Grade Level	2	**Content Area**	**English Language Arts-Writing—*Inquiry Charts for Research***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4-5 weeks (Writer's Process Cycle)	**Time of Year**	2nd Semester—February/March
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 attentively listen/participate in 20-40 minute shared reading sessions and/or lessons & presentations • Word level enrichment vocabulary—Nomenclature studies • External Parts of Vertebrates 3-part card presentations • External Parts of Familiar Plants 3-part cards presentations • First Knowledge of The Animal Kingdom 3-part cards presentations • "Question & Answer Games" for Zoology • Fundamental Needs of Humans presentations & follow up • Geography presentations & follow up • Varied experiences in writing genres and the Writer's Workshop process • Practice with simple graphic organizer • Practice working with partners & small groups		
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.*	This sample presents a structured and guided approach for research and composition with a focus on the "I-Chart" strategy as the organizing strategy. Written composition skills are taught within the context of cultural presentations and lessons (history, geography, biology, etc.), as well as other areas, including language and mathematics. In order to ensure curricular knowledge as well as structures for learning are taught and practiced, students are presented with concrete models of ways to organize informational/explanatory texts (e.g., the 3-part card materials). Presentations, lessons and follow up practice with the concrete booklets, cut labels and definitions leads the student to master the standards for writing informational compositions. When students learn how to label, define, and compose questions about the topic at hand, they have the necessary skills for putting information together in an organized and well-developed composition. Lessons from other resources that teach other simple graphic organizing strategies are added to the traditional Montessori language program. For example, studies in biology are presented in an interdisciplinary manner so that they support and connect to other areas of our cultural curriculum, such as geography or needs of people. These studies in turn help students orient themselves in the universe, both historically and taxonomically. Biology is the study of life and life's processes, and includes the study of structure, functioning, growth, origin, evolution and the distribution of living organisms. Students of this age group are extremely interested in living things both past and present, which facilitates their active engagement and a deeper, more meaningful learning experience. The *Inquiry Chart (I-Chart) strategy* is one that allows students to examine a topic through integrating prior knowledge on the topic with additional information found from a variety of sources. The I-Chart process is organized into three steps, each of which consists of lessons and activities meant to engage and aid students in evaluating a given topic: 1) Planning Phase 2) Interacting Phase 3) Integrating/Evaluating Phase I-Charts can be used by individual students, small groups, or the entire class, and are meant to strengthen reading skills and foster critical		

	thinking. This is a more complex strategy that is built upon previous learning and practice with other graphic organizers (i.e., K-W-L charts, Venn diagram, flow charts). This strategy can be used to differentiate instruction for each student's needs, and can also be used as an assessment tool to measure student understanding of a given topic and mastery of a variety of writing standards. The I-Chart is a basic element (scaffold) for the more comprehensive "I-Search" inquiry process. The "I-Search" research process continues to build on itself and becomes more demanding and complex as students progress to later grades & levels. Opportunities for guided and independent practice using varied graphic organizing structures for reading and writing purposes are abundant within the scope of our curriculum for students at this level.
Standard Number and Description *List the Number* and full description for the required Standard.*	**2.W.2** Grade: 2 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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.*	Having selected a book for the group to use for shared reading experience, students will participate in a group process and learn/practice skills for using the *I-Chart research strategy* for informational writing. Once students have completed the group practice phase, they will each select a new topic related to the current cultural studies and write an informative/explanatory essay/paragraph in which they introduce their topic, use facts, details, and definitions to develop points, and include a concluding statement or structure. Students will receive additional support and other related language lessons through routinely scheduled Writer's Workshop time (part of daily/weekly class routine).
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*	Students' I-Charts and written compositions will be assessed by the teacher for progress and mastery of all applicable writing objectives using *our 2nd Grade Writing CCS Progress Checklist*, and, specifically for this curricular sample, the cluster, *Text Types & Purposes--Standard 2.W.2*. All assessment data, including student progress and observation notes kept during the unit are recorded in MRX student data system. The teacher uses a 1-3 rating system for each of the standards being assessed on the progress checklist: ✓ 1=Beginning & Emerging ✓ 2=Developing & Practicing ✓ 3=Proficient & Mastered Student mastery for this standard is demonstrated when the student receives an overall score of 3 for all items included in number 2 of the checklist. *2. Write informative/explanatory texts (2.W.2)* *a. The student's writing sample includes a clearly stated topic or introduction section.*

	b. The student's writing sample includes relative facts, definitions, and/or details that support the main topic or idea stated in the introduction. *c. The student's writing sample includes a concluding or summary statement or section--"Sense of closure"*
Materials/Resources Needed	✓ Collection of nonfiction books, magazines, and other printed resources related to the selected investigation topic. ✓ Website list/sites bookmarked on classroom computer ✓ Copies of I-Chart printout for students (they can construct their own, if desired) ✓ Paper, pencils, markers, and other writing materials ✓ Copies of other graphic organizers (K-W-L charts) available for those who need them ✓ Large chart paper/markers for group recording ✓

* ***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**
Prior to Lessons	*NOTE: Before teaching this strategy, decide on a topic that students will be exploring and collect appropriate resources (books, magazines, websites, etc.). Or have students self-select a topic, arrange for time to be spent in the library or researching the internet.*	
1	Provide each student with a blank copy of the I-Chart Printout and, using an overhead transparency, explain that students are going to learn how to go through this process to conduct research on a pre-selected or self-chosen topic. This first session can be devoted to topic exploration/selection and honing in on individual interests. The teacher assists and models as needed.	Scheduled trip to public library to gather more information for I-Chart researches.

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Inquiry Chart (I-Chart) readwritethink NCTE

Topic : _____

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						

www.ReadWriteThink.org

Sample I-Chart

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<tr><td>**2**</td><td>Call the group together and facilitate a discussion about the selected group topic that will be practiced & modeled. The discussion can be informal or can include another graphic organizer to get things started (e.g., KWL chart).

After the discussion period students are ready for the first phase of the strategy, **Planning**, in which they will:
✓ *Identify select and identify their own topic*
✓ *Form questions*
✓ *Construct own I-Chart or use the copy provided*
✓ *Collect materials needed for the shared and independent inquiries.*</td><td>Schedule an adult volunteer to assist students with research and composition individually and in small groups during open work time. Activities can include peer editing, word processing, internet searches, etc. Students maintain all work in their writing folders.</td></tr>
<tr><td>**3**</td><td>During the next phase of the I-Chart strategy, **Interacting**, students will:
✓ *Explore prior knowledge and make connections to new information*
✓ *Share interesting facts*
✓ *Read and reread for clarity and purpose*

Demonstrate how to begin formulating questions to include on the I-Chart. This is a great time to incorporate the use of previously learned graphic organizers. For example, this can be an extension of the “W” column on the K-W-L Chart. Questions are placed in the top row of the I-Chart, one for each column (Question 1, Question 2, etc.).

For the rest of the session students are working together, providing help and support, to add more questions.</td><td>Students continue to work on their I-Charts during open work time. Should focus on completing the questions for inquiry.</td></tr>
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4-7	The final phase, **Integrating/Evaluating** occurs during teacher led Writer's Process sessions. During this phase, students will: ✓ *Research* ✓ *Compare* ✓ *Summarize* ✓ *Report* Students should spend time during this phase researching the questions that they wrote in the top row of their I-Chart, or things they "want to know." As they find information about their questions, they should record their findings as well as the different sources. As students complete various portions of their compositions they can share with the group and get feedback for further revisions. Other process activities include editing, revising, finalizing, illustrating, etc.	
8	After gathering information from multiple sources to answer each of their questions, students will complete the "Summary" portion of the I-Chart by writing a concise sentence or two about what they learned about each question from their research. The teacher will model this as needed. The teacher should also model the thinking and strategies for resolving competing ideas discovered during the research and/or develop new questions to explore based on any missing or conflicting information. Once students' I-Charts are complete, they are used to help organize the final written essay or product on the topic. The I-Chart strategy can now be used by students for future independent research, which can be used to evaluate independent mastery of the writing standards.	Students will select a new research topic and use the I-Chart strategy as part of their process of composing a written composition/paragraph about the topic.

Summative Assessment:

2nd Grade Writing CCS Progress Checklist	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Text Types and Purposes	**RATING**
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2.W.1)	
2. Write informative/explanatory texts (2.W.2)	
a. The student's writing sample includes a clearly stated topic or introduction section.	

b. The student's writing sample includes relative facts, definitions, and/or details that support the main topic or idea stated in the introduction.	
c. The student's writing sample includes a concluding or summary statement or section-- "Sense of closure"	
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2.W.3)	
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (2.W.4)	
a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.2.W.4)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2.W.5)	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2.W.6)	
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2.W.7)	
8. Recall information from experiences or gather information from provided sources to answer a question. (2.W.8)	
9. (Begins in grade 4) (2.W.9)	
Range of Writing	
10. (Begins in grade 3) (K.W.10)	
Observation Notes:	**TOTAL**

Answer Key/Scoring Rubric: N/A—included in the above checklist. Each item defines the desired writing skill and students are rated on their progress based on their samples of written compositions, which vary.