to add a graph to show my reader, did you know that, this author/article wants us to know how to, these articles are both about, this book is like the book we read about, etc.</p>
	<p>← Differentiated Language Instruction and English Language Development (e.g., additional oral practice, verb tense, pronoun use, word choice, transition words, modifiers, etc.). →</p>		
WRITING	<p>Teacher plans, models, and provides opportunities for students to co-construct texts through shared, interactive, and guided writing experiences. The writing captures and lifts the ideas from text-based conversations and other informational discoveries. Mentor texts as well as student texts are used as models for writing.</p> <p>Informational writing includes:</p> <ul style="list-style-type: none"> Orally rehearsing ideas prior to, during, and after writing Writing “Big Books”, poetry, posters, charts, letters, responses to text, procedural texts, science journal entries, math journal explanations, reports, and others Whole class, small group, partnership, and individual groupings 	<p>Teacher plans, models, and provides opportunities for students to develop a central idea based on the research process. Investigation into how information is presented in a variety of texts is studied (i.e., How running text, text features, and text structures work together to present information.)</p> <p>Students work in research teams and individually to produce informational/expository texts on a self-chosen topic based on the research process.</p>	<p>Teacher plans, models, and provides opportunities for students to publish research writing. Attention to clarity of ideas and grade level appropriate language conventions are stressed.</p> <p>Students work in research teams and individually to publish informational/expository texts.</p> <p>Students write and prepare oral presentations that synthesize their information to an appropriate audience (i.e., whole class, small group, partner, “buddy” from another class, parents, etc.).</p>