

# Research Writing

The image displays a collection of educational resources for research writing on a wooden desk. At the top, there are several colorful highlighters and a pair of green scissors. On the left, a yellow spiral notebook is open, showing three research notes with images and text:

-  In the passage, it states Mount Everest is the tallest mountain at 29,092 feet above sea level
-  In the manual, it says a Boeing 747 holds more than 500 passengers
-  The text states fluoride helps prevent tooth decay

In the center, a card titled "Online Research" features a cartoon detective character and lists two rules:

- Rule 1- Stay on kid-safe websites.
- Rule 2- Don't share personal information anywhere.

Below the rules is a section titled "Websites We Like" with a list of seven websites:

- KidRex.com
- PebbleGo.com
- SafeSearchKids.com
- KidsSearch.com
- Kiddle.com
- Kids.Yahoo.com
- Kidtopia.info
- BrainPopJr.com

On the right side, there are three smaller cards, each with a title and an image:

- "Find an online article about..." with an image of a hand writing on a notepad.
- "Find an online article about..." with an image of penguins.
- "Find an online article about..." with an image of a sea urchin.

# What Teachers Say



"This resource saved me a lot of time on planning it's little to no prep, engaging, and interactive."

"This is an easy to use, kid friendly product. The breakdown of the lessons is wonderful. Thank you!"

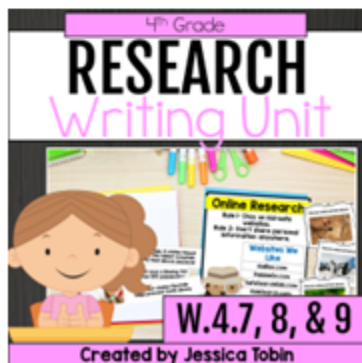
"Great resource with lots of different options for resource topics!"

"This resource was very helpful when working with my students!"

"Walks students through the process of research. Great resource!"

# W.4.7, 8, & 9

This ELA unit provides resources to use while teaching the standards **W.4.7, W.4.8, and W.4.9**, which state that students will be able to **“Conduct short research projects that build knowledge through investigation of different aspects of a topic.”**, **“Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.”**, and **“Draw evidence from literary or informational texts to support analysis, reflection, and research.”**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 7 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20+ minutes for practice time.

### Prompts

- These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.

### Graphic Organizers

- These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.

### Writing Papers

- There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.

### Assessments

- There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.

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# Mini Lessons

There are 7 mini lessons within this unit. These may take between 2 to 3 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities. **Here is a close-up of Lesson #1 + materials!**

The collage features several educational materials:

- 4th Grade Writing Lesson:** A worksheet with the standards **W.4.7, 4.8, & 4.9**. It includes instructions: "I can write research projects. I can gather research and sort into categories. I can draw evidence from texts." It also lists activities: "Conduct short research projects that build knowledge through investigation of different aspects of a topic." and "Read relevant information from encyclopedias or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources. Show evidence from literary or informational texts to support analysis, reflection, and research."
- Lesson 1 Continued:** A worksheet with standards **W.4.7, 8, & 9**. It includes a "Materials" section and a "Step 4" instruction: "Students will look through their Topics We Can Research list and choose one they find interesting. They will find a book on their topic in the classroom library or possibly the school library if the classroom library is lacking on informational texts. In the book, they will collect information they find interesting or important."
- Collecting Information:** A worksheet with fields for "Name", "Topic", and "Illustration".
- Topic Information:** A worksheet with fields for "Name", "Topic", "Illustration 1", and "Illustration 2".
- Research Writing:** A worksheet with a yellow header. It defines research: "Research is the act of learning information through reading or observations." It asks "How can we research information?" and lists: Books, Interviews, Websites, Videos, Surveys, Observations, Experiments. It features a cartoon detective character.
- Topics We Can Research:** A large green worksheet with a grid for listing topics.
- Writing Prompts:** Several purple and white boxes containing prompts:
  - "In my opinion, chocolate ice cream will always reign supreme as the top ice cream flavor at Dairy Queen."
  - "The summer season is filled with hot temperatures, sunny days, and longer of daylight."
  - "I had never been as scared as I had been during the moment that the lightning struck a tree in our backyard."
  - "Stand Up- Hand Up- Pair Up Question 5: Why are introductions and conclusions important in a research writing piece?"
  - "Stand Up- Hand Up- Pair Up Question 1: Why is it important to complete research projects?"
- Research Projects:** A white banner with green text.
- Other Writing Pieces:** A white banner with blue text.

