Unit #4B: Research Writing

Unit Focus
Following the balanced literacy model defined in the PWCS Instructional Framework and the VDOE Research Strand of the Standards of Learning, the role of research as a means of filtering and sharing information will be explored. Through work in the previous unit, students will be familiar with notetaking and will apply this skill in the area of research. Students will be given an opportunity to self-select a topic, construct questions, gather information from varied sources (print and media), organize their research focused on a central topic and write to inform. The evaluation and relevance of gathered information will be an important element of the work. Collaboration with the library media specialist will be essential to the success of this work. Teachers will facilitate the development of research skills that are foundational to effective critical thinking and responsible use of information. The work in the reading unit on exploring informational text will support student research products. Following the gradual release model, teachers will model and support writers in the stages of the writing process, including planning, drafting, revising for specific language and varied sentence structure, editing and publishing. For a better understanding of writing behaviors to guide instruction, refer to the PWCS Writing Continuum.

Suggested Duration: 6 to 8 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Multimodal Literacies
3.1 The student will use effective communication skills in a variety of settings.
    b) Present accurate directions to individuals and small groups.
    h) Work respectfully with others in pairs, diverse groups, and whole class settings.
3.2 The student will give oral presentations.
    a) Speak clearly using appropriate volume.
    b) Speak at an understandable rate.
    c) Make eye contact with the audience.
    d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
    e) Use contextually appropriate language and specific vocabulary to communicate ideas
    f) Use multimodal tools to create presentations and enhance communication.

Writing
3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

    a) <u>Engage in writing as a process.</u>
    b) <u>Identify audience and purpose.</u>
    c) Use a variety of prewriting strategies.
    d) <u>Use organizational strategies to structure writing according to type.</u>
    e) Write a clear topic sentence focusing on main idea.
    f) Elaborate writing by including supporting details.
    g) Use transition words to vary sentence structure.
    i) <u>Write a well-developed paragraph focusing on the main idea.</u>
    j) <u>Revise writing for clarity of content using specific vocabulary and information.</u>

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

    a) <u>Use complete sentences.</u>
    j) <u>Use correct spelling, including irregular plurals.</u>
    k) Indicate paragraphing by indenting or skipping a line.

Research
3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.

    a) <u>Construct questions about the topic.</u>
    b) <u>Access appropriate resources.</u>
    c) <u>Collect and organize information about the topic.</u>
    d) Evaluate the relevance of the information.
    e) Avoid plagiarism and use own words.
    f) Demonstrate ethical use of the internet.

WIDA English Language Development Standard
English Learners communicate for social and instructional purposes within the school setting
English Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
Students will understand that:	*Students will keep considering:*
U1 Writers use the work of other authors to experiment and learn how to write using varied genres.	Q1 How can I use mentor texts to learn how to experiment in my writing with language and genres of writing?
U2 Writers focus on the components of the composing and written expression domains when writing.	Q2 How can I use the domain features of composing and written expression to help focus my writing?
U3 Writers are aware of audience and purpose when composing writing.	Q3 Why do I need to be aware of audience and purpose in my writing?
U4 Writers use the writing process when writing.	Q4 How does following the steps in the writing process help to improve my writing?
U5 Different forms of writing have different characteristics and formats.	Q5 How can recognizing the characteristics of research writing help to develop my writing product?
U6 Research writing involves gathering information about a topic.	Q6 How does research help grow my knowledge?
U7 Some research may need to be done in order to understand and clearly explain the topic.	Q7 Which sources of information could I use to answer questions I have?
	Q8 Why is research important in the writing process?
	Q9 Why do I need to write to explain?

Knowledge	Skills

Students will know:
 	
K1 Reading mentor texts supports writing in various genres and to experiment with different styles of writing.
K2 The composing and written expression domain features help to focus writing.
K3 Selecting the audience and purpose is part of developing and organizing writing.
K4 How to use the writing process to help support and improve writing.
K5 Information can be shared using different formats (written, oral, technological).
K6 Expository writing is organized in a logical order using facts, definitions, quotes, details, and other examples and information to develop the topic.
K7 Research is a process to support expository writing.
 	
