



# Grade K

## Expository Units

*Unit 1: Reading the World*

*Unit 2: Construction Zone*

*Unit 3: What's the Big Idea? Focus on  
Expository Texts*

*Unit 4: Operation Exploration*

## Kindergarten Expository Units of Inquiry

### Essential Learnings

*Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author's intent. Throughout the year, students publish multiple written texts. They engage in substantive academic conversations and oral presentations. Students understand and value their important roles as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

#### **Kindergarten Expository Unit 1 of 4: Reading the World: Understanding the Information Around Us**

Students read, listen to, and discuss informational/expository texts in a way that helps them learn about the world. Students recognize and use written language (i.e., pictures, signs, labels, books, songs, poetry, audio-visuals...) to get and give information about the world. They consider what they already know and build new understandings about the world through a wide variety of texts, experiences and interactions. Students share information discovered from exploring texts (i.e., books, charts, magazines, maps, graphs, timelines, photographs, posters, invitations, correspondence, multi-media...). They construct multiple texts with their teacher, peers and individually for authentic purposes and audiences using real-world mentor texts from a variety of sources. Students value themselves in their role as readers, writers, listeners, and speakers.

#### **Outcomes:**

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include plentiful opportunities for students to read a range of quality and complex narrative and expository texts (RC 2.0, FW pp. 20, 25). (Note: expository units will include narrative readings and narrative units will include expository readings.)

#### **Students are able to:**

- Question, interpret, and clearly articulate their understandings of the messages and meanings of informational, expository, and narrative text (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Make revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Recognize and use the features of expository text and everyday print materials in order to understand and respond to the meaning of the text (LR 3.0, 3.1, 3.2; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.1; FW pp. 20, 25)
- Share and orally present their own ideas and respond to the ideas of others, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)

- Use what they've learned about informational/expository texts in reading and language study, compose a variety of written pieces to share their ideas and information for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Orally rehearse and write about self-selected ideas for authentic audiences and purposes, using and discussing what they have learned about text structures, language, and patterns (WA 1.0; RC 2.0; WS 1.0; WOELC 1.0, 1.2; FW pp. 26, 34, 37)

## **Kindergarten Expository Unit 2 of 4 Construction Zone: Tools for Building Meaning**

Students recognize and use text structures, organizational patterns (i.e., book patterns, language patterns, refrain-type patterns, and others) and text features in order to understand the text as a whole. They discover patterns within and across texts and notice how different authors write about information and ideas. Students discuss how authors select and use text and language patterns to engage the reader. They try on authorial decisions in their own written and oral presentations.

### Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include plentiful opportunities for students to read a range of quality and complex narrative and expository texts (RC 2.0; FW pp. 20, 25). (Note: expository units will include narrative readings and narrative units will include expository readings.)

### Students are able to:

- Question, interpret, and clearly articulate their understandings of the messages and meanings of informational, expository, and narrative text (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Understand and use the organizational structures of informational texts through extensive engagement with texts (FW pp. 28-29, 34)
- Compare known to new information found in multiple sources (RC 2.0; FW p. 25)
- Anticipate upcoming reading work based on titles, pictures, and familiar forms and patterns to understand text (RC 2.0, 2.2, 2.5; LR 3.0, 3.2; FW pp. 25, 34)
- Share and orally present their own ideas and respond to the ideas of others, using complete coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1; WS 1.0-1.4; FW 31, 33-35)
- Orally rehearse and write about self-selected ideas for authentic audiences and purposes, using and discussing what they have learned about text structures, language, and patterns (WA 1.0; RC 2.0; WS 1.0; WOELC 1.0, 1.2; FW pp. 26, 34, 37)

## Kindergarten Expository Unit 3 of 4: What's the Big Idea?: Focusing on Expository Texts

In this unit students demonstrate an understanding of the "big ideas" discovered in informational/expository texts. They investigate how significant information and ideas from text can be understood in literal, inferential, and applied ways (i.e., what is stated in the text, what is implied from and beyond the text, and generalizations beyond the text). They engage in academic conversations before, during, and after reading a variety of informational/expository texts. Students discuss how "big ideas" (abstract concepts/ideas) are revealed in similar and different ways by various authors and to individual readers. Students write responses to texts to demonstrate their thinking about "big ideas" in text. They experiment with writing about information and personal interests based on what they've discovered in the texts they've read, heard, and viewed.

### Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include plentiful opportunities for students to read a range of quality and complex narrative and expository texts (RC 2.0; FW pp. 20, 25). (Note: expository units will include narrative readings and narrative units will include expository readings.)