# Mini Lessons (cont.)

Here's a quick glance at Mini Lessons #2 and 3.

4th Grade Writing Lesson  
W.4.7, 4.8, & 4.9

Lesson 2 Continued

Focus: Taking Notes & Organizing Information

LESSON 2

Activities to Teach

W.4.7, 4.8, & 4.9

Lesson 2 Continued

Step 1: Teacher will display five topics on the board. These five topics will need a variety of books for research (or a trip to the computer lab for internet research). Students will choose one topic and begin to look through the research books. They will decide their three main topics they are going to focus on for their research.

Step 2: After they have chosen their three organized groups of information to research, they will begin to take notes on each topic to create paragraphs for their writing piece.

Step 3: Then, students will turn their organized sections into a research writing piece with paragraphs. They will need to add an introduction to the beginning and a conclusion to the end. Then, they will use the three focused topics they took notes on to make up the body.

Note-T-1

Note-T-2

Note-T-3

Dogs are a type of animal.

Islands are unique landforms that have no land surrounding them.

Technology is fascinating.

Coffee beans are used in the process of creating products that will be used.

Training K9s is a long process that involves a lot of obedience training and socialization skills.

Rainbows are found in the sky.

A frog's life cycle begins as a tadpole that are similar to a

arches

how they're formed

where they're found

why they're unique

Tower Bridge

habitat

stages of life cycle

diet

Mount Rushmore

when it was created

how it was created

where how can be seen

Note-T-1

Note-T-2

Note-T-3

The Beach

The Oregon Trail

California

national parks

deep sea animals

Walt Disney

Organized Research

Name \_\_\_\_\_

Collect information on your topic in organized groups of information.

W.4.7, 4.8, & 4.9

Category #1	Category #2	Category #3

Topic: \_\_\_\_\_

Internet Research

Name \_\_\_\_\_

Collect information on your topic.

Fact 1	Fact 2	Fact 3

Topic: \_\_\_\_\_

4th Grade Writing Lesson

W.4.7, 4.8, & 4.9

Lesson 3

Focus: Online and Text Research

Activities to Teach

Step 1: Teacher will create an anchor chart to teach students about online research and digital research projects or teacher can display this anchor chart before class and discuss with students.

Step 2: Students will use their task cards to research online. They will take their task cards and note-taking cards to a computer lab (or in the classroom if it's a one-to-one model). They will write three facts for each task card. They must use the safe websites given by the teacher.

Step 3: Students will create an internet research flip or flip book. They will take the flip book along the activities, then copy onto the dot grid. After that they will flip it up at a time, write three strong facts that they found online while researching each topic. They also must write the source they used to find it under each flip.

Online Research

Rule 1- Stay on kid-safe websites.

Rule 2- Don't share personal information anywhere.

Websites We Like

- KidRex.com
- PebbleGo.com
- SafeSearchKids.com
- KidsSearch.com
- Kiddle.com
- Kids.Yahoo.com
- Kidtopia.info
- BrainPopJr.com

optometrists

Lewis & Clark

Beethoven

rural

skiing

cell

Internet Research

Name \_\_\_\_\_

Collect information on your topic.

Fact 1	Fact 2	Fact 3

Topic: \_\_\_\_\_

comic books

Include website source.

LeBron James

Include website source.

inactive volcanoes

Include website source.

The Great Barrier Reef

Include website source.

origami

Include website source.

# Mini Lessons (cont.)

Here's a quick glance at Mini Lessons #4 and 5.

**4th Grade Writing Lesson** W.4.7, 4.8, 4.9  
 I can write research projects. I can gather research and sort into categories. I can show evidence from texts.

**Lesson 4 Continued** W.4.7, 4.8, 4.9  
 I can write research projects. I can gather research and sort into categories. I can show evidence from texts.

**Citing Information**  
 When doing research, you must always give proper credit for information gathering.

**Dialogue From a Text**  
 The text states fluoride helps prevent tooth decay. In the manual, it says a B holds more than 500 pounds. I was surprised when broccoli contains more protein than steak. Experts say reading each day improves your vocabulary and comprehension skills.

