Grade Level	2	**Content Area**	**English Language Arts-Reading—*Investigating Animals: Using Nonfiction for Inquiry-based Research***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	Presentations- 20min- 30min	**Time of Year**	Fall- Winter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Ability to actively attend/sit for 20-30 minute lessons & activites • K-1 reading level & decoding skills • Basic understanding of and experience with various types of reading and writing genres (narrative, fictional, explanatory, informational, persuasive, etc.) • Presentations and continued practice with Animal 1st Knowledge cards & materials. • Presentations and continued practice with Animal Classification and Characteristics of cards & materials. • Shared reading & group discussion experiences with fiction and nonfiction books • Some experience with simple graphic structures that can be used for organizing knowledge & information (Venn diagrams, KWL charts, Cause & Effect diagrams)		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	**Background Information** This unit sample focuses on teaching students at this level how to conduct more complex research investigations using nonfiction & informational texts, as well as other factual resources. Students are also taught how to document their learning and discoveries. In her *Planning for Inquiry: It's Not an Oxymoron!* Diane Parker presents an argument for making inquiry-based learning an essential learning experience for students in the elementary years. *"Do we want them simply to memorize facts and procedures in order to pass a test? Or do we want them to want to know, to seek to know, and ultimately, to understand themselves and their world more deeply as a result of their knowing?" (5).* Inquiry-based learning cycles inspire richly engaging learning experiences that actively engage and motivate students for further learning. Language Arts are integrated and taught within the framework of our "cultural" curriculum (*"Cosmic Education"—see A.3 Program of Instruction*). The Montessori Language curriculum is holistic in its scope, and specifically addresses all areas of literacy development: **reading**—comprehension, vocabulary, word functions, etc.; **writing**—narratives, "mini-researches", journals, etc.; **speaking**—presenting what they've learned to others, cumulative projects, formal/informal oral presentations, etc.; **listening**—shared/read aloud of fiction/non-fiction, presentations, for comprehension, etc. Students are immersed in a language-rich environment where skills such as, word studies, phonics, sentence structure & analysis, are equally emphasized and taught within the context of all subject areas. Teaching reading within the cultural context is intentional because students at this stage of development are naturally curious about their environment, planet, universe, animals, other peoples, cultures, etc. This curiosity activates their "imagination" and fuels their motivation to learn. The State reading standards call for establishing "a *staircase* of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school", the Montessori approach incorporates the *use of concrete reading and writing structures* (e.g., Graphic organizers & templates for organizing ideas, and other information, as well as continued work with "3-Part Card" material (see Kindergarten Reading Sample for overview & explanation of 3-Part Card material). State reading standards also call for methods of reading instruction that are focused on "a progressive development of reading comprehension" with more advanced levels of textual structures introduced and practiced, so that "each student advances		

