

INTENSIVE ENGLISH LITERACY

(Elementary 6-10-year-old)

ESSENTIAL UNIT 20 (E20)

(Research Skills)

Reading: Understanding Information

Writing: Research Writing

(July 2014)

Unit Statement: In this unit the student will learn about informational texts and informational paragraphs. The culmination of the unit will be a research report that can be produced with a group or individually. The student will also be learning to choose important information from non-fiction texts to take notes for his/her research. Following steps to a procedure is taught and can be combined with other units, such as science.

Unit 14 is currently engaged, and teachers should refer to it for continued practice of routines, strategies, skills, etc.

Unit Emphasis:

Reading Strategies/Skills: main ideas/detail, visualize, synthesize

Foundation Skill: homophones, words with -er, -ir, -ur, -est

Writing Genre: informative paragraphs, research report

Trait Focus: use the 6+1 writing traits in conjunction with the writing process

Grammar Focus: adjectives, irregular verbs

Essential Outcomes: (reading and writing must be assessed separately for mastery)

IE Reading Literacy (E20): (Understanding Information)

Using course-level appropriate fiction and nonfiction texts:

1. **The Student Will** combine previous knowledge of a topic to new information learned about that topic. (JTE 5.21, JTE 5.22)
2. **TSW** follow the steps of a procedure to create a product. (JTE 5.22, JTE 5.25)
3. **TSW** describe a simile and how it is used to visualize. (JTE 5.22, SE p. 257)
4. **TSW** create notes from readings that show main ideas and detail of non-fiction texts. (JTE 5.21-24, LLG p. 371)
5. **TSW** identify and properly use homophones to enhance reading vocabulary. (JTE 5.22, WSSE 419 - 425)
6. **TSW** choose and pronounce words with -er, -ir, -ur, -est.(JTE 5.21-22)

IE Writing Literacy (E20): (Research Writing)

1. **The Student Will** identify the characteristics of a good informational paragraph. (JTE 5.21, 5.22, 5.23, LLG p. 354)
2. **TSW** write informational paragraphs (problem/solution and compare/contrast) with a clear topic and details by using the writing process. This may be written individually or with a partner. (JTE 5.21, 5.22, 5.23, WSSE 192 - 197)
3. **TSW** identify the characteristics of a good research report. (JTE 5.24)
4. **TSW** develop a research report, with an opening, facts, details, and a closing, by using the writing process. This may be written individually or with a partner. (JTE 5.24, 5.25, WSSE pgs. 244 - 279, LLG p. 343, 370, 371, WSSE 105 - 123, 244 - 279)
5. **TSW** correctly use adjectives and irregular verbs in informational paragraphs and research report. (JTE 5.21 - 5.25, WSSE p. 448 - 453)
6. **TSW** apply strategies for writing informational paragraphs to topics from science, cultural studies or other subjects. (LC 2.1 - 2-3, WSSE 90 - 93, 124 - 125, 156 - 159)

Introduced Outcomes: (taught, but not assessed)

1. **The Student Will** demonstrate use of multimedia and internet. (LLG 357, 340 and WSSE 280 - 283)
2. **TSW** present the research report to an audience. (WSSE pgs. 286 - 291)
3. **TSW** practice and apply prefixes and suffixes. (JTE 5.23-24)

Practiced/Ongoing Outcomes: (ongoing development, but not assessed)

1. **The Student Will** acquire and use new vocabulary in reading, writing, and speaking.
2. **TSW** demonstrate age appropriate spelling in their writing.
3. **TSW** practice properly formed handwriting techniques.
4. **TSW** practice and apply prefixes and suffixes. (JTE 5.23-24)
5. **TSW** summarize information from non-fiction into their own words. (JTE 5.23)
6. **TSW** practice using dictionaries and glossaries to edit informative writing.
7. **TSW** use the word-processor for informative writing pieces.

Key Terms and Concepts:

Reading		Writing	
procedure simile	product homophones	compare contrast	brainstorm

Suggested Materials for Teachers: (provided by school)

**See Essential Unit 14*

Journeys Language and Literacy Guide (see appropriate lesson)

Suggested Professional Materials for Teachers: (provided by school)

**See Essential Unit 14*

Additional Resources: (may not be provided by school)

**See Essential Unit 14*

Rigby Books: *Teeth* by Greg Pyers, *Animal Sensors* by Greg Pyers, *New Clues About Dinosaurs* by Holly Hartman, *Training a Guide Dog* by Wendy Macdonald, *Jamall's City Garden* by Linda Washington, *Good Vibrations* by Renee Rogers

Technology Links:

**See Essential Unit 14*

Destiny Webpath Express (found in school library)

<http://www.earobics.com/gamegoo/games/tina2/tina2lo.html> Interactive Game on the internet to follow simple directions (TSW 2)

<http://web.archive.org/web/20040116073957/http://www.ucs.umn.edu/lasc/handouts/lascpdf/followdirection.pdf> Following directions (TSW 2)

<http://www.youtube.com/watch?v=Xd4M90LZvpE> (2nd grade video about similes...good project idea)

<http://www.teach-nology.com> Cause and effect worksheets

Suggested Activities and Strategies:

1. Have students create a simile poster as suggested in the youtube link in the technology section. (TSW 3)
2. Students can create a vocabulary book of homophones that includes pictures to show the different meanings of the words, using sentences on each page (TSW 5)

Suggested Assessment Tools:

1. Attached rubric or teacher-generated rubric that assesses ALL essential outcomes (TSWs). *An effective rubric is presented and discussed with the student at the beginning of the unit, referred back to throughout the unit, and used to assess at the end. Students will collaborate with peers and the teacher to assess their own writing with final judgement by the teacher.*
2. *Writing Pathways* (Units of Study Kit) by Lucy Calkins provides rubrics and checklists for teachers and students.
3. "6+1 Traits" writing rubrics
4. Teachers can have students produce a quick write at the beginning and end of units. (**See QSI Quick Write Guidelines*) Teachers should keep these as evidence of students' writing.
5. Elk Grove Common Core Rubrics for narrative, informative, and opinion writing are found in the *QSI Literacy User's Guide*. Scoring on these rubrics should follow QSI mastery grading. (Scores on the 1 and 2 points should be P, scores on the 3 should be at the B level and scores on the 4 should be an A.) Document Source: Elk Grove Unified School District, Elk Grove, CA
6. Fountas and Pinnell Benchmark Assessment / DRA
7. QSI Reading and Writing Behaviors Checklists (**See QSI Literacy User's Guide*)
8. MPG (MAP for Primary Grades): Early Literacy Screening and Skills Checklists (**See QSI Literacy User's Guide*)

RUBRIC FOUND ON FOLLOWING PAGE.....

IE LITERACY EL Reading: Understanding Information Rubric (E20)

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)
To receive an ‘A’, the student must show ‘A’ level mastery on ALL available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level	‘B’ Level	‘P’-Notes
1. Combine previous knowledge of a topic to new information learned about that topic.		I can use what I know about a topic and add it to new information about the same topic.	
2. Follow the steps of a procedure to create a product.	I can follow the steps of a more complicated procedure to create a product.	I can read and follow the steps of a procedure to create a product.	
3. Describe a simile and how it is used to visualize.	I can describe a simile and explain how the author uses it to create a mental picture, using a drawing or writing.	I can choose a simile and show how it creates a mental picture.	
4. Create notes from readings that shows main idea and details of nonfiction texts.	I can independently create detailed notes in my own words finding the main idea and details about my nonfiction book.	I can create notes about my nonfiction book including the main idea and some details.	
5. Identify and properly use homophones to enhance reading vocabulary.		I can identify and use homophones properly in my reading.	
6. Choose and pronounce words with <i>-er, -ir, -ur, -est</i> .		I can pronounce and choose words with <i>-er, -ir, -ur, -est</i> .	

IE LITERACY EL Writing: Research Writing Rubric (E20)

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)

To receive an ‘A’, the student must show ‘A’ level mastery on ALL available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level	‘B’ Level	‘P’ - Notes
1. Identify the characteristics of a good informational paragraph.		I can identify what makes a good informative paragraph.	
2. Write informational paragraphs (problem/solution and compare/contrast) with a clear topic and details by using the proper steps in the writing process.	My paragraphs have an interesting beginning and many details. I use my own words to tell about the topic. My facts are told in a clear order. I also have a closing sentence.	My paragraphs are organized with good ideas. My topic is clear and I include some details to support my topic.	
3. Identify the characteristics of a good research report.		I can identify what is needed to make a good research report.	
4. Develop a research report, with an opening, facts, details, and a closing, that follows the writing process. This may be written individually or with a partner.	My research report catches the attention of the reader in the beginning and gives many interesting details or facts. It also has a good conclusion. I have added pictures, graphs or charts to make it more interesting.	My research report has a clear topic. It has some details and an opening and closing paragraph.	
5. Correctly use adjectives and irregular verbs in informational paragraphs and research report.		I correctly used adjectives and irregular verbs in my paragraphs and research report.	
6. Apply strategies for writing informational paragraphs to topics from science, cultural studies or other subjects.		I used the strategies I learned to create paragraphs or report for science, cultural studies or other subject.	