### Students are able to:

- Question, interpret, and clearly articulate their understandings of the messages and meanings of informational, expository, and narrative text (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Gain understanding of informational text and relate information to their personal experiences, curiosities and interest (FW p.28)
- Use their knowledge of text organization to understand the big ideas and/or underlying messages of the text (RC 2.0; WS 1.1; LS 1.0, 1.2; FW pp. 25, 28-29, 33-34)
- Recognize and explain "big ideas" (abstract concepts/ideas) found within and across expository texts (RC 2.0; LS 1.0, 1.2; FW pp. 25-26, 33-34)
- Ask and answer questions about the texts they read (RWA 1.3, 1.18; RC 2.5; LS 1.0, 1.2; FW pp. 25, 33)
- Connect information and events in texts to life experiences (RWA 1.3, 1.18; RC 2.0, 2.3; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3; FW p. 25)
- Share and orally present information and ideas, using complete, coherent sentences (RWA 1.18; RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; WS 1.0, 1.1; LC 1.0, 1.1; LS 1.0, 1.2; SA 2.0; FW pp. 25, 29, 34)

- Demonstrate understanding of the ideas in informational/expository text through oral and written responses (RWA 1.3, 1.18; RC 2.0, 2.3; LR 3.0; WS 1.0, 1.1; LC 1.0, 1.1, 1.2; LS 1.0, 1.2; FW pp. 25-26, 34)
- Orally rehearse and write about experiences, people, objects, information, or events using legible, coherent sentences (RWA 1.18; WS 1.0, 1.1; WOELC 1.0, 1.1, 1.2; LS 1.2; SA 2.3; FW pp. 25-26, 34)

## **Kindergarten Expository Unit 4 of 4: Operation Exploration: We're Readers, Writers, and Researchers**

In this unit students demonstrate an understanding of their role as readers, writers, listeners, speakers, and researchers. They ask questions and actively investigate and record real information by digging through an abundance of magazines, photographs, news items, and informational texts with the intent of seeking knowledge. Students share areas of interest they find fascinating and listen to learn from the ideas of others. Students have multiple opportunities to construct informational/expository text (i.e., with their teacher and classmates, in partnerships, in research teams, and individually). Their natural curiosities about the world drive their investigations. They share (orally and in writing) new and known information and ideas.

Students investigate self-chosen topics/interests and make decisions about how to present their findings and thinking, orally and in writing. Students use their knowledge of writing to document their ideas and write about experiences, stories, people, objects, and events.

### Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include plentiful opportunities for students to read a range of quality and complex narrative and expository texts (RC 2.0; FW pp. 20, 25). (Note: expository units will include narrative readings and narrative units will include expository readings.)

### Students are able to:

- Question, interpret, and clearly articulate their understandings of the messages and meanings of informational, expository, and narrative text (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Access information in expository texts using titles, table of contents, and other features (RWA 1.1, 1.3, 1.18; RC 2.0, 2.1, 2.2, 2.5; FW pp. 25, 33)
- Compare what is already known to information found across multiple sources (RC 2.0; FW p. 25)
- Share and orally present their own ideas and respond to the ideas of others, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Demonstrate understanding of the ideas in informational/expository text through oral and written responses (RWA 1.3, 1.18; RC 2.0, 2.3; LR 3.0; WS 1.0, 1.1; LC 1.0, 1.1, 1.2; LS 1.0, 1.2; FW pp. 25-26, 34)
- Orally rehearse and compose informational/expository texts about a central idea using information gathered from texts (RWA 1.0, 1.3, 1.18; RC 2.0, 2.3, 2.5; WS 1.0, 1.1; WOELC 1.0, 1.1, 1.2; LS 1.2; SA 2.0, 2.1, 2.3; FW pp. 26, 34)



# Grade 1

## Expository Units

*Unit 1: Digging for Hidden Treasure*

*Unit 2: Going for Gold*

*Unit 3: Discovery by Design*

## First Grade Expository Units of Inquiry

### Essential Learnings

*Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author's intent. Students employ effective strategies towards independence. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

### **Grade 1 Expository Unit 1 of 3: Digging for Hidden Treasure: Finding the Meaning in Expository Texts**

In this unit students learn how authors organize and present real-world information in order to understand a variety of informational/expository texts. Students recognize and apply sequential and other logical organizational structures from a variety of grade level appropriate expository texts. They recognize and describe how text structures and features convey information and ideas in order to understand the meaning of the text as a whole. They write expository texts with description and sensory details and engage in academic discussions around the central ideas in expository text. Their oral and written responses to text include analysis (i.e., *the way the author...*), interpretation (i.e., *I think that means...*), and support (i.e., *This part of the text shows that...*).