**Practicing Direct Quotes**  
 Use the Internet to practice writing direct quotes from articles.

**Paraphrasing**  
 Read a book or article, write what the author says, then paraphrase it in your own words.

**Research Writing**  
 Collect information on your topic. Topic: Subtopic: Facts: Source:

**Research Project #1**  
 Choose one of the 50 states. Teach your reader about it.

**State Research**  
 Name: Collect information on your topic. State: Where it's found: State Symbols: Illustration:

**Research Writing**  
 Name: Collect information on your topic. Topic: Subtopic: Facts: Source: Subtopic: Facts:

**Research Writing Draft**  
 Name: Complete the opinion writing graphic organizer. Paragraph 1 (Introduction): Conclusion:

**Peer Editing Checklist**  
 I checked left margin. I checked verb agreement. I checked punctuation. I checked misspelled words. I checked to their writing. I got complete answers. I gave suggestions.

**My Sources**  
 Include author, title, what type of resource it is, and the title of the article/text.

**My Sources**  
 Include author, title, what type of resource it is, and the title of the article/text.

**Research Draft Continued**  
 Paragraph 3 (Conclusion): Conclusion:

# Mini Lessons (cont.)

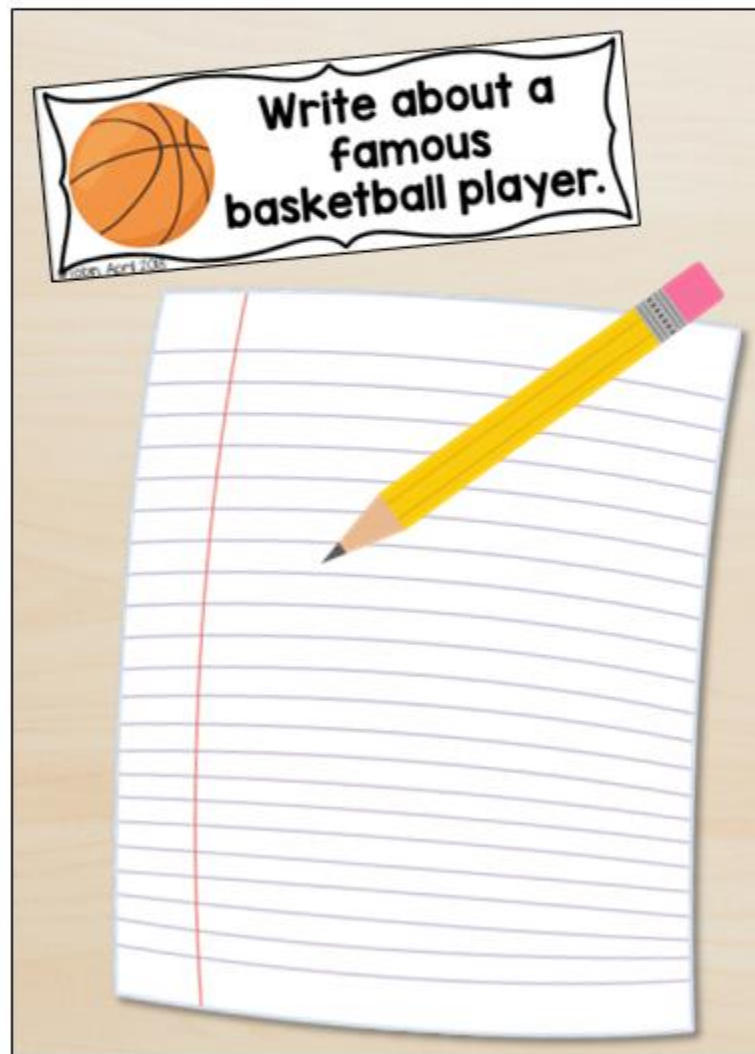
Here's a quick glance at Mini Lessons #6 and 7.

