

## UNIT OF STUDY

<b>Title:</b> Research		<b>Subject/Course:</b> Reading Unit 8	<b>Length:</b> 3 weeks
<b>Topic:</b> Research		<b>Grade:</b> 4	<b>Designer:</b> Dollinger, Tanner, Reed
<b>UNIT GOALS AND EXPECTATIONS</b>			
<b>IMPORTANT CONCEPTS:</b> <ul style="list-style-type: none"> <li>• Specific questions help students set purpose for reading and research</li> <li>• Reference materials such as encyclopedias, trade books and internet web sites help students gather information on a particular subject (topic)</li> <li>• Narrowing the topic helps students understand the topic on a deeper level</li> <li>• Non fiction reading helps students identify specific facts about people, countries, animals, etc.</li> <li>• Students will be able to gather information about a particular topic and use the information to generate a research paper.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> How can inquiry strategies and use of reference materials help students research a topic? How can I respond to informational text in a variety of ways?	
<b>STUDENT LEARNING EXPECTATIONS:</b> R.10.4.5 Use graphic organizers to make meaning of the reading selection R.10.4.9 Utilize functional texts to accomplish tasks IR.12.4.1 Formulate questions about a specific topic IR.12.4.4 Collect information about a self selected topic using resources of the media center IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic IR.12.4.7 Develop notes learning logs, etc. to identify and support main ideas for text			
<b>SPECIFIC DECLARATIVE KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Identify elements of an encyclopedia</li> <li>• Identify elements of a website</li> <li>• Identify elements of a trade book</li> <li>• Identify elements of a bibliography</li> </ul>		<b>SPECIFIC PROCEDURAL KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Preview a variety of non fiction</li> <li>• Complete graphic organizers and learning logs</li> <li>• Generate questions about a specific topic resources</li> <li>• Collect information from various including media center</li> <li>• Use collected information of questions to generate an expository essay</li> <li>• Revise essay individually, with peers and with teachers</li> <li>• Edit essay with peers and teacher</li> <li>• Polish essay</li> <li>• Be able to distinguish between relevant and irrelevant information of a particular topic.</li> <li>• Be able to distinguish between fact and opinion</li> </ul>	

	in websites <ul style="list-style-type: none"> <li>• Read non fiction fluently</li> </ul>
<b>UNIT ASSESSMENTS</b> <b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b>	
Develop at least three questions that are relevant to the self selected topic Organize information in a graphic organizer Complete rough draft of research paper Complete polished piece of research paper Complete bibliography for research paper	
<b>Traditional Assessments:</b> Research paper will be scored using the AR domain writing scoring rubric.	<b>Other Evidence of Learning:</b>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> <li>• Preview a variety of websites to determine if the material on the website contains fact or opinions</li> <li>• Preview a variety of non fiction tradebooks</li> <li>• Preview encyclopedias</li> <li>• Develop self selected topic to research and then narrow the topic</li> <li>• Generate at least three relevant questions that can be answered with research</li> <li>• Collect information from at least two different sources</li> <li>• Gather information into a graphic organizers</li> <li>• Write rough draft</li> <li>• Revise the rough draft</li> <li>• Polish the rough draft</li> </ul> <p><b>Before Writing and Researching</b>          Teacher will model on overhead how to research a topic on the internet and how to determine whether the information is relevant or irrelevant</p> <ol style="list-style-type: none"> <li>1. Teacher will model how to choose a topic and then narrow the topic</li> <li>2. Teacher will model how to generate questions that are specific to the topic</li> </ol>	Teacher selected subject  Internet  Encyclopedia  Non fiction trade books

3. Teacher will model how to find information to answer questions generated from various reference materials
4. Teacher will model how to write a research paper
5. Teacher will model how to write a bibliography

#### **Guided Practice**

1. Students will work in groups to select topic for research. They will then generate questions related to the topic and research various sources relevant information.
2. Students will generate bibliographies for the reference materials used for research

#### **Independent**

1. Students will select a topic and narrow down the selection
2. Students will generate three relevant questions for research
3. Students will use research materials and graphic organizers to answer questions.
4. Students will generate rough draft
5. Students will revise own paper and other students papers
6. Students will edit own paper and other students papers
7. Students will polish papers

#### **Career Connections**

Invite a doctor to speak to students about research they do during their career  
 Invite someone in marketing to speak to students about the research they do before creating an add  
 Invite someone in the military to speak to students about research they do before they construct a plan