



Grade 4

Expository Units

- Unit 1: Decisions, Decisions, Decisions*
- Unit 2: Taking a Critical Stance*
- Unit 3: I'm Hearing Voices*
- Unit 4: Prove Your Point!*
- Unit 5: Say What You Mean, Mean What You Say*

Fourth Grade Expository Units of Inquiry

Essential Learnings

Students construct understanding of grade level appropriate expository texts (e.g., informational, functional, poetry, persuasive, biography, etc.) by reading, writing and discussing a wide variety of topics and issues. They question, analyze, interpret, and support their understanding of expository text. Knowledge of text structures, features and language is used flexibly to support reading, writing, speaking, and listening. They read critically to determine accuracy and relevance of information presented across sources. Students investigate important ideas/issues as they form, revise and articulate their thinking organized around a coherent thesis statement.

Grade 4 Expository Unit 1 of 5: Decisions, Decisions, Decisions

In this unit students interpret and analyze ideas in expository texts and investigate decisions authors make in constructing them. Students analyze the degree to which text features support, add to or detract from continuous text. They use their knowledge of text features, structures and language to anticipate the reading work, build meaning and compose/present a variety of expository texts. They develop a central idea, determine organizational structures and articulate a point of view for oral and written presentations.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2; SA 2.0, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p.103)
- Integrate knowledge of text forms, structures, features, and language effectively and flexibly to anticipate and support reading work (RC 2.0, 2.1, 2.6; FW p. 103)
- Analyze the degree to which text features support the continuous text (RC 2.0, 2.1, 2.3; FW p. 103)
- Recognize and appreciate how authors manipulate language to clarify and enhance meaning (RC 2.0; 2.1-2.6; FW p. 103)
- Respond orally and in writing to demonstrate insights and understandings about their reading (RC 2.0, 2.1-2.6; WS 1.0, 1.1; LS 1.0-1.3, 1.5-1.9; SA 2.0, 2.2, 2.3, FW pp. 97, 103-106)
- Select text structures, features and language appropriate to the purpose and audience when composing text (i.e., informational, summaries, responses to text, etc.) (WS 1.0, 1.1; WA 2.0, 2.2, 2.3, 2.4; LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 104-106)

- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.1-2.6; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1-1.6; LS 1.0; SA 2.0; FW p. 25-26, 104-105)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.1-1.3, 1.10; WA 2.0, 2.3, 2.4; WC 1.0, 1.1-1.7; FW pp. 97-98, 104-105)
- Deliver informational presentations using own written text as an outline and/or reference (LS 1.0, 1.5-1.9; FW pp. 98, 105-106)

Grade 4 Expository Unit 2 of 5: Taking a Critical Stance

In this unit students read critically, ask questions, form hypotheses, draw conclusions, and suggest insightful interpretations. They test their own hypotheses (what they know or think they know) against new information and ideas. Students revise and/or confirm thinking as they engage in multiple literacy experiences. They analyze and evaluate information considering the source and author's credibility. Students will be aware of bias in the texts that they read and write by considering the use of fact and opinion. They develop a central idea, determine organizational structures and articulate a point of view for a variety of oral and written presentations.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2; SA 2.0, 2.2; FW pp. 103-106)
- Draw inferences, conclusions or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p. 103)
- Alter, adjust or confirm thinking based on new information encountered in the text (RC 2.0, 2.4; FW p. 103)
- Analyze and evaluate information for accuracy and relevance (RC 2.0, 2.2, 2.4, 2.5; FW p. 103)
- Distinguish between fact and opinion to determine and analyze accuracy and author's position (RC 2.0, 2.4, 2.5; FW p. 103)
- Revise/confirm thinking as they read or listen to information (RC 2.0, 2.4; LS 1.0, 1.1, 1.2; FW pp. 105-106)
- Compare and contrast information from multiple sources to determine their position on a topic/issue (RC 2.0, 2.1, 2.5; FW p. 103)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.1-2.6; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1-1.6; LS 1.0; SA 2.0; FW p. 25-26, 104-105)
- Select text structures, features and language appropriate to the purpose and audience when composing text (i.e., informational, summaries, responses to text, etc.) (WS 1.0, 1.1, WA 2.0, 2.2, 2.3, 2.4; LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 104-106)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.1-1.3, 1.10; WA 2.0, 2.3, 2.4; WC 1.0, 1.1-1.7; FW pp. 98-99, 104-105)
- Deliver informational presentations using their own written text as an outline and/or reference (LS 1.0, 1.5-1.9; FW pp. 98, 105-106)
- Respond orally and in writing to demonstrate insights and understandings about their reading (RC 2.0, 2.1-2.6; WS 1.0, 1.1; LS 1.0-1.3, 1.5-1.9; SA 2.0, 2.2, 2.3, FW pp. 97, 103-106)