The image displays a collection of educational worksheets and forms for 4th-grade writing lessons. The documents are arranged in an overlapping, collage-like fashion. Key elements include:

- Research Project #3:** A central worksheet with a yellow header that reads "Research Project #3" and a main instruction: "Research a famous musician. Inform your reader about this musician." It includes a small illustration of a person.
- Peer Editing Checklists:** Several forms with a star icon and a "Partner's Name" field. They contain checkboxes for: "I checked for capital letters.", "I checked for noun-verb agreement.", "I checked for punctuation.", "I checked for misspelled words.", "I checked to make their writing make sense.", "I gave a compliment.", and "I gave suggestions."
- Research Writing Drafts:** Multiple forms titled "Research Writing Draft" or "Research Writing Draft 1", featuring sections for "Paragraph 1", "Paragraph 2", and "Paragraph 3".
- My Sources:** Forms with the heading "My Sources" and a sub-heading "Include author, title, what type of resource it is, and the title of the article/post".
- Lesson Plans:** Documents titled "4th Grade Writing Lesson" with sub-headings like "Lesson 6" and "Lesson 7". They include sections for "W.4.7, 4.8, & 4.9", "Focus", "Activities to Teach", and "Step 1" instructions.
- Other Forms:** Documents titled "Research Draft Continued", "Peer Editing", and "Research Project #3" (another instance).

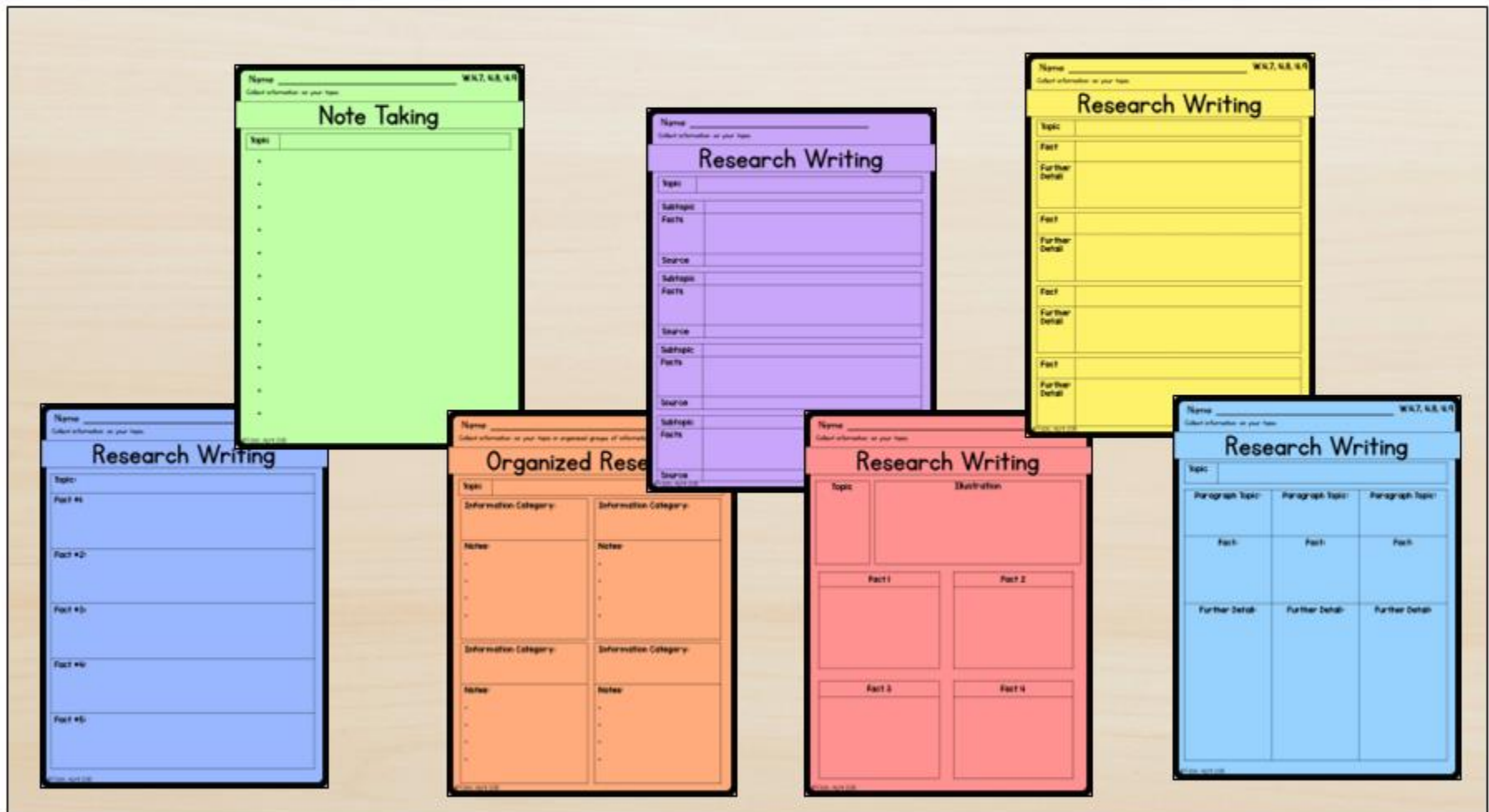
# Extra Prompts

You're also provided with **prompts** that will help give students practice.