#### 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/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Analyze organizational structures of expository/informational text (sequence or other logical order) to support understanding of the text (RC 2.0, 2.1, 2.2, 2.7; FW pp. 25, 48-50)
- Use knowledge of text structures and features to anticipate reading work and to understand the central ideas in text (RC 2.0, 2.1, 2.4-2.7; FW pp. 25, 48-50)
- Understand and articulate how text structures and features work together to convey meaning of the whole text (RC 2.0, 2.1; FW p. 49)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0; FW pp. 48, 51)

- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)

### **Grade 1 Expository Unit 2 of 3: Going for Gold: Discovering Central Ideas**

In this unit students recollect, talk and write about central ideas in a variety of grade level appropriate informational/expository texts. They interact with text by interpreting, responding, and reacting to construct bigger ideas beyond literal understanding. While reading and discussing a variety of texts, students pose and answer thoughtful questions that may lead to further investigations. They determine an authentic purpose and audience for writing and orally presenting in order to relate important information, ideas and their natural curiosities in a logical sequence.

#### **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/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Pose and seek answers to questions while reading, listening to, and discussing expository text to construct meaning (RC 2.0, 2.2; LC 1.0, 1.2; FW pp. 25, 27, 49-50)
- Gain understanding of informational text and relate information to their personal experiences, curiosities and interests (FW p. 28)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0; FW pp. 48, 51)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)

### **Grade 1 Expository Unit 3 of 3: Discovery by Design: What's Really Important Here?**

In this unit students engage in the research process to describe and explain topics of interest, significant events, and experiences. Students analyze, interpret, and support their thinking to capture and discuss central ideas within and across grade level appropriate expository texts. They investigate self-selected topics of interest and frame questions to develop a central idea in order to focus their inquiry. Students deliver oral presentations about their discoveries that are organized and developed around a controlling idea/coherent thesis statement\* by comparing information from several sources. They determine appropriate organizational structures and features for authentic purposes and audiences when presenting their findings orally and in writing.

\*A thesis statement is a meaningful claim that goes beyond a simple reporting of literal information.

#### 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/expository text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0, 1.1-1.3; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.3, 2.4; FW pp. 25-27, 48-52)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6; FW pp. 25, 48-50)
- Pose and seek answers to questions while reading, listening to, and discussing expository text to construct meaning (RC 2.0, 2.2; LC 1.0, 1.2; FW pp. 25, 27, 48-51)
- Use a variety of sources to gather information around a central question or idea (RC 2.0; WS 1.0, 1.1; WA 2.2; LS 1.0; SA 2.0; FW pp. 25, 48-49)
- Synthesize information and ideas within and across expository/informational texts to form and articulate their own ideas, orally and in writing (RC 2.0, 2.2-2.7; LR 3.0, 3.3; WS 1.0, 1.1-1.3; LC 1.0, 1.1-1.8; LS 1.0, 1.1, 1.2, 1.4, 1.5; SA 2.0, 2.4)
- Communicate central ideas supported by relevant details in academic conversations and oral presentations (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.1 WS 1.0, 1.2; WA 2.0, 2.1, 2.2; WOELC 1.0-1.8, FW 44, 46, 48, 50-51)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)

- Write informational/expository text on self-selected topics organized around a central idea, using description for authentic purposes and audiences (WS 1.0, 1.1-1.3; WA 2.0, 2.1, 2.2; FW pp. 26-27, 50-51)
- Select and utilize an organizational structure to present information, including significant details, around a self-selected topic or idea (WS 1.0, 1.1-1.3; WA 1.0, LC 1.0, 1.1-1.8; LS 1.0, 1.2, 1.4, 1.5; SA 2.0, 2.4; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.2; WOELC 1.0, 1.1-1.8; FW pp. 26-27, 50-51)



# Grade 2

## Expository Units

*Unit 1: Lay the Course: Navigating Text to Make Meaning*

*Unit 2: Knowledge is Power: I've Got the Power!*

*Unit 3: He Said/She Said...I Say!*

**Second Grade Expository Units of Inquiry**  
**Essential Learnings**

*Using their knowledge of grade level appropriate informational/expository and narrative texts, students will derive an understanding of how to communicate their information, ideas, and stories with increased attention to detail and substance. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

