

Suggested Phase-Planning Grade 2 Expository Unit of Inquiry, “He Said/She Said, I Say!”

| | PHASE 1- <i>Responding to text and determining a research focus</i> | PHASE 2- <i>Researching using multiple sources</i> | PHASE 3- <i>Investigating and communicating an important idea</i> |
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| READING | <p>← Teacher strategically captures and shapes class discussions 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> | | |
| | <ul style="list-style-type: none"> • Model how to navigate text strategically and purposefully (i.e., using prior knowledge of how text works and the content/information.) • Model how to determine central ideas by analyzing and synthesizing the text as a whole. • Model responding and reacting to ideas in text and asking pertinent questions about the content/information. • Model determining author’s intent. <p>Read widely around a topic of interest, issue, or idea with the whole class and/or small groups. Students independently (or in partnerships) read a variety of texts to research topic(s) of interest for their oral and written pieces.</p> | <ul style="list-style-type: none"> • Model how to use multiple sources to gather, compare, and contrast information relevant to the focused investigation. • Model how to narrow the investigation around a focused research question. (i.e. Topic - Plants; Narrowed Focused - Do plants eat?) • Continue to read widely using prior knowledge of how text works and the content/information in order to synthesize ideas from the various researched sources. | <ul style="list-style-type: none"> • Creating/developing your stance or claim to investigate • Reading widely (multiple sources) about your specific focus • Recognizing the stance or claim that an author is presenting and how it impacts you as a reader • Reading specifically to substantiate your stance or claim (an important idea within a topic) • Analyzing and interpreting text with attention to detail and substance • Organizing your information to share your research |
| 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., subject/verb agreement, verb tensing, elaboration of ideas, complex language, etc.).</p> | | |
| | <p>Model and provide opportunities for students to engage in formal and informal text based conversations for various audiences (partner, group, class) using academic language and supporting ideas with evidence from text and prior knowledge.</p> <p>How we talk and write about the texts we read:</p> <ul style="list-style-type: none"> • This text is mostly about... • This author is trying to get the reader to think more about... • This was written at a time when... • This author had a person experience with... • When the author states that.... • Under this subheading/in this section the author tell us about... • When the author states that... | <p>How we read, write and talk about a topic</p> <ul style="list-style-type: none"> • I learned that... • Even though... • Sometimes/Most/Many/Often/Usually... • Some scientists, such as... • I was amazed... • The plant absorbs the nutrients.... • This author has a different point of view about... • This author has different information about... • What do you think about... (seeking information/ideas from others) <p>Oral rehearsal for writing (clearly expressing complete ideas)</p> | <p>How we investigate an important idea</p> <ul style="list-style-type: none"> • I think it is more important to look at... • We need to do more than just... • We need to protect... • What would happen if ... • Everyone has a right to... • Not everyone is able to... • If we don’t...then... • This could cause a problem unless... • These texts are both about...but this text gives more detail about... |
| WRITING | <p>← Differentiated Language Instruction and English Language Development (e.g., specificity of word choice, verb and auxiliary verb use, referenced pronouns). →</p> | | |
| | <ul style="list-style-type: none"> • Co-construct multiple pieces of writing about the ideas that have been read and discussed from informational/expository texts. Various genres might be explored such as letters, book reviews, etc. • Model the thinking and language that clearly articulates the reactions, responses, and questions that teacher and students discovered from their reading and content work. (i.e., science journal writing) • Students write responses to texts - about ideas that matter to them - in small groups, partnerships, and independently using academic language. | <ul style="list-style-type: none"> • Model and co-construct whole class/small group research projects (i.e., science investigations, reports, posters, books, articles, etc.) around a focused inquiry to communicate information from several sources. • Model how to write letters/email to ask for information about a topic/issue/question. • Students write a variety of projects (i.e. letters, brief notes, recordings, and/or summaries of information, beginning drafts, responses to reading) in preparation for independent research writing. | <ul style="list-style-type: none"> • Continue to model and co-construct whole class/small group research projects (i.e., science investigations, reports, posters, books, articles, etc.) around a focused inquiry to communicate information from several sources. • Students publish research projects that include grade level appropriate running text and graphics that support the information presented. • Students independently write responses to informational/expository text. |
| | <p>← Use mentor texts and examples of research techniques and language. Use student and teacher texts to model revision and editing strategies to enhance meaning. →</p> | | |