Nutrition Inquiry Driving Question: What can you do to develop healthy personal eating habits?

The purpose of the Nutrition Extended Writing Project is to learn and apply thinking and academic success skills in the context of an interdisciplinary inquiry. Students develop fluency and collaboration skills in the context of the extended writing project. Students select a topic, pose research questions, gather and organize information and write informative and opinion texts in writing and information literacy. This extended writing project appears in Weeks 5 through 9. Information literacy and writing content planner pages share several tasks that build students’ capacity to research and develop ideas during the writing process.

The unifying questions for this extended writing:

- **Weeks 5**: How can asking questions or solving problems in different ways help you make sense of ideas?
- **Weeks 6 and 7**: How do identifying and using different strategies help you generate ideas or solve problems?
- **Weeks 8 and 9**: How does working together help you generate multiple ideas?

Suggested web resources to support this inquiry are available in the [MCPS G2 MP1 Nutrition Inquiry LiveBinder](#).

### WEEK 5 – Informative Writing

<table>
<thead>
<tr>
<th><strong>Information Literacy &amp; Writing Shared Task</strong></th>
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<tbody>
<tr>
<td>Identify an assigned information need (information literacy)</td>
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<tr>
<td>Use prior knowledge to collaboratively formulate questions to meet an information need (information literacy)</td>
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<tr>
<td>Participate in shared research projects (writing)</td>
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<tr>
<td>Students view a multimedia source to activate prior knowledge, brainstorm topics and formulate research questions.</td>
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**Information Literacy**

- Use text features to effectively select sources to meet an information need with guidance
- Use keywords and text features to find information within a specific source with guidance

**Information Literacy & Writing Shared Task**

- Gather information from provided sources (writing)
- Identify appropriate formats for organizing information (information literacy)
- Capitalize product names based on rules for capitalization (writing)

**Writing**

- Write informative texts that introduce a topic and use facts and definitions to develop points
- Students categorize gathered information and write based on notes.

Montgomery County Public Schools, Maryland
Curriculum 2.0 – Grade 2 2014
### WEEK 6 – Informative Writing

**Writing**
Write informative texts that introduce a topic and use facts and definitions to develop points
Students compose topic sentences using various techniques.

**Information Literacy**
Explain how keywords and text features are used to find information within a specific source with guidance
Use technology tools to find data/information within a specific source with guidance
Use keywords to identify relevant information with guidance
Students use keywords and text features to locate information in an online source.

**Information Literacy & Writing Shared Task**
Gather information from provided sources (writing)
Find and record missing or additional data/information (information literacy)
Students review their informative draft to find missing information and gather information from sources.

### WEEK 7 – Informative Writing

**Writing**
Provide a concluding statement or section in an informative text
Students write a concluding statement or section to their informative text, selecting from a variety of writer’s techniques.

**Information Literacy**
Explain the purpose of giving credit to sources of information
Students discuss the importance of providing credit to the author and illustrator of a source.

**Information Literacy**
Use technology tools to find information within a specific source with guidance
Create a modified source list with guidance
Students cite the sources used in their informative texts, including title, author, publisher, and copyright date.

**Writing**
Expand and rearrange complete simple and compound sentences
Strengthen writing by revising and editing
Students revise their informative text by varying sentence length by creating compound sentences using conjunctions.

**Writing**
Consult reference materials, including beginning dictionaries to check and correct spelling
Students use print or digital dictionaries to check the spelling in their informative writing draft.
WEEK 8 - Opinion Text

**Information Literacy & Writing Shared Task**

Participate in shared writing projects (writing)
Compare recorded information to prior knowledge and make personal connections with guidance (information literacy)
Students listen to the informative text of peers to support students’ prewriting for their opinion text.

**Information Literacy**

Design layouts that communicate content effectively for intended audience with guidance
Students select an appropriate digital tool and layout for publishing their opinion letter.

**Writing**

Write an opinion piece that introduces the topic and states an opinion
Use commas in greetings of letters
Students select a topic for an opinion letter and review the format for letters (e.g., greetings and comma use).

Supply reasons that support an opinion and use linking words to connect opinion and reasons
Produce and expand sentences
Students compose a letter to state an opinion that links reasons and opinion.

WEEK 9 – Opinion Text

**Writing**

Write an opinion piece that provides a concluding statement
Students compose a conclusion for their opinion letter.

**Writing**

Strengthen writing by revising and editing
Compare formal and informal uses of English
Produce complete sentences when appropriate to task and situation to provide detail or clarification
Students evaluate whether the use formal or informal English in their opinion letter based on audience.

**Information Literacy**

Create a modified source list with guidance
Students cite images that they plan to integrate into their opinion letter.

**Information Literacy & Writing Shared Task**

Use a digital tools to produce and publish writing (writing)
Use technology to present findings in a variety of formats with guidance (information literacy)
Students use an appropriate digital tool to produce their opinion letter.
Collaborative Planning Decisions:
Planning between grade-level teachers and the library media specialist is essential for the successful completion of this extended writing project. The focus of this extended writing project is on the Grade 2 writing and information literacy indicators, which engage students in an authentic inquiry approach to writing that involves posing research questions, gathering and recording information from provided sources, in order to write informative and opinion pieces. The topic of nutrition is the suggested content to engage students with a topic they have previously learned in Grades K-1. The following planning decisions need to be made.

1. **Nutrition topics and questions** – In week 5, in a shared information literacy and writing task, students view a multi-media source to activate background knowledge on nutrition and healthy eating habits. Students collaboratively develop a list of topics. Determine how to support students in developing and choosing topics. Build on what students learned as first graders when teaching about researchable questions. Allow students to generate questions with guidance.

2. **Resources** – Identify a variety of print and digital resources to support students during prewriting. The Writing: Process, Production and Research standard specifies that students use provided sources. Review the resources available on the Nutrition Inquiry LiveBinder site.

3. **Recording information** – Sample learning tasks suggest students record information on index cards or stickie notes, however there are many appropriate formats students may use. Consider the needs of students as well as UDL Writing Strategies when planning how to support students in recording information. When instructing students in what information to record, support students in making the connection that using another person’s ideas is acceptable when the source is cited.

4. **Vocabulary Support** – Select academic words for explicit instruction. Refer to the ESOL Grade 2 Marking Period 1 Overview for Tier II vocabulary. Discuss with instructional staff which academic vocabulary should be reinforced.