Key vocabulary
Expository, logically, functional text (recipes, flyers, directions, instructions, manuals, ads, maps, and charts), research, facts, ethical, well organized
	Students will be able to:
	Work with the writing process to communicate: draft, compose, review and publish writing.
	3.1
	S1 Present directions to individuals and small groups (3.1b).
	S2 Participate in collaborative discussions building on others' ideas and clearly stating thoughts, opinions, and information (3.1g).
	S3 Work respectfully with others in whole and small group settings (3.1h).
	
	3.2
	S4 Deliver oral presentations in an engaging manner that maintains audience interest by
	   • reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details (3.2d,e).
	   • presenting information with expression and confidence (3.2a,b,c).
	   • varying tone, pitch, and volume to convey meaning (3.2a).
	   • speaking at an understandable rate (3.2b).
	   • selecting words and phrases for effect (3.2e).
	   • using multimodal tools to emphasize or enhance facts or details (3.2f).
	   • using specific vocabulary appropriate for the audience and the topic (3.2e).
	S5 Stay on topic during presentations (3.2e,f).
	S6 Answer questions from the audience (3.2a,,c,e,f).
	S7 Evaluate their own presentations, using class-designed criteria (3.2f).
	3.8
	S8 Use a variety of pre-writing strategies (identify the intended audience, use ideas from class brainstorming, using lists, talking to others, using graphic organizers) (3.8abc).
	S9 Use mentor texts as an example of writing (3.9b).

	S10 Develop writing by focusing on one topic (3.9a,d).
	S11 Begin to learn organizational strategies to structure writing according to Research type:
	• Introduce a topic and organize information in paragraphs (3.8d,i).
	• Use facts, definitions, quotations, details or other examples and information to develop the topic (3.8d,f,i).
	• Use specific vocabulary to inform and explain the topic (3.8d).
	S12 Write a clear topic sentence focusing on main idea (3.8e).
	S13 Add specific details to further elaboration (3.8f).
	S14 Incorporate transitional words and phrases (e.g., including but not limited to *first, next, last, also, another, more, in order to, because of this, for example*) (3.8g).
	S15 Write a well-developed paragraph focusing on the main idea (3.8i).
	S16 Clarify writing when revising by including specific vocabulary and information (3.8j).
	3.9
	S17 Use correct spelling of irregular plurals (3.9j).
	S18 Indicate paragraphing by indenting or skipping a line (3.k).
	S19 Include specific vocabulary and information (3.9g).
	3.10
	S20 Develop a list of questions pertaining to a specific topic (3.10a).
	S21 Make decisions about which resource is best for locating a given type of information (3.10b).
	S22 Focus on a central topic (3.10b,c).
	S23 Use appropriate resources to gather information (3.10c,f).
	S24 Organize and present information orally and/or in writing (3.10c).
	S25 Review writing to check that the language and/or thoughts of another author are given proper credit (3.10e,f).

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
P1 You have an opportunity to share information with the class on the topic of your choice. You will need to compose a list of questions about the topic that you want to research further. Gather information from both print and media sources to answer your questions, taking care to put information learned into your own words, rather than copying directly from the source. Once you have collected your research, you will want to use your notes to help organize your information. You will participate in each stage of the writing process (planning, drafting, revising, editing, and publishing) to create your final product. Be sure to include the following in your final product: • a title, • at least three different text features, and • details to support your central idea. (3.2d,f; 3.8a,c-d,f,i,j; 3.9a,j; 3.10a-f) **Teacher Note:** Students should have choice in how they will share their information, through writing or by using other multimodal options. This would be a great opportunity to incorporate social studies or science. Another option would be to have students write and research about a type of machine (simple or complex). Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.	**O1** Writing conference notes to address the strengths and weaknesses of writing **O2** Graphic organizers used to plan and organize writing **O3** Composed piece which includes the organizational pattern of beginning, middle, and end **O4** Narrative writing **O5** Informational writing **O6** Use of an editor's checklist to edit a peer's writing **O7** Individual writers' notebooks **O8** Cross-curricular writing **O9** "How to" piece of writing **O10** Collaborative group work to compose a final piece **O11** Use of technology when writing **O12** Research on a topic **O13** Quick writes **O14** PWCS K-5 Writing Continuum

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match. Additionally, the resources linked below provide opportunities and strategies for teachers to plan for a variety of rich oral and written experiences.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

L1 Continue applying procedures for writing workshop, such as atmosphere, setting up and navigating the writer's notebook, using and keeping track of the writing folder, taking notes, expectations for small and whole group instruction, expectations for read alouds, and expectations for independent and collaborative work.