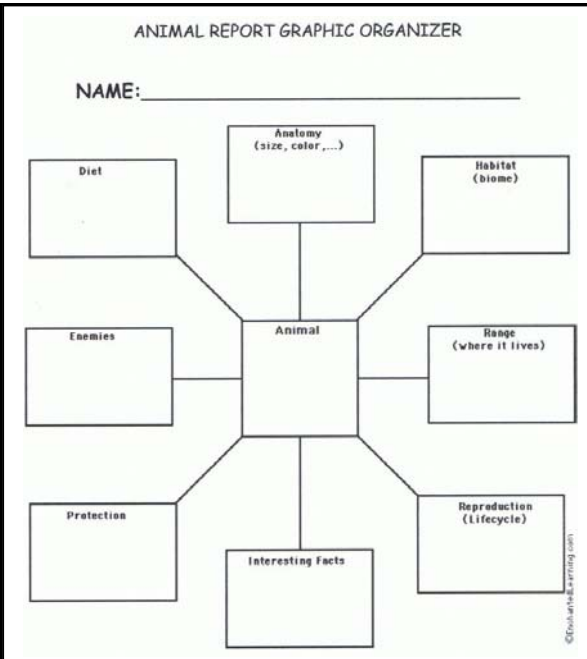
	through higher levels of learning and gains the most from what they read". Concrete models & structures of various textual structures, and is one of our core *concrete* reading materials used for reading instruction. **SAMPLE OVERVIEW** This sample's curricular area is BIOLOGY: Zoology—the study of animals as part of a larger study of continents and biomes. Children this age are fascinated with the world around them, showing intense interest and curiosity about animals and their lives. Through the use of nonfiction, students are encouraged and challenged to learn more about animals and document their findings using a variety of simple graphic organizers. Using selected trade books, the teacher will present shared reading experiences that connect to the zoology curriculum. The teacher will identify and model effective reading strategies, such as composing questions and definitions, and identifying the main idea and supporting details of a text. Graphic organizers will be introduced & modeled as ways to think about and organize information & knowledge gleaned from a text (e.g., Webs, K-W-L charts, Venn diagrams, etc.). Students begin their inquiry by reading and comparing a variety of fiction and nonfiction books about animals, using a Venn diagram. They begin to list things they want to know about animals on a chart. As a group, students vote on an animal to research. They revise their question list, and then research the animal using modeling & prompts from the teacher. After several sessions of research, students revisit their original questions and evaluate the information they have gathered. Finally, students revise and edit their work and prepare to present their findings to an authentic audience—their classroom peers. Once students have been through the group process they are ready to complete the process independently with a self-selected book or topic. **STUDENT OBJECTIVES** Students will ✓ *identify the characteristics of nonfiction texts.* ✓ *pose questions.* ✓ *participate in research—read a variety of informational books.* ✓ *document and record discoveries & connections made with a book.* ✓ *share their findings.*
Standard Number and Description *List the Number* and full description for the required Standard.*	**2.RI.8** Grade: 2 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #8 - Describe how reasons support specific points the author makes in a text.
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The research unit in this sample is designed to provide a model and some practice with writing process and skills outlined in the reading standards by using the Animal Report Graphic Organizer as one way to organize information. Once the unit is completed, and students have had guided practice through the research process, students will be required to choose another animal to research independently (perhaps to add to a group encyclopedia of animals from continent/biome currently being studied). The student's work will be submitted for teacher's summative assessment. Assessment will be followed by a student/teacher conference to discuss progress and revise student's learning plan as needed. **ADDITIONAL STUDENT ASSESSMENT & REFLECTIONS** Use mini-conferences during independent reading time to talk with individuals or pairs as they explore nonfiction texts. Encourage them to share and articulate what they learned or find interesting and exciting. As students complete their Animal Reports, ask them to reflect on what they have accomplished and to celebrate the following aspects of their investigation: the **process** they went through:

	✓ posing questions ✓ participating in research ✓ documenting and recording discoveries ✓ sharing their findings the **products** they produced: ✓ the animal report graphic organizer ✓ the journals ✓ the written compositions/published product ✓ the artwork & illustrations the **skills** they learned: ✓ identifying nonfiction by its characteristics ✓ using nonfiction to learn about a topic ✓ using graphic organizers to record and share their findings ✓ effectively sharing their findings with an audience Consider this information in the overall assessment of reading and writing mastery.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable*	Overall assessment will include formative data, such as observation notes and anecdotal records, in addition to more formal summative assessments. As part of our curricular alignment process we have created a set of consistent grade level CCS checklists for assessing individual student progress on required the required skills and standards. These are "organic" documents in that they provide a starting point and will be refined and developed as needed. Assessment for this sample's standard is considered within the context of the *Reading Standards for Informational Texts.* Skills specific to *Integration of Knowledge & Ideas* cluster of standards are the focus. A score indicating where the student is in terms of mastery is given to each standard assessed—in this case, the teacher will determine whether the student is able to describe how reasons, details, and additional information support specific details, opinions, points or main ideas presented in a nonfiction informational text they have read. The scoring is as follows: ✓ 1=Beginning & Emergent ✓ 2=Practicing & Developing ✓ 3=Proficient & Mastered For the purpose of this curricular sample the criteria necessary to demonstrate mastery for CCS 2.RI.8 is a score of 3, Proficient/Mastered, on a minimum of 3 separate samples.
Materials/Resources Needed	**MATERIALS AND TECHNOLOGY** Access to the Internet Overhead projector & transparency of Animal Report Graphic Organizer A classroom reference library of quality nonfiction, informational picture & chapter books at varied reading levels (K-3rd-4th) Large chart paper & markers Journal for each student Student copies of the Venn diagram and other graphic organizers Pencils, colored pencils, markers, and other writing materials & supplies **STUDENT INTERACTIVE *(Source: ReadWriteThink.org)***

