

Suggested Phase-Planning Grade K Expository Unit of Inquiry, “Operation Exploration: We’re Readers, Writers, and Researchers”

	<i>PHASE 1-Reacting and responding to the world of information</i>	<i>PHASE 2- Finding our unique areas of interest and study</i>	<i>PHASE 3- Presenting and sharing information</i>
READING ↑ ↓	Teacher strategically captures and shapes class discussions for future reading and writing work.		
	Teacher models, guides and releases work to independence. Students record and organize findings throughout the research process.		
	<p>Teacher plans, models, and provides opportunities for students to:</p> <ul style="list-style-type: none"> • Determine and respond to central/big ideas in texts • Discover their role as researchers who actively search, read, talk, write and listen to learn interesting information • React and respond to the information they encounter in the world • Think about prior knowledge before and during reading • Pose questions and seek answers <p>Students read (independently and in partners/groups) expository/informational text to discover areas of curiosity and interest for future research.</p>	<p>Teacher plans, models, and provides opportunities for students to:</p> <ul style="list-style-type: none"> • Continue to focus on strategies from phase one, and initiate a research process around a topic of shared interest • Explore a number of resources around a topic of curiosity and interest • Pose and revise authentic questions throughout the “topic study” • Narrow the focus of a wide investigation around a controlling question that arises from the investigation <p>Students read (independently and in groups) expository/informational texts around their self-selected topic(s). Students investigate a number of resources around a controlling question.</p>	<p>Teacher plans, models, and provides opportunities for students to:</p> <ul style="list-style-type: none"> • Continue to investigate a number of resources around a controlling question • Explore a variety of ways in which researchers share their discoveries (i.e., videos, articles, books, graphs, pamphlets, posters) for their intended purpose and audience <p>Students read (independently and in groups) expository/informational texts around their self-selected topic(s). Students make authorial decisions about the presentations of their discoveries.</p>
LANGUAGE ↑ ↓	Model and facilitate classroom discussions about the impact of word choice, phrasing and language maneuvers employed by the authors we are reading. During classroom discussions attend to student language use and needs (e.g., word/language choice, eye contact, volume, politeness, encouragement).		
	Differentiated Language Instruction and English Language Development (e.g., pronouns, verb tense, prepositions, modifiers, opportunities for oral practice)		
	<p>Teacher plans, models, and provides opportunities for students to use academic language for <i>text-based</i> discussions.</p> <p>Possible teacher and student language: I read an article about, This is a non-fiction book about, I think it’s amazing that, This book/article gives information about/reminds me of, The author of this book/article wants the readers to know, In this caption/photograph/sentence, All of these texts are about, etc.</p>	<p>Teacher plans, models, and provides opportunities for students to take on language used to express the development of new ideas/concepts and each student’s unique personal interests.</p> <p>Possible teacher and student language: I like to read/write about, I didn’t know that, I was surprised to find out that, This book made me wonder about, What do you think about, I want to research more about, Let’s find out more about....</p>	<p>Teacher plans, models, and provides opportunities for students to make authentic language applications and share their discoveries.</p> <p>Possible teacher and student language: Now that I’ve learned this I want to find out more about, This makes me realize that I can help by, I am going to show this article/book to, Did you know that some, Many/Most/Some/All/Sometimes/Often, This poster/chart/picture shows how, I learned how...</p>
WRITING ↑ ↓	Teacher strategically captures and shapes class discussions for future reading and writing work.		
	Teacher models, guides and releases work to independence. Students record and organize findings throughout the research process.		
	<p>Teacher plans, models, and provides opportunities for students to write multiple informational texts together through shared, interactive, guided, and independent writing opportunities.</p> <p>Oral rehearsal for writing and revising text occurs with the teacher and/or classmates before, during, and after writing.</p> <p>Writing projects include texts on familiar and new self-chosen topics of interest.</p> <p>Students explore and experiment writing informational/expository “big books”, posters, poems, reports, articles, letters, procedural, science experiments/observations, math problem explanations, social studies projects, responses to text, and others.</p> <p>Students imitate and approximate writing texts they know from their read aloud, shared, guided, and independent reading experiences. They experiment writing running text and graphics to present information.</p> <p>Students write with the whole class, in small groups, partnerships, and individually.</p>	<p>Teacher plans, models, and provides opportunities for students to self-select a topic of interest/research question to investigate, write, and present to others.</p> <p>Teacher engages students in co-constructing multiple informational/expository texts that present information around the self-chosen topic through shared, interactive, guided, and independent writing experiences.</p> <p>Teacher and students discuss and negotiate organization, text form, and layout of running text and graphics to present information discovered through their research reading and conversations.</p> <p>Students begin drafts that include information around their own self-chosen topic of interest and narrowed research question(s). Drafts include running text as well as graphics.</p> <p>Students work in research teams and individually to write and revise their informational/expository texts.</p>	<p>Teacher plans, models, and provides opportunities for students to publish their research information.</p> <p>Publishing includes attention to clarity of writing for an audience. Grade level appropriate conventions are highlighted (i.e., describe ideas and information using approximate and conventional spelling, etc.)</p> <p>Teacher and students discuss ways to present their information to a specific audience (i.e., a classmate, small group, whole class, their parents, a “buddy” from another class, etc.) Presenting includes attention to grade level speaking and listening standards (i.e., “Share information and ideas, speaking audibly in complete, coherent sentences.”)</p> <p>Students listen and respond to the presentations of their classmates.</p>