L2 Review the class anchor chart on the process of writing (planning, drafting, revising, editing, publishing, and celebrating). Students will continue composing pieces using the writing process.

L3 After reading several mentor texts, create a class list of attributes of research writing (tells information, has facts). Students will write this list in their writer's notebooks to refer to throughout the unit.

L4 Create a class list of topics to research – this is a great opportunity to have students research topics learned in class. Students will write these ideas in their writer's notebooks and can add any other topics they'd like to research further.

L5 Review with students how to create questions based on a topic to research. Model choosing a topic from the class list from previous learning and generate appropriate questions to research. Students will work to choose their own topic and generate questions to research.

L6 Continue working with students on how to use various research sources (media and print) and which sources are most appropriate/relevant for the information you are seeking.

L7 Guide students in note taking and paraphrasing, based on their research, to avoid plagiarism.

L8 Through research writing mentor texts, continue modeling to students how to write a clear topic sentence with supporting details. Supporting details for research writing would be the facts from their research that give more information about their topic.

L9 Guide students in using transition words to vary sentence structure.

L10 Continue using authentic mentor texts and/or previous writing to illustrate how capitalization, punctuation, and spelling impacts craft. Then, model to students how to:
   a) use complete sentences,
   b) use correct spelling, including irregular plurals (calves, knives, men, people), and
   c) indent or skip a line to indicate paragraphs.

L11 Confer with students as they work on their research writing through the writing process (planning, drafting, revising, editing, publishing, and celebrating). Encourage students to use various prewriting (planning) strategies. Students should peer-edit using the class editing checklist.

L12 Guide students in using multimodal tools to share information from their research writing.

L13 Model for students how to write their first and last names in cursive. Students will continue practicing writing capital and lowercase letters of the alphabet in cursive. Students will practice writing their first and last names in cursive.

Peer-Reviewed Instructional Resources
Note: This list of resources is intended to provide support for teachers in planning their instruction. *Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:
http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml
VDOE Writing Instruction Resources:
http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml

PWCS Resources
PWCS Instructional Framework
PWCS Phonics, Phonemic Awareness and Word Study Resource
PWCS Research Strand Support Document (2017 SOLs)
PWCS K-5 Writing Continuum
PWCS Language Arts Website

Additional General Resources to Support Writing Workshop:
The Art of Teaching Writing - Lucy Calkins
Mastering the Mechanics - Linda Hoyt
Writing Essentials – Regie Routman
Writing Units of Study - Lucy Calkins
How's It Going?: *A Practical Guide to Conferring with Student Writers* – Carl Anderson
A Teacher's Guide to Writing Conferences – Carl Anderson
Being a Writer - Center for the Collaborative Classroom
Cracking Open the Authors Craft - Lester Laminack
Writers are Readers – Lester Laminack & Reba Wadsworth
The Writing Strategies Book – Jennifer Serravallo
Writing Workshop: *The Essential Guide* – Ralph Fletcher and Joanne Portalupi
Mechanically Inclined – Jeff Anderson

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
- Graphic organizers - Anchor charts - Visuals (pictures, diagrams, illustrations) - Timelines	- Academic conversations - Explicit modeling - Cooperative learning - Think-pair-share - Interactive read-aloud - Turn and talk (thoughtful partnerships) - Flexible grouping - Think aloud	- Label items in the room - Picture support for words - Audio support - Native language text - Personal word wall - Adapted text	- Manipulatives - Real life objects - Songs - Physical movements - Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12.* Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

1) to focus on academic language, literacy, and vocabulary;
2) to link background knowledge and culture to learning;
3) to increase comprehensible input and language output;
4) to promote classroom interaction and
5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf

WIDA Resource Library https://wida.wisc.edu/resources

The following resources are available on the EL Program Staff Communities page.
- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____ Date: _____