**Grade 2 Expository Unit 1 of 3: Lay the Course: Navigating Text to Make Meaning**

In this unit students navigate through text and strategically use text features and structures to understand and interpret information and author's intent. Students learn how authors organize and present real-world information. Students explore how text structures and text language can be enhanced by features including: titles, tables of contents, chapter headings, graphs, diagrams, and charts. They write informational/expository texts by grouping related ideas, maintaining a consistent focus around self-selected important ideas or issues, and using a logical organizational structure. They understand that they read, write and discuss informational/expository texts for authentic purposes (e.g., curiosity, interests, finding information, cross-reference for clarity and/or accuracy, get/follow directions...). Students use what they know about writing informational/expository texts to compose their own pieces for authentic audiences and purposes. Students orally recount or share experiences about their information in a logical manner.

**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, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.2; FW pp. 64, 67-70)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Use knowledge of text structures, features, and language to anticipate the reading work and understand the big ideas and/or underlying messages in expository text (RC 2.0, 2.1, 2.5, 2.7; FW p. 64)
- Analyze text organization and how text features support or extend the content of expository text (RC 2.0, 2.1, 2.6; FW p. 64)

- Use knowledge of organizational structures such as sequence, cause and effect, chronological order to enhance meaning in reading and writing (RC 2.0, 2.6; WS 1.0, 1.4; WA 2.0, 2.1, 2.2; SA 2.0, 2.1; FW pp. 69-70)
- Articulate authentic purposes for reading expository text (e.g., curiosity, interest, find out information, cross-reference for clarity and/or accuracy, get directions...) (RC 2.0, 2.2; WS 1.0, 2.0, 2.1, 2.2)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Compose expository text for authentic purposes (e.g., to inform, explain, and/or describe personal interests, important events and issues, to persuade...) (RC 2.0, 2.2; WS 1.0, 2.0, 2.1, 2.2)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1 - 1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2; FW p. 69)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0, 1.1, 1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0, 1.1 - 1.9; SA 2.0, 2.1, 2.2; FW p. 70)

## **Grade 2 Expository Unit 2 of 3: Knowledge is Power: I've Got the Power!**

In this unit students actively engage in inquiry, finding important information, asking and answering questions, and interpreting information from graphs, diagrams and charts. Students learn that interacting with written and oral texts has the potential to change their thinking and knowledge. They draw upon what they already know about texts and contexts, adding new understandings as they read and discuss texts. They will report, orally and in writing, on self-selected topics or issues with supportive facts and details from their explorations across a wide variety of informational/expository texts.

### **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, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0-2.2; FW pp. 67-70)
- Anticipate the reading work and content by using what they know about expository text and the world/contexts (RC 2.0, 2.1; FW p. 67)
- Anticipate, revise and/or confirm thinking as they read or listen to expository text using prior knowledge and new information (RC 2.0, 2.1; FW p. 67)
- Pose and seek out answers to questions and wonderings while reading or listening to expository text (RC 2.0, 2.4; LS 1.0, 1.1, 1.2; FW p. 68)
- Determine information that is important/relevant to the bigger ideas in expository text (RC 2.0, 2.5, 2.6; FW pp. 67-68)
- Analyze and interpret information from diagrams, charts, and graphs (RC 2.0, 2.7; FW p. 68)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5-1.9; SA 2.0-2.2)
- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)

- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)

## **Grade 2 Expository Unit 3 of 3: He Said/She Said...I Say!: My Ideas and Voice Can Make a Difference**

In this unit students engage in the research process to gather and compare information from multiple sources. As they read they use careful analysis, insightful interpretation, and relevant supportive facts and details to demonstrate their understanding of grade level appropriate expository texts. They discover central ideas that reveal important messages in texts. Students participate in substantive academic discussions about topics and issues, and deliver organized oral presentations drawing from several sources of information. They engage in the writing process to develop central idea(s)/cohesive thesis statements and reveal their own significant messages, ideas, discoveries, and insights. (A thesis statement is a meaningful claim that goes beyond a simple reporting of literal information.)

