Informative/Explanatory: Text-Based Research
Unit Introduction

NOTE
Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

Revisions have been made to align this unit with Common Core State Standards. A focus for the revision of this unit has been adding a source text for the fictitious 'Rich County'. This enables teachers and students to verify information included on the note-taking grid. It is expected that teachers and students refer to the text source when writing and revising sample paragraphs, as text dependent research is a critical component of the Common Core State Standards.

To incorporate the Common Core State Standards W.4.6, W.4.8, which describes the use of technology you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals:

1. Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   - Introduce a topic or text clearly.
   - Provide reasons that are supported by facts and details.
   - Use precise language and specific vocabulary ton inform or explain the topic.
   - Group related information in paragraphs and include formatting, illustrations, diagrams when useful to comprehension.
   - Provide a concluding statement or section related to the information or explanation presented.

2. Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Unit Overview:

This research unit has been designed for use with the fourth grade study of Oregon. Specifically, students will be researching questions that they generate regarding Multnomah County. The resource information for this has been provided. In order to maintain formatting, maps and readings are included in a supplement and not embedded into the lessons.

To allow for differentiation, some students may research another county in Oregon or research more information on Multnomah County.

The research writing could be turned into travel brochures and could be the subject of the student's fourth grade speech work sample. As a culminating activity to the unit, the research could be shared in a "County Fair" format.

If however, the teacher prefers to have students research other topics, rather than counties, a list of fourth grade research topics has been included.

Other Topics for 4th Grade Research

Science

Bones and Skeletons:
Owls
Human Body Systems
Adaptation (behavioral or
physical)
Careers (zoologist, dentist, doctor, etc.)

Circuits and Pathways:
Thomas Edison and Benjamin
Franklin Dams
Alternative Energy
Sources Inventions

Land and Water:
Salmon life cycle Dams
Natural disasters (earthquakes, volcanoes,
etc.) Natural Resources
State/National Parks

Revised Informative/Explanatory: Text Based Research

Table of Contents

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Expository Writing: Research (R1) Starting Research with a KWL

Writing Teaching Point(s):
· Introduce research topic: Oregon counties
· Brainstorm knowledge of Multnomah County
· Generate questions for areas of research on Multnomah County

Standard(s):
W.4.8 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.

Materials:
· Map of Oregon counties (Included in color supplement at the end of the unit)
· Handout: Student KWL chart
· Handout: Funnel of Geography
· large class chart paper and markers

Connection:
"We have just completed writing an informational article using our expert lists for topics. However, sometimes writers want to write about topics of which they have little knowledge. In this case, writers need to research a topic. We will be doing some research and writing about Oregon's counties. Today you'll learn a little bit about counties and generate information that we know about our own county."

Teach (modeling): Familiarize students with counties as a way of distributing geography
"Does anyone know what a county is? How many counties do you think Oregon has?"
Teacher puts map of Oregon counties on document camera.
"You might be surprised to see that Oregon is divided up into 36 counties!
Why do you think a state is divided up into counties?"
Pass out the Funnel Handout.
"We have all kinds of ways of distributing geography. Read this chart and be ready to answer some questions."
Students have a minute to read.
"What is the largest type of geographical distribution on this sheet?" **(World)**
"What is the smallest?" **(Neighborhood)**
"County falls in between state and city. What is the name of our state?" **(Oregon)**
"And our city?" **(Portland)**
"Does anyone know the name of the county our school is in?"
" Yes, it is Multnomah County. We are going to brainstorm ideas about what we think we know about Multnomah County."
 Teacher now displays copy of map of Multnomah County.

Teacher posts large classroom chart and hands out small student KWL
charts. Teacher demonstrates on big chart.
"This chart is for us to brainstorm our ideas about Multnomah County. We will be writing reports about Multnomah County, so we need to gather our ideas to help us when we start to write."
Point to the K section.

"This section is for what we think we already know about Multnomah County. Hmm, what do we know about Multnomah County?"

Active Engagement (guided practice):
"Tell your neighbor one thing you know about Multnomah County. You can tell something about the weather, the towns, the rivers, the buildings, anything you know about the county we live in."
Students pair share.

Model: Add ideas to the KWL chart
"Let's hear some of your ideas about Multnomah County."
Have students share ideas and add three to five to the class KWL chart.

Active Engagement (guided practice): Students add ideas to the K section of the KWL chart
"Now it is your turn. You can start with the ideas we have on our chart, but try to write at least eight ideas about what you already know about Multnomah County."
Students work in pairs or table groups to generate ideas and write them on their individual charts. Have each student or each team add one idea with a sticky note to the class KWL chart.
Model: Demonstrate how to generate questions about Multnomah County
"We now have a lot of ideas about what we know about Multnomah County. We can move onto the W section of the chart. This is for what we want to know. This will be for questions we'd like to get answered about the county. Let's think of some questions. I wonder where the name Multnomah comes from."
Add "Where did the name Multnomah come from?" to the class KWL chart.
"I wonder how many rivers are in Multnomah County."
Model adding "How many rivers?" To the class KWL chart.

