

Unit 4: Informational Text and Lab Reports, Writing Responses with Text

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **January**
Length: **20 Days**
Status: **Published**

Unit Summary

This unit was designed for your readers to live like scientists. Students will be reading about their science themes. Readers will develop a base of knowledge on this topic by reading (and talking) all about it, by adopting its "insider" language, by comparing and contrasting various texts on this topic. Once readers develop this base of knowledge, readers will push further question, hypothesize, and experiment! This unit is integrative—it connects reading, writing and science. Your students will be reading about science in the reading workshop, writing about science in the writing workshop, and they'll be functioning like young scientists in the science workshop. Students will also be able to describe the connection between a series of scientific ideas and be engaged in "shared research." This unit provides opportunities for that research.

This unit is designed to have students build on their enthusiasm about the world around them. Students will not only think like scientists, but also write like scientists. They will be taught the language scientists use, to engage in close observations, problem solving, experimentation, and the same kind of research that scientists in the real world would engage in to teach others about their newly acquired expertise.

Standards

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Student Learning Objectives

Reading:

Students will learn to....

- read to learn about a scientific topic
- engage in shared research
- readers talk about a scientific topic-asking questions, developing hypotheses, devising possible experiments to test these hypotheses

Writing:

Students will learn to....

- participate in a common class study
- observe closely, ask big questions, and follow procedures to find out about those questions.
- grow knowledge by thinking like scientists, historians, mathematicians, artists, and of course writers.

Essential Questions

Essential Questions for Reading:

- How do readers build up a base knowledge on a topic?
- How do Science readers compare and contrast different text on the same topic?
- What questions do readers ask to learn?

Essential Questions for Writing:

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?

Enduring Understandings

Enduring Understandings for Reading:

Students will understand that...

- There are many ways to read deeply about a topic to build up a base knowledge.
- There are many strategies science readers use to compare and contrast about the same topic.
- Scientist have many strategies while reading to formulate questions to help them learn.

Enduring Understandings for Writing:

Students will understand that...

- Writers gather information about their topic through a variety of ways.
- They need strategies to revise for elaboration
- They can work with partners to get ideas for information that would be helpful
- It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.
- They grow knowledge by thinking like scientists.

Application

Reading:

Students will be able to independently use their learning to...

- read deeply about a topic to build their knowledge
- compare and contrast text about the same topic
- develop strategies while reading to develop questions

Writing:

Students will be able to independently use their learning to...

- read closely about science, ask questions and follow procedures to answer their questions
- learn to think like a scientist
- learn to write like a scientist

Skills

Reading:

Students will be skilled at ...

- reading informational text
- writing about science like a scientist

Writing:

Students will be skilled at ...

- reading informational text
- writing about science like a scientist