Performance Task Description: _____ Level of Mastery: _____

Unit: _____ Standards: _____

3-5 Performance Task Assessment Rubric

Level of Mastery	Grade Scale	Report Grade	Teacher Description of Performance	Student Statement of Performance
Above Standard (Advanced-High)	3.50-4.0	A	In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught and I'm right about those connections.
Above Standard (Advanced-Low)	3.30-3.49	B+	In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections.
Meets Standard (Proficient-High)	2.50-3.29	B	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
Meets Standard (Proficient-Low)	2.30-2.49	C+	No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes.	I know (and can do) all the easy parts, and some (but not all) of the harder parts.
Approaching Standard (Basic-High)	1.50-2.29	C	No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes.	I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts.
Approaching Standard (Basic-Low)	1.30-1.49	D+	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.	I know (and can do) some of the easier parts, but I make some mistakes.
Beginning (Below Basic-High)	0.50-1.29	D	With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, I know (and can do) some of the harder parts and some of the easier parts.
Well Below (Below Basic-Low)	0.00-0.49	F	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	With help, I know (and can do) some of the easier parts but not the harder parts.

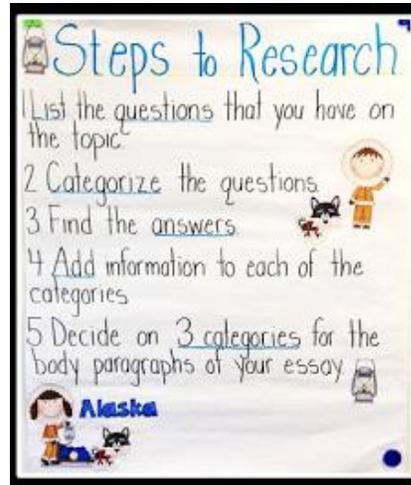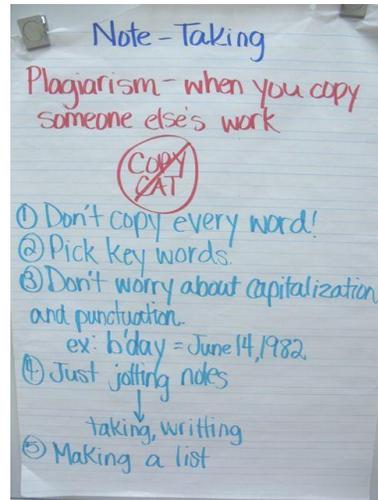| Grade 3 Unit 4B Guidance Document	
Composing / Written Expression	**Usage and Mechanics**
Above Standard In addition to advanced-low level performance, in-depth inferences and <u>application that go beyond what was taught.</u> • Demonstrates consistent focus on a topic. • Provides reasonable elaboration on the topic using facts, though some lapses may be evident. • Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas and facts, though some lapses in organization may be present. • Includes multiple sentences of various lengths and structures, resulting in a rhythmic flow, though rhythm may be diminished by an inconsistency of sentence variety.	**Above Standard** In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u> • Consistently maintains subject/verb agreement. • Consistently revises on own through writing process. • At times, uses articles *a, an,* and *the* correctly. • Consistently credits sources used in research with general in-text citations or an incomplete reference list (bibliography).
Meets Standard No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. • Demonstrates reasonable focus on a topic or emerging expression of multiple related ideas and facts. • Provides reasonable elaboration on the topic using facts, though some lapses may be evident. • At times is able to organize ideas, with limited evidence of relationships between ideas and facts. • Contains a variety of sentence lengths and structures, resulting in some rhythmic flow.	**Meets Standard** No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. • Consistently spells frequently used sight words, compound words, and regular plurals. • At times, revises writing; revises some places on own and some places with support of others. • Consistently punctuates with a few fragments and run-ons with no indication of awareness. • At times, credits sources used in research with general in-text references without citations.
Approaching Standard Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes. • At times is able to focus on a narrowed topic. • Lead and/or closure is/are weak (length does not matter, but attention to detail does). • Has little elaboration with some facts. Lead and/or closure is/are quite short or missing. • Simple sentences. • Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer's voice to emerge on occasion	**Approaching Standard** Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes. • Consistently starts sentences with a capital letter. • Consistently capitalizes proper nouns. • At times punctuates; however, fragments and run-ons may occur. • With support, credits sources used in research with general in-text references without citations.
Beginning With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. • At times is able to focus on a narrowed topic with support. • Has little elaboration with few facts. Lead and/or closure is/are quite short or missing. • Has basic organizational plan, but may jump from point to point. • May use repetitive sentence patterns such as *I like…*	**Beginning** With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. • Consistently capitalizes the *I* and proper nouns. • At times, starts sentences with a capital letter. • Punctuates; may use one punctuation mark at the end of the text or the end of each line. • Gives no credit for sources used.