Teacher asks students to copy ideas from class chart to student idea chart.

Active Engagement (guided practice):
Students generate questions
"Work with your partner/group again to brainstorm at least five questions you wonder about Multnomah County."
Students work collaboratively to generate questions.
Each students or team adds a question to the chart with a sticky note.

Model: Explain why you are leaving the L section blank
"There is still one column left on our chart. The L stands for learned. We have not learned anything new yet, so we won't add to that column until tomorrow."

Closure:
"Put a star next to one idea you already know about Multnomah County or one question you want to learn more about. We'll close writing today with a zip around share of one idea or question from each of you."
Zip around share.

Notes:

Resources & References: (adapted from, acknowledgments)

Handout: Funnel

World

Continent

Country

Region

State

County

City

Neighborhood

Handout: KWL Chart

Name:

Use this chart to list your ideas, questions and new ideas about Multnomah County.

K What do you know about Multnomah County?	
W What do you wonder or want to learn about Multnomah County?	
L What did you learn by doing research?	

Expository Writing- Letters as research (R-2 - Optional)

This lesson is not required for students to be able to successful with research and writing. It is just another possible way to get students to know more about how people do research. You can also visit Multnomah County's website for more research information:

http://web.multco.us/home/multco-kids

Writing Teaching Point(s): Writing a business letter Students will write a letter to the county seat of Multnomah County in order to gather more information about the county.
Standard(s): W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 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.
Materials: • KWL charts from L1 • Business letter graphic organizer • Notebook paper • Handout: sentence frames • 36 legal size envelopes • Student business letter form • Address of Multnomah County Seat 1221 SW 7th Avenue Portland, Or 97204
Connection: *"In our last lesson, we brainstormed ideas on what we know and want to know about Multnomah County. To research we need to gather information. One way to do this is by asking people who know more than we do. We can do that by writing letters. In order to have accurate information about your topic, you will need to gather current information on Multnomah County. You will do this by writing a business letter to the County Seat of Multnomah County. We should expect to receive information back from them."*
Teach (modeling): Place business letter graphic organizer on document camera. *"This is the format you need to use when writing a business letter. It is set up in sections."* Point to the first section. *"What is this section for?"* (Your address at school) *"Why would the person who gets this letter need to know our address?"* (To write back to us) *"What about this section. What is it for?"* Repeat with the remaining sections of the business letter format.
Active Engagement (guided practice): Pass out notebook paper and have students complete the first three sections: Your address, date and recipient's address. Put paper aside or collect it for later when they write the letter.

Model: Demonstrate idea generation for the letter.

"We are going to be writing a letter asking for information about Multnomah County. We have the address and the form for the letter. We don't have any ideas yet for what to write in the letter. Since we are trying to get more information about our county, we should ask questions about Multnomah County. We have some great questions listed already on our KWL charts. Take out your KWL chart now."

Students get KWL charts and teacher displays the class model.

Active Engagement: Students decide on three to five questions they want to ask.

"Look over your list of questions and also what you think you know about Multnomah County. Star two that you want to ask the Multnomah County government about."

Students star and pair share.

Model: Convert ideas from the KWL into sentences.

"Who has a question they want to ask in their business letter?"

Have a student volunteer an idea.

"Good question. That is important information to know about Multnomah County. Let's convert that idea into an interesting sentence you could put into the letter. I want my letter to be well written. I am sure you do too. So, I want to write good sentences instead of just throwing a bunch of questions down on the page."

Display sentence frames handout.

"Let's convert that idea into a question using one of our sentence frames." Have students pair share ideas for a sentence, then a few share to the class. Write the sentence on the board.

Repeat with one or two other examples.

"Can anyone think of another sentence frame that would work for asking for more information in a business letter?"

If students have other ideas, write them to the sentence frame handout. If not, just go on to independent practice.

Link to Independent Practice:

Students draft business letter in writer's notebooks

"Your job in writer's workshop today is to complete a draft of a business letter asking for more information about Multnomah County.

Use your KWL chart, our class KWL chart and these sentence frames to help you write interesting sentences.

When you have written at least four sentences, you can exchange papers with another student and check each other's work."

Students write and peer edit.

Closure:

Students recopy letters onto notebook paper with proper business letter formatting.

Notes:

The information that the students receive after they write their letter to Multnomah County, is supplementary and not necessary to complete the research.

Information gathered from responses to their letters can be recorded in the third row of the Note-Taking Grid in Lesson 3.

Resources & References: (adapted from, acknowledgments)

Oregon Blue Book web address: http://bluebook.state.or.us

Alternate address of Multnomah County: 501 S.E. Hawthorne Blvd. Portland, Oregon 97214

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School Address On
two lines

Date

Address of person mailing to: Name
Street address
City and state

Greeting
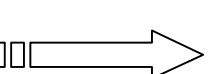
What the letter is about.

Write the letter.

Write the letter.
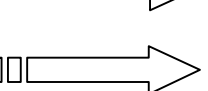
Write the letter.

Write the letter.

Write the letter.

Write the letter.

Write the letter.

Thank you

Sincerely,

Your name_____

Handout: Sentence Frames

Use these sentence frames to help you write interesting
sentences in your business letter.

I know_____, but_____?

Could you tell me more about_____?

I am curious about_____.

Please tell me more about_____.

Expository Writing: Researching (R3)

In order to collect enough facts, students will probably need two days for this lesson. The second day you can simply review the process and give students more time to read and take notes.

Writing Teaching Point(s):
- Introduce features of non-fiction text to aid research Reading text for information
- Identifying important facts
- Taking notes from a reading

Standard(s):

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Materials:
- KWL charts from L1
- Multnomah County Resource Guide for each student
- Oregon Blue Book fact sheet handout on Multnomah County for each student (Note: it is labeled "optional handout")
- highlighters

Connection:

"In our last lesson we brainstormed information and questions about Multnomah County. We have several questions about our county. That is why writers need to do research. Yesterday we did research by sending a letter asking for more information. People do research many different ways. They can use books, magazines, newspapers, computers, even interviews with experts on the topic. Today we will read for our research method."

Teach (modeling):

Teacher distributes copies of Multnomah County Guide and possibly Oregon Blue Book fact sheet.

"These packets are non-fiction text. Non-fiction text has its own special features that are different than fiction.

First, browse through the documents for two minutes."

Give time for students to browse.

"Now, turn and talk about anything your noticed about this reading."

"Usually Non-Fiction text like this includes more than just words. It also includes pictures, charts, maps and other visuals."

List the Features of Non-Fiction text on chart paper for reference.

Active Engagement: Students browse for features of non-fiction

"I want you to take one more minute to browse the readings again. This time, notice the features of Non-fiction texts."

Students pair share what they noticed.

"Let's hear about the features that you notice. For example, I see a map and some words that are in bold type. Why do you suppose the author included those features in text?"

Teacher leads a discussion on important features of non-fiction text.

Model: Reading for information

"To help us find specific information in non-fiction text, we sometimes use highlighters. We're going to use highlighters to help find and remember important information we read about Multnomah County."

Distribute highlighters.

"We're going to act like detectives and search for information in our reading. Let's read the first paragraph together and begin looking for the information."

Teacher leads the students through reading paragraph one of the Multnomah County handout.

"I noticed some important facts. I think it is important that Multnomah County was created in 1854. I will highlight that date, not the whole sentence, just the date."

Model highlighting and have students highlight their copies.

"I also think it is important that the county came before the state. I will highlight five years and state. Again, I am not highlighting the whole sentence, just the key words."

Model highlighting and have students highlight their copies.

Active Engagement: Students and teacher complete the reading and highlight important information together.

"We are going to read the remainder of the article and highlight important information, but just the key words, not complete sentences. We should not have our papers filled with color, only a few words in each sentence or each paragraph should be highlighted."

Students read and highlight along with teacher.

Model: Demonstrate adding ideas to the L section of the KWL chart.

"Now we have all this great information in the reading, let's get it out of the reading and onto our KWL charts."

Display the KWL chart from L1.

"When we read paragraph one together, we highlighted 1854. We also highlighted five years and state. I want to add that to the L column because it is something I

learned. I will write the fact in as few words as I can.”

Model writing "created in 1854 5 years before Oregon a state"

"I used the words I highlighted to remind me of the fact." Point to the highlighted text.

"Then I wrote the fact in as few words as possible on the L column of my KWL."

Point to the KWL.

"I highlighted 465 square miles, so that if I wanted to prove using the text how big Oregon was I have that information ready. I can go back to the text to answer questions.

"Now it is your turn."

Link to Independent Practice:

Students add at least ten facts to the L section of their KWL charts.
You can have students working alone or in partners.

Closure:

Students share their fact with the class.

Notes:

Resources & References: (adapted from, acknowledgements)

Optional handout

History   Multnomah County was created on December 22, 1854. It was the thirteenth county created in Oregon Territory. The land was taken from the eastern portion of Washington County and the northern part of Clackamas County. The borders have remained relatively unchanged to the present.

Multnomah County was created when the people living in Portland found it difficult to travel to Hillsboro to conduct business at the county seat of Washington County. They also thought that they were paying too much in taxes to support the farmers in the rural areas surrounding Portland. In 1854, Portland businessmen petitioned the Territorial Legislature for a new county and Multnomah County was created at the subsequent session. The county was named after the Multnomah Indians who were part of