

## Suggested Phase-Planning Grade 3 Expository Unit of Inquiry, "Great Minds Think Alike... or Not! Using Multiple Sources to Research"

	PHASE 1- Engaging In Research	PHASE 2- Refining the Research Process	PHASE 3- Presenting and Sharing Information
<b>READING</b>	<b>Teacher strategically captures and shapes class discussions for future reading and writing work.</b>		
	<p>Determining central/big ideas within informational/expository text by using knowledge of how informational/expository text works (structure, features, language), using knowledge of content, and determining importance of information in text.</p> <p>Continue shared work around central/big ideas across text on one topic. Model process of narrowing study of a broad topic of interest into a key question to focus an investigation (Read "I Wonder" books; question/answer books as model of focused questions)</p> <p>Students independently (or in partnerships) read a variety of texts to begin researching topic(s) of interest for their oral and written pieces.</p>	<p><i>Refining the research process</i></p> <p>Continue to engage in shared investigation on a few more topics, using multiple sources (articles, books, multimedia, interviews, internet, experts)</p> <ul style="list-style-type: none"> <li>•Determining central/big ideas</li> <li>•Determining importance of information</li> <li>•Using prior knowledge of informational/expository text and content</li> <li>•Narrowing investigation/refining and revising controlling idea</li> <li>•Comparing/contrasting information from multiples sources</li> </ul>	<p><i>Refining how to respond to expository text</i></p> <p>Read a variety of familiar and unfamiliar informational/expository texts to revisit how we respond to inf./exp. text. Focus on the inclusion of analysis, interpretation and support.</p> <ul style="list-style-type: none"> <li>•Using text as a whole to determine central/big ideas</li> <li>•Forming personal insights/ ideas about text we read</li> <li>•Supporting ideas with relevant information from the text and prior knowledge</li> </ul>
	<b>Students record and organize findings throughout the research process.</b>		
<b>LANGUAGE</b>	<b>Model and facilitate classroom discussions about the impact of word choice, phrasing and language maneuvers employed by the authors we are reading. During classroom discussions attend to student language use and needs (e.g., subject/verb agreement, verb tensing, elaboration of ideas, complex language, etc.)</b>		
	<p>Model language used to respond to texts (e.g., "This author is saying", "I think the author wrote this article in order to...", "One big idea of this text is...", "I never thought that", etc.)</p> <p>Model research language and how to appropriately reference authors, texts, and ideas (e.g., This researcher, from NASA, says...", "One of the authors, Radha, discovered..." versus, "She didn't think that <i>it</i>...", etc.)</p> <p>Students self monitor and use a variety of ways to express an idea, subject/verb agreement, use of how much/many, and precise word choice.</p>	<p>Use more complex language to express and connect ideas as we read, write and discuss research (e.g., for example, some/others, however, in addition to, this evidence shows, instead, etc.). Shape language use: "I don't know if somebody's doing birds but maybe they could look right here and find..." to "This could be a helpful resource for someone who is researching birds in the city."</p> <p>Students investigate and prepare to present their research by conducting interviews, asking follow-up questions, recording and taking notes from oral information, talking from notes, rehearsing language for written or oral fluency, etc.</p>	<p>Model using previous research, notes, and/or texts to prepare for and deliver a formal oral presentation that may include Power Point, graphs/tables, overheads, posters, video clips, audience input, etc. Model addressing audience questions, concerns and comments. Co-construct a set of criteria to evaluate oral presentations.</p> <p>Student discussions and presentations should reflect increasing use of academic language. Students will use their research and notes to present information orally using delivery techniques appropriate to audience and purpose (e.g., eye contact, gestures, volume, props, visuals, etc.).</p>
<b>WRITING</b>	<b>Use mentor texts and examples of research techniques and language. Use student and teacher texts to model revision and editing strategies to enhance meaning.</b>		
	<p>Model and co-construct research writing:</p> <ul style="list-style-type: none"> <li>•Taking notes from reading to record important ideas from text</li> <li>•Paraphrasing from reading and discussion to internalize/process the content and practice articulating ideas using academic language</li> <li>•Writing about the central ideas and use academic language in your writing</li> </ul> <p>Model how to narrow self-chosen topic and frame questions that focus an investigation. Model writing by co-constructing research using running text and text features to write about information</p> <p>Co-construct and independently write information learned from a researched question (writing can take various forms: poster, report, paragraph, book, article, etc.)</p>	<p>How will we find out more about a research question?</p> <p>Authentic writing for a specific audience. Asking for information from various sources and accounting for relevance of the sources. (Pen pal writing, parent letter, letter to other teachers and their students, letters to school personnel, experts, how to take notes from an interview)</p> <p>Co-construct and independently write information learned from a researched question (writing can take various forms: poster, report, paragraph, book, article, etc.)</p>	<p>Co-construct response to informational/expository text</p> <p>Co-construct writing rubric to evaluate written ideas</p> <p>Students independently produce written response to an unfamiliar informational/expository text (Post Assessment)</p>