### 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, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Make, revise and/or confirm predictions, draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Compare information from multiple sources (RC 2.0, 2.6; FW p. 64)
- Determine information that is important/relevant to the central ideas in expository text (RC 2.0, 2.5, 2.6; FW pp. 67-68)
- Seek out and use new information to add to prior knowledge (RC 2.0, 2.1; FW p. 67)
- Revisit familiar mentor texts for models of language and conventions (RC 2.0, 2.3, 2.5-2.8; WS 1.0, 1.1, 1.4; WA 2.0, 2.1a, 2.2, WOELC 1.0-1.8; FW 64, 69)
- Purposefully select text structures, features and language appropriate to the purpose and audience when composing text (i.e., responses to expository text, informational/expository pieces, real world correspondence) (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Strategically select relevant information to support a central idea and/or controlling thesis statement (WS 1.0, 1.1 - 1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Write informational texts to share their discoveries and findings (WS 1.0, 1.1-1.4; WA 2.0, 2.1, 2.2; LS 1.0, 1.5-1.9; SA 2.0, 2.1, 2.2)
- Develop a central idea that is carried throughout the text in a logical organization and supported by relevant details and information (WS 1.0, 1.1; WA 2.0; LS 1.0, 1.5 - 1.9; SA 2.0, 2.1, 2.2)

- Write response to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (FW p. 25, 26, 67-69; RC 3.0; WA 1.0, 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)



# Grade 3

## Expository Units

*Unit 1: Big Ideas Are Everywhere: Important Messages in Fiction and Non-fiction*

*Unit 2: Looking Closely Thinking Big: Focusing on Expository Text*

*Unit 3: What? So What? Now What?*

*Unit 4: Great Minds Think Alike...or Not!*

## Third Grade Expository Units of Inquiry

### Essential Learnings

*Students construct a critical understanding of a diverse range of informational/expository text. They use their knowledge of how informational/expository texts work in order to strengthen their ability to determine and evaluate the content and author's purpose. Students engage in academic conversations as they read and write grade level appropriate texts. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.*

### **Grade 3 Expository & Narrative Unit 1 of 4: Big Ideas Are Everywhere: Important Messages in Fiction and Non-fiction**

**Note:** This is a single unit combining narrative and expository texts, followed by two subsequent units:  
Looking Closely, Thinking Big: Focusing on Narrative Text & Looking Closely, Thinking Big: Focusing on Expository Text

In this unit students launch an exploration of "big ideas" across a broad range of informational, expository, and narrative texts. They discover why and how texts and stories are written and shared. They share their thinking about what the author may have intended to convey to the reader. They are immersed in a variety of grade level appropriate texts (i.e., stories, articles, legends, informational flyers, historical accounts, news reports, media communications, correspondence, poetry) conveying significant issues and ideas. During their exploration they pose questions and seek answers that require critical thinking skills such as analysis, synthesis, and evaluation. They understand the similarities, differences, and complexities of expository and narrative texts. They consider real-world applications, connecting their own insights to those of an author or speaker. Students build a wide repertoire of mentor texts and authors to inform their writing. In writing and speaking, students determine their purposes and audiences and self-select form, genre, and style to effectively convey their message.

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, expository, and narrative text (including broadcast and print media) and the author's intent (RC 2.0, 2.1-2.6; LRA 3.0; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.10, 1.11; SA 2.0, 2.2; LR 3.1; FW pp. 80, 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Use their knowledge of text organization to understand the big ideas and/or underlying messages of the text (RC 2.1, 2.3, 2.5, 2.6; WS 1.3; LRA 3.1)

- Make links and notice common ideas and themes found within and across genres (e.g., conservation, adaptation) found in poetry, legends, expository texts etc. (RC 2.0, 2.5; LR 3.0, 3.4; LS 1.0, 1.5, 1.10)
- Pose questions and seek answers that require analysis, synthesis, and evaluation (RC 2.0, 2.2, 2.3, 2.5, 2.6; LC 1.0, 1.1; LS 1.0, 1.2, 1.3; FW p. 80)
- Connect prior knowledge with information found within and inferred from the text (RC 2.0, 2.2; FW p. 80, 84)
- Express and support understanding of significant issues/ideas and underlying messages orally and in writing (RC 2.0, 2.4, 2.5, 2.6, 3.4; LC 1.0; LS 1.0, 1.1, 1.2, 1.10; WS 1.0, 1.1, 1.4; FW pp. 20, 80)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 1.1, 1.4; WA 2.0, 2.3; FW pp. 85-86)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate significant experiences from their life with relevant events for a specific purpose and audience (formal or informal oral presentations and in writing) (LC 1.0, 1.1-1.8; WS 1.0, 1.1; WA 2.0, 2.1-2.3; LS 1.0, 1.5, 1.6, 1.7; FW p.86)

### **Grade 3 Expository Unit 2 of 4: Looking Closely, Thinking Big: Focusing on Expository Text**

In this unit students continue their work of discovering underlying messages and big ideas across texts. They now look closely at how and why authors convey messages and ideas within and across a wide range of expository texts. Students synthesize their expanding knowledge of text content, language, structures, and features to comprehend expository texts. They engage in substantive academic discussions about issues presented in grade level appropriate expository texts, comparing ideas and points of view expressed. In their writing, students establish their purpose and context, show awareness of the knowledge and interests of their intended audience, and use mentor texts to experiment with a variety of organizational structures, text features, and language maneuvers.

#### 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, expository text (including broadcast and print media) 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, 1.10, 1.11; SA 2.0, 2.2; FW pp. 80, 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1- 2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Use knowledge of text structures, features, and language to anticipate the reading work and understand the big ideas and/or underlying messages in expository texts (RC 2.1, 2.3, 2.5, 2.6; WS 1.3)
- Anticipate/revise/confirm thinking as they read or listen to information (RC 2.0, 2.2, 2.4; LS 1.0, 1.3)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3; WA 2.0, 2.2, 2.3; FW pp. 85-86)
- Develop a central idea that is carried throughout the text and supported by relevant details and information in writing (WS 1.0, 1.1, 1.4; WA 2.0; FW 21; LC 1.0, 1.1-1.7; LS 2.0)
- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) to clarify meaning (WS 1.0, 1.4; WA 2.0; LC 1.0, 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate central ideas and underlying messages with relevant details from their expository reading in academic conversations and oral presentations (LS 1.0, 1.5-1.8; SA 2.0, 2.1, 2.3)

### **Grade 3 Expository Unit 3 of 4: What? So What? Now What?: Determining What is Relevant**

In this unit students will gather information across a number of expository texts around a central idea, question, or feature of a subject. As they gather information they will sift, sort and separate out relevant details and relations between ideas to weigh against their impressions of the issue. Throughout this process of reading widely, students continue to uncover their unique interests and ideas to guide them in selecting and narrowing their own focus of inquiry on an issue. Students will organize formal and informal oral presentations around a coherent thesis statement to communicate their knowledge and ideas (A thesis is a claim about the meaning of some feature of a subject.) Writing will reflect an increased understanding of how a central idea is developed and carried throughout a text (i.e., book reviews, descriptions of socio-historical events, scientific discoveries and investigations).

#### 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, expository text (including broadcast and print media) 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, 1.10, 1.11; SA 2.0, 2.2; FW pp. 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Integrate their knowledge of text features and structures to construct meaning of informational text (RC 2.0, 2.2-2.6)
- Determine what text is about (What?), why it is important to them or the world (So what?), and what they will "do" with their new information (Now what?) (RC 2.0, 2.2-2.6; WS 1.0, 1.1, 1.3, 1.4; WA 2.2; LS 1.0, 1.1-1.6)
- Determine what information/details are relevant to the perceived bigger ideas of the text (RC 2.0, 2.5, 2.6)
- Gather information from multiple sources and synthesize information to discuss (compare) the bigger ideas across the texts (RC 2.0, 2.2, 2.5, 2.6; LS 1.0, 1.3, 1.7)
- Skim and scan text to form a hypothesis about the content and possible big ideas (RC 2.1-2.6)
- Use new information as it is encountered in the text to adjust thinking or add to their schema (RC 2.0, 2.4, 2.6; WS 1.1b)
- Frame questions to narrow the scope of their inquiry (WS 1.0, 1.1; WA 2.2)
- Write informational texts to share their discoveries and interpretations of issues (WS 1.0, 1.1; WA 2.0; LC 1.0)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3)

- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) and clarify meaning (WS 1.0, 1.4; LC 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate central ideas and underlying messages with relevant details from their expository reading in academic conversations and oral presentations (LS 1.5-1.8; SA 2.0, 2.1, 2.3)

### **Grade 3 Expository Unit 4 of 4: Great Minds Think Alike...or Not!: Using Multiple Sources to Research**

Students will engage in the research process to present information organized around a coherent thesis statement that includes critical analysis, insightful interpretation, and supporting facts and details. Students pose questions and support answers by connecting prior knowledge and information/ideas from the texts they read. They become more discerning about their selection and analysis of relevant information, main ideas, and the relationship between ideas in expository texts. Students continue to advance and extend their writing strategies as they compose texts and access information from a range of sources and reference materials. Particular emphasis is placed on listening and speaking applications as students communicate their knowledge and ideas and engage in substantive academic discussions.