	 Student Interactive | Organizing & Summarizing Venn Diagram, 2 Circles--This interactive tool allows students to create Venn Diagrams that contain two overlapping circles, enabling them to organize their information logically. **POSSIBLE WEBSITES** ▪ The Smithsonian National Zoo ▪ Monterey Bay Aquarium ▪ British Broadcasting Company's Science and Nature: Animals ▪ San Diego Zoo Animal Bytes ▪ National Wildlife Foundation's Endangered Wildlife

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1 **INTRODUCING THE GENRE AND BEGINNINGS OF INQUIRY**	1. Share a fiction book about animals, such as The Three Bears or The Three Little Pigs, with the group. 2. Ask students to compare and contrast this type of fictional book about animal depicted with the nonfiction book about the same animal from a recent read aloud session. Record their observations on a large group Venn Diagram including the following characteristics and any others they note: *True versus make-believe* *Facts versus fiction (stories)* *Photographs and sketches versus drawings, collage, and paintings* 3. Working as a group, decide on the questions students want to explore to learn more about *real* animals. At this point, the questions need to be general, not specific to any one animal. 4. Record students' questions on a KWL chart under the *"What We Wonder (want to know) about Animals"* heading. Usually questions will include what an animal looks like, how it moves and acts, what it eats, where it lives, what its babies are like, etc.	Have other fiction/nonfiction pairs of books on hand for students to explore using a Venn diagram. Submit & review with the teacher.

2 **DEFINING THE SCOPE OF THE INVESTIGATION**	1. Continuing the process as a group, an animal from the current classroom biome or continent study is selected. Encourage students to think seriously about a good animal to study. Have them discuss various animals they might choose based on what their previous knowledge and experiences. Record the list as students brainstorm animals which they have an interest in investigating. 2. Give students small pieces of paper and have them sketch or write about the animal they would choose ("vote" on) to investigate. 3. Make it fun & graph the votes, selecting the animal with the most votes as star of the investigation. 4. Review the "What We Wonder about Animals" questions generated during the previous session. 5. Ask students if there are any new questions they want to add now that a specific animal has been selected. Or, any questions that they want to eliminate or change. Revise the list according to their responses. 6. On an overhead projector, lead students through a guided review and practice completing the Animal Report Graphic Organizer (see sample at right). 7. Model reviewing information from the KWL chart and inserting information on the Animal Report.		(Ongoing) Students have copies of the Animal Report organizer, and continue independent and buddy research for the group animal study.
3-5 **PARTICIPATING IN RESEARCH**	1. Working with students in a group, introduce the books, Websites, and other materials that have been collected, and choose those that contain information about the selected animal. 2. From the very beginning of the research process, emphasize the importance of "audience" so students have a clear picture of who their audience will be. If several groups of students are doing investigations in the classroom, it is fun to share the results and be one another's audiences. 3. Help your students understand the needs and interests of their audience, thinking of ways they can choose to present their findings effectively. Different groups of readers can explore various texts in guided reading or during paired or individual reading time. 4. Have a recording session where students help each other and practice writing the information that they find in the appropriate boxes of the Animal Report organizer. As they share the informational texts they have collected, have them record their discoveries. Continue to add information from these readings and other resources. Emphasize supporting points and details found. Share thinking aloud about the author's main points are supported. 5. During the fourth session, have students look at what they have recorded and assess their progress so far. Model self-assessment. 6. Encourage students to look closely at the information recorded to check	Scheduled field trip to the library to collect more information about the animal, introducing students to the process of collecting quality sources. Mini-lesson: "Hints about Print in Informational Texts" Mini-lesson: "Knowing your Audience" Have independent explorations of appropriate digital resources and websites. (Can recruit adult volunteer to meet with individuals and small groups at the computer area to continue research process) Use adult volunteers to help students type in their findings using the Animal Inquiry student interactive	