Grade 4 Expository Unit 3 of 5: I'm Hearing Voices

In this unit students engage in the research process to explore a variety of self-selected topics and issues across a range of resources (e.g. books, magazines, newspapers, speakers, and other media sources.) Students understand that research is more than a simple process of gathering of information. Students engage in inquiry by asking relevant questions about significant issues. They investigate, critically analyze and summarize information and present their findings orally and in writing. Students form and revisit their hypotheses and questions while exploring information. They will compare, contrast and synthesize information on the same topic from more than one source.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2; SA 2.0, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0-2.6; FW p. 103)
- Compare and contrast information from multiple sources to determine their position on a topic/issue (RC 2.0, 2.5; FW p. 103)
- Analyze and evaluate information for accuracy and relevance by testing it against known information and other sources (RC 2.0; 2.2, 2.4, 2.5; FW p. 103)
- Respond orally and in writing to demonstrate insights and understandings about their reading (RC 2.0, 2.1-2.6; WS 1.0, 1.1; LS 1.0-1.3, 1.5-1.9; SA 2.0, 2.2, 2.3, FW pp. 97, 103-106)
- Compose informational reports by framing a central question to focus an investigation and draw on multiple resources (speakers, books, periodicals, and media sources) to support findings (WS 1.0, 1.1-1.10; WA 2.0, 2.2;)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.1-2.6; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1-1.6; LS 1.0; SA 2.0; FW p. 25-26, 104-105)
- Select text structures, features and language appropriate to the purpose and audience when composing text (i.e., informational, summaries, responses to text, etc.) (WS 1.0, 1.1, WA 2.0, 2.2, 2.3, 2.4; LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 104-106)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.1-1.3, 1.10; WA 2.0, 2.3, 2.4; WC 1.0, 1.1-1.7; FW pp. 98-99, 104-105)
- Deliver informational presentations using own written text as an outline and/or reference (LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 98, 105-106)

Grade 4 Expository Unit 4 of 5: Prove Your Point!

In this unit students explore a variety of informational and persuasive texts to gain an understanding of the purpose and structure. Using their growing knowledge of the research process, students analyze texts to determine the ideas/issues, author's proposition and supports, and intended audience. They explore persuasive techniques, features and language (e.g., emotive language, exaggerations, bias, rhetorical questions, rule of three). They use a variety of strategies to synthesize and convey information (i.e., summarize information, note-taking). Students compose and present informational and persuasive texts using structures, features, language, and techniques that appropriately and effectively communicate their purpose to an audience.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret and clearly articulate their understanding of informational text and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2; SA 2.0, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0-2.6; FW p. 103)
- Understand the purpose of persuasive text and recognize the impact of its features, structures, language, and techniques (FW p. 103)
- Analyze and evaluate the accuracy of information by distinguishing between fact and opinion (RC 2.0, 2.2, 2.6; FW p. 103)
- Determine author's position by analyzing information and distinguishing between fact and opinion (RC 2.0, 2.4, 2.5; FW p. 103)
- Articulate a position on a self-selected issue and support this position with evidence and prior knowledge
- Respond orally and in writing to demonstrate insights and understandings about their reading (RC 2.0, 2.1-2.6; WS 1.0, 1.1; LS 1.0-1.3, 1.5-1.9; SA 2.0, 2.2, 2.3, FW pp. 97, 103-106)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.1-2.6; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1-1.6; LS 1.0; SA 2.0; FW p. 25-26, 104-105)
- Select text structures, features and language appropriate to the purpose and audience when composing text (i.e., informational, summaries, responses to text, etc.) (WS 1.0, 1.1, WA 2.0, 2.2, 2.3, 2.4; LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 104-106)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.1-1.3, 1.10; WA 2.0, 2.3, 2.4; WC 1.0, 1.1-1.7; FW pp. 98-99, 104-105)
- Deliver informational presentations using their own written text as an outline and/or reference (LS 1.0, 1.5-1.9; SA 2.0, 2.2; FW pp. 98, 105-106)

Grade 4 Expository Unit 5 of 5: Say What You Mean, Mean What You Say

In this unit students extend and use knowledge of the research process to develop and articulate their own stance on a variety of self-selected issues or topics organized around a coherent thesis statement. Students understand that research is more than a simple gathering of information. It is a process of asking relevant questions about significant issues, investigating and summarizing information to include critical analysis, insightful interpretation, and substantiated support. Students make decisions about the synthesis and presentation of their findings. They draw from varying sources of information, quote, paraphrase and appropriately cite their sources. They establish a central idea, determine organizational structures and articulate a point of view to write multi-paragraph texts (at least 500-700 words, ~1-2 pages) and deliver oral presentations.

Outcomes:

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Students are able to:

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- Draw inferences, conclusions or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p. 103)
- Compare and contrast information from multiple sources to determine their position on a topic/issue (RC 2.0, 2.5; FW p. 103)
- Analyze and evaluate information for accuracy and relevance by testing it against known information and other sources (RC 2.0, 2.2, 2.4, 2.5; FW p. 103)
- Distinguish between fact and opinion to determine and analyze accuracy and author's position (RC 2.0, 2.4, 2.5; FW p. 103)
- Respond orally and in writing to demonstrate insights and understandings about their reading (RC 2.0, 2.1-2.6; WS 1.0, 1.1; LS 1.0-1.3, 1.5-1.9; SA 2.0, 2.2, 2.3, FW pp. 97, 103-106)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.1-2.6; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1-1.6; LS 1.0; SA 2.0; FW p. 25-26, 104-105)
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- Deliver informational presentations using own written text as an outline and/or reference (LS 1.0, 1.5-1.9; SA 2.1, 2.2; FW pp. 98, 105-106)