#### **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, expository text (including broadcast and print media) 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, 1.10, 1.11; SA 2.0, 2.2; FW pp. 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Compare and contrast information from multiple sources to clarify their thinking on a issue (RC 2.0; LS 1.10, 1.11; FW p. 80)
- Frame questions to narrow the scope of their inquiry (WS 1.0, 1.1; WA 2.2)
- Compose informational reports around a central idea using information drawn from a variety of sources (RC 2.0; WS 1.0, 1.1; WA 2.2)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3a)
- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) and clarify meaning (WS 1.0, 1.4; LC 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Organize and deliver informational presentations around a coherent thesis statement (SA 2.0, 2.1; LS 1.5, 1.6)



# 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:

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)
- 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)
- 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; FW pp. 97, 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 2.1, 2.2; FW pp. 98, 105-106)



# *Grade 5*

## *Expository Units*

*Unit 1: Author's—Make Your Case!*

*Unit 2: Search and Research*

*Unit 3: The Art of Persuasion*

*Unit 4: Under Investigation: Open Forum!*

**Fifth Grade Expository Units of Inquiry**

## Essential Learnings

*Students construct understanding of grade level appropriate expository texts through the thoughtful analysis of content, organization, purpose, and perspective. Students articulate cohesive interpretations in order to synthesize and critique information as they establish their own positions and perspectives (orally and in writing). They consider the ways in which authors present ideas, concepts, and issues and the impact, or potential impact, of these authorial decisions. Knowledge of text forms, structures, features, and language are used effectively and flexibly to anticipate and support the reading, writing, speaking, and listening work.*

### **Grade 5 Expository Unit 1 of 4: Authors -- Make Your Case**

In this unit students apply their understanding of expository text to anticipate and support their reading work, advance their content knowledge, and interpret the author's intent and bias, orally and in writing. Interpretations and responses are convincingly supported as students integrate evidence from the text, prior knowledge and experience, and information from other texts. Students understand the ways in which authors use text structures (i.e., compare-contrast, cause-effect, problem-solution, chronology, description), features, and language to convey ideas and information. Students analyze and critique the author's choice of forms, structures, and features for an intended purpose and audience. They use a variety of strategies to synthesize and convey information (i.e., summarize information, note-taking). Students consider how authorial decisions impact presentation and clarity in order to inform their writing and reading. Students compose and present expository texts using forms, structures, features, and language 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 impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0-2.4)
- Evaluate how well text features and structures support or fail to support the author's intent (RC 2.0, 2.1, 2.4; FW p. 119)

- Analyze information from multiple sources to form and defend a clear position on issues/ideas (RC 2.0, 2.5; FW p. 119)
- Select form, structures, features, and language appropriate to a clearly identified purpose and audience in crafting expository compositions (WS 1.0, 1.1; WA 2.0, 2.3; FW p. 120-121)
- Summarize informational text to demonstrate understanding in a variety of contexts and for a variety of purposes (RC 2.0, 2.3; WS 1.0, 1.2; LS 1.0, 1.4; SA 2.0, 2.2; FW p. 120-123)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW p. 121-123)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW p. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW p. 98, 122-123)
- Use language and conventions appropriate to the text organization (e.g. cause and effect, sequence, compare and contrast) to compose and present information ( WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW p. 120-123)

## **Grade 5 Expository Unit 2 of 4: Search and Research**

In this unit students engage in the research process to create multi-paragraph documents of at least 500-700 words (~1-2 pages) organized around a coherent thesis statement on a variety of self-selected topics and issues. Students understand that research is more than a simple gathering of information. Research is a process of asking relevant questions about significant issues, and investigating, analyzing, and synthesizing information (to include critical analysis, insightful interpretations and relevant supports) and making decisions about the presentation of their findings. Students determine essential vs. non-essential information within and across texts in order to interpret the author's purpose, perspective, and bias throughout their investigations. They discuss the author's perspective on a given topic or issue and critique the degree to which the author's supporting evidence is effective or relevant. Determining the accuracy and relevance of authors' facts, supported inferences, and opinions will inform students' synthesis and critique of ideas and information from multiple sources and provide a foundation on which they form their own perspective on the issue. Students frame questions around a controlling idea to direct their investigations and revise/edit their manuscripts to improve the meaning and focus of their research writing. They select a focus, organizational structure, and point of view for oral 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 texts and the impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Understand and clearly articulate the purpose of research resources (WS 1.0, 1.3, 1.4, 1.5; FW pp. 119, 121-123)
- Demonstrate their understanding of the distinction between facts and supported inferences and opinions (RC 2.0, 2.4, 2.5; FW p. 119)
- Critique the relevance and accuracy of ideas, information, issues, and/or events from multiple sources to establish an informed personal perspective (RC 2.5; WA 2.0, 2.3; FW p. 119)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW pp. 121-123)