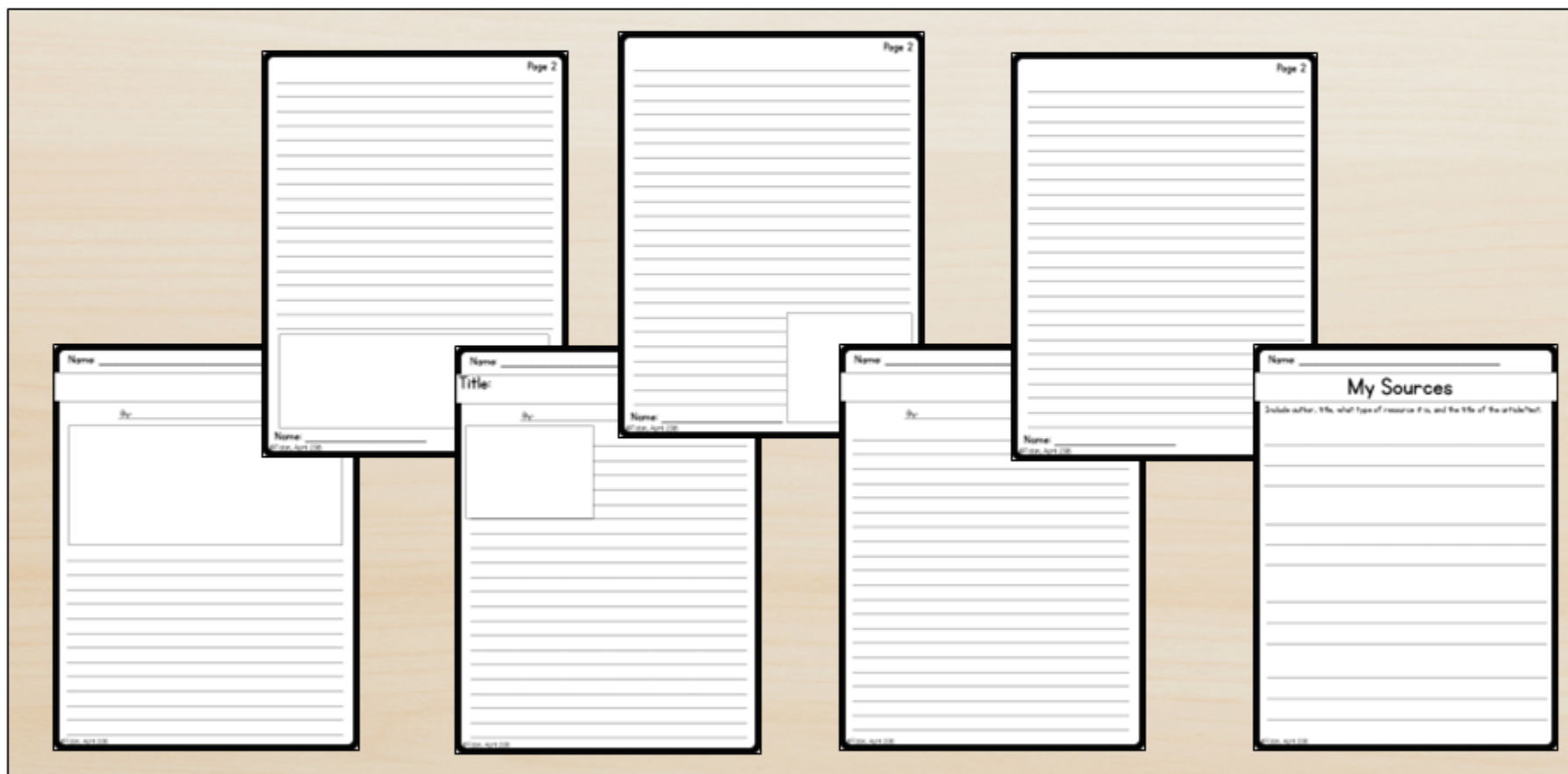
# Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



# Extra Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.





# Digital Additions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers

