

## Suggested Phase-Planning Grade 4 Expository Unit of Inquiry, "Say What You Mean, Mean What You Say"

	PHASE 1- Questioning to Narrow Your Focus	PHASE 2- Evaluating Your Information	PHASE 3- Presenting Your Information
<b>READING</b>	<i>Teacher strategically captures and shapes class discussions for future reading and writing work.</i>		
	Read and revisit a variety of texts. Model the process of narrowing a broad topic of interest into a controlling idea or key question to focus the investigation. Model analyzing the effectiveness of the author's use of organizational structure, features, and language.	Read and engage in a closer analysis of research language and techniques across a variety of texts (articles, reference materials, websites, documentaries, news reports, videos, textbooks, periodicals, etc.) as you continue to revise and refine your controlling idea. Model determining possible bias, relevance and accuracy of facts/opinions.	Continue to read and engage in a closer analysis of a variety of expository texts (articles, reference materials, websites, documentaries, news reports, videos, textbooks, periodicals, etc.). Model analyzing and critiquing expository texts (professional and student produced) based on a co-constructed set of criteria.
<b>LANGUAGE</b>	<i>Students record and organize findings throughout the research process.</i>		
	Students independently (or in partnerships) read a variety of texts to begin researching topic(s) of interest for their oral and written pieces.	Students independently (or in partnerships/research teams) read a variety of texts as they continue to frame and refine their research questions.	Students independently (or in partnerships/research teams) analyze and critique published research (professional and student produced articles, books, pamphlets, etc.).
<b>WRITING</b>	<i>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.)</i>		
	Model language used to respond to texts (e.g., "This is making me think differently about", "I hadn't considered", "On the other hand", "Another perspective", "Both of these authors", etc.)	Use complex language to express and connect ideas (e.g., for example, these authors have opposing viewpoints, although, however, in addition to, this evidence suggests, instead, etc.). Shape language use: "I think that is good to have like an ice patrol" to "The IIP helps to prevent disastrous accidents in Iceberg Alley."	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.
<b>WRITING</b>	<i>Students engage in multiple opportunities to practice the use of academic language in meaningful discussions and oral presentations</i>		
	Students will appropriately reference authors, texts, and ideas (e.g., "In the article, 'Iceberg Right Ahead!', Commander Sielbeck describes..." versus, "He thinks that it..." "They said...")	Students will present their central ideas and supporting details to their peers and facilitate group discussion to modify/strengthen their investigation.	Student talk and presentations should reflect increasing use of academic language. Students will use their research for formal oral presentations (e.g., speech newscast, infomercial, etc.) using delivery techniques appropriate to audience and purpose.
<b>WRITING</b>	Pre-Assessment: response to expository text (as needed)		
	Modeled/shared/interactive/guided construction of expository text(s) using multiple resources within the research process to launch an inquiry around a significant issue.	Modeled/shared/interactive/ guided construction of text(s) using the research process to refine a central idea around a significant issue. Model how to select and organize information, and effectively use features, structures, and language to support a central idea for an intended audience and purpose.	Modeled/shared writing of responses to expository texts (professional and student produced articles, books, pamphlets, etc.). Model how to adapt published informational report into another text form (poem, pamphlet, poster, picture book, etc.).
<i>Use mentor texts and examples of research techniques and language. Use student and teacher texts to model revision and editing strategies to enhance meaning.</i>			
	By end of Phase 1, students will publish a variety of expository and informational texts (i.e., summaries, responses, rebuttals, brochures, editorials, reviews, articles, picture books, etc.) that reflect increasing use of resources, features, techniques and language.	By end of Phase 2, students will publish at least one informational report that draws from a variety of relevant sources. Students choose organizational structures, features, and language to support their central idea for an intended audience and purpose.	Students independently write responses to expository texts that include their analysis, interpretation and support of the issues, ideas and the language techniques used by author(s). (Post-Assessment)  Adapt published informational report into another text form (poem, pamphlet, poster, picture book, etc.).