- Distinguish and use organizational structures that are appropriate for different audiences and purposes (RC 2.0, 2.1, 2.2; WS 1.2, 1.3, 1.4, 1.5, 1.6)
- Use language and conventions appropriate to the text organization (e.g., cause and effect, sequential, compare and contrast) to compose and present information (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)
- Employ appropriate editing and revision strategies to clarify meaning (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)

### **Grade 5 Expository Unit 3 of 4: The Art of Persuasion**

In this unit, students understand the structures and purposes of persuasive texts. Using their growing knowledge of the research process (see Search and Research Unit) students closely analyze persuasive texts to determine the issues, author's intent, position, possible biases, and intended audience. They interpret and use persuasive techniques, features, and language (e.g., emotive language, exaggerations, bias, rhetorical questions, rule of three). Students critique the effectiveness of the author's attempt to influence the reader. They effectively communicate and support their own positions in text-based discussions, in their own persuasive compositions, and in oral presentations. Students interrogate and deconstruct the images, slogans, and ideas presented in a variety of texts (e.g., advertisements, Internet information, textbooks) in order to reveal authors' intent, position, and bias. Students frame questions to direct their investigations and revise/edit their manuscripts to improve the meaning and focus of their persuasive writing. They select a focus, organizational structure, and point of view for oral 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 persuasive text and the impact of authorial intent, position, and bias as they respond to texts (orally and in writing) (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119-123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Understand and clearly articulate the purpose of persuasive texts (RC 2.0, 2.3, 2.4)
- Analyze and differentiate the use of media to convey a message for a specific purpose and audience (e.g., information, entertainment, persuasion, interpretation of events, transmission, and influence of culture (RC 2.0-2.5; LS 1.7, 1.8; FW pp. 119, 122-123)
- Critique the strategic use and impact of persuasive structures, features, techniques, and language to make and convey meaning for a variety of purposes, contexts, and audiences (RC 2.0-2.5; LS 1.0, 1.7, 1.8; FW pp. 119, 122-123)
- Evaluate and analyze the relevance of information and degree of bias in text by distinguishing facts, supported inferences, and opinions (RC 2.0, 2.5; FW p. 119)
- Identify, analyze and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities) (RC 2.0, 2.1, 2.2, 2.5; LS 1.0, 1.7; FW p. 119)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)

- Identify logical fallacies used in oral presentations and media messages (RC 2.0-2.2, 2.5; LS 1.7, 1.8; FW pp. 122-123)
- Convey and defend a personal position on a self-selected issue and support with convincing evidence using appropriate persuasive structures, features, techniques, and language orally and in writing (RC 2.0, 2.4; WS 1.0, 1.2; WA 2.0, 2.4; LS 1.0, 1.4, 1.5, 1.6)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Consider audience (e.g., pre-conceptions, bias, prior knowledge) when crafting a persuasive text or presentation (WA 2.0, 2.4; LS 1.0, 1.4, 1.5, 1.6; SA 2.0, 2.2)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)

### **Grade 5 Expository Unit 4 of 4: Under Investigation: Open Forum!**

In this unit students extend and apply their 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. They again engage in and use the research process, asking relevant questions about significant issues, and investigating, analyzing, and synthesizing information (to include critical analysis, insightful interpretations and relevant supports. They self-select from a variety of presentation forms (e.g., brochure, advertisement, poster report, photo essay, book, power point presentation, research report, persuasive composition, debate). Students demonstrate their ability to use multiple resources and genres (e.g., books, biographies, informational texts, periodicals, Internet, speakers, interviews, multi-media). Students work in partnerships, small groups and/or individually as they read, write, discuss, and report on their own investigations. As part of their inquiry, students have the option to conduct original experiments, surveys, and investigations.

#### **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 texts and the impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Use organizational features of a variety of research materials (e.g., citations, end notes, bibliographic references) to locate relevant information (WS 1.3)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW pp. 121-123)
- Self-select purpose, topic, audience, and form for oral and/or written presentations (WA 2.0-2.4; LS 1.0, 1.4; SA 2.0, 2.2)
- Distinguish and use organizational structures that are appropriate for different audiences and purposes (RC 2.0-2.2; WS 1.0-1.6)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)