	the following: ✓ *What information still needs to be collected?* ✓ *Are any boxes still empty?* ✓ *Is this information you want to keep hunting for or is this something you are no longer interested in or want to include on your chart?* ✓ *What information is interesting, but doesn't really fit in any boxes?* ✓ *Did you find any information that contradicted information you had already recorded?* ✓ *How could you find out which is correct?* 7. As students examine their research, use the following explanations to help them understand more about inquiry projects: ✓ *The focus of an investigation can change during the course of research. You may find out things that you didn't even know about and decide to add new questions that you want to explore.* ✓ *You can eliminate questions that aren't interesting or challenging.* ✓ *Sometimes you can't find the information you are looking for with the sources that you have. You might leave those questions for a later time or you might have to find other sources.* ✓ *Sources are not equally reliable. Some may give less than accurate information. You need to see what several good sources say and record details that most sources agree upon as the answer to a question.* 8. Using their observations to shape the direction of their research, have students decide what still needs to be done, and allow time and support to complete their organizer. 9. Encourage students to discuss and share with the group their findings and report what they have learned through their research.	
6 **SHARING THE FINDINGS**	1. Hold editing sessions and have students share ideas for how they want their information to look in its final form. Since students will be presenting to the class at large, they need to decide how to revise and edit so that the information can be shared in clear and effective manner. 2. Editing session options for revision include the following: ✓ Display large sheets of chart paper with labeled headings and captions reflecting the graphic organizers filled in with the results of the research. Individual students can use their smaller copies from the interactive for their personal journals and then can illustrate and write about a favorite fact that they learned about their animal. Other options might include art created by the students about the animal that would also be displayed. Adult volunteers can help students copy their writing to the larger charts. ✓ Have students divide up the information to present orally to their audience, present in small groups, or come up with other ways to	Once students have experienced a whole-group investigation of a favorite animal, match each student to an elder or younger "buddy" and let each pair research an animal of their choice using the same process. Ensure that the older buddies understand their important roles as models for learning this process. Provide each pair with the graphic organizers complete with headings and captions that the group of students developed, so everyone understands what is to be researched and how the information will be recorded. Make sure that the pairs have a clear sense of the audience with whom they will be sharing their findings. Older students will be able to identify the steps of the writing process being used and may compare this with their own research writing.

	share the results of their research.	

Paste Summative Assessment Here:

2nd Gr. Reading CCS for Informational Text Checklist	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Key Ideas and Details	**RATING**
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RI.1)	
2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text. (2.RI.2)	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2.RI.3)	
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (2.RI.4)	
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.RI.5)	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RI.6)	
Integration of Knowledge and Ideas	
7. The student is able to explain how specific images and illustrations in the text (e.g., a diagram showing how a machine works) contribute to and clarify comprehension of the written text. (2.RI.7)	
8. The student is able to describe how reasons, details, and additional information support specific, opinions, points or main ideas the author presents in a text. (2.RI.8)	
9. The student is able to compare and contrast the most important points presented by two texts on the same topic or subject. (2.RI.9)	
Range of Reading and Level of Text Complexity	

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2.RI.10)	
a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.2.RI.10)	
Observation Notes:	**TOTAL**

Paste Answer Key/Scoring Rubric Here: N/A—student samples vary. Samples are assessed according to CCS checklist.