Resources

*See research support documents in Staff Communities.
* https://finditva.com/k-5/
*https://www.worldbookonline.com/wb/products?ed=all&gr=Welcome+Prince+William+Co+Public+Sd

Grade 3 Mentor Texts	
Unit #	Title and Author
1A	• *Why Polar Bears Like Snow and Flamingos Don't*, Nancy White • *What Do Animals Need?*, Margaret McNamara • *Enemy Pie*, Derek Munson • *The Day You Begin*, Jacqueline Woodson • *Goldfish on Vacation*, Sally Lloyd-Jones • *The Stranger*, Chris Van Allsburg
1B	• *Nothing Ever Happens on 90th Street*, Roni Schotter • *What Do You Do With An Idea?*, Kobi Yamada • *There's a Lion in my Cornflakes*, Michelle Robinson • *The Name Jar,* Yangsook Choi
2A	• *The Recess Queen*, Marla Frazee • *The Other Side*, Jacqueline Woodson • *A Visitor for Bear*, Kady MacDonald Denton • *What is Given from the Heart*, Patricia C. McKissack • *Puss in Boots*, Jerry Pinkney
2B	• *My Best Friend*, Mary Ann Rodman • *Blackout,* John Rocco • *Fireflies*, Julie Brinckloe • *Shortcut*, Donald Crews • *Owl Moon*, Jane Yolen
3A	• *Those Shoes*, Maribeth Boelts • *A Bike Like Sergio's*, Maribeth Boelts • *Cam Jensen Mysteries*, David A. Adler • *The Name Jar*, Yangsook Choi • *I Hate English!*, Ellen Levine & Steve Bjorkman
3B	• *Should There Be Zoos?*, Tony Stead • *Earrings*, Judith Viorst • *The Great Kapok Tree*, Lynne Cherry • *The Reluctant Dragon*, Kenneth Grahame • *National Geographic Readers: Cats vs. Dogs*, Elizabeth Carney

4A	• *Why Polar Bears Like Snow and Flamingos Don't*, Nancy White • *What Do Animals Need?*, Margaret McNamara • *Pipsqueaks, Slowpokes, and Stinkers Celebrating Animal Underdogs*, Melissa Stewart • *Lovely Beasts The Surprising Truth*, Kate Gardner • *Maya Lin Artist-Architect of Light and Lines*, Jeanne Walker Harvey
4B	• *Moonshot The Flight of Apollo 11*, Brian Floca • *The World of Weird Animals: What Makes a Monster?*, Jess Keating • *Grand Canyon*, Jason Chin • *Who Would Win books*, Jerry Pollotta • *But I Read it on the Internet*, Toni Buzzeo
5A	• A *Pocketful of Poems*, Nikki Grimes • *Keep a Pocket in Your Poem: Classic Poems and Playful Parodies*, J. Patrick Lewis • *The Proper Way to Meet a Hedgehog and Other How-To Poems*, Paul B. Janeczko • *With My Hands Poems About Making Things*, Amy Ludwig Vanderwater • Shel Silverstein
5B	• *Owl Moon*, Jane Yolen • Shel Silverstein • *Ode To A Commode: Concrete Poems*, Brian P. Cleary • *Butterfly House*, Eve Bunting • *All the Places to Love*, Patricia MacLachlan
6A	• Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	• *The Reason for a Flower*, Ruth Heller • *A River Ran Wild*, Lynne Cherry • *Bats,* Gail Gibbons • *Surprising Sharks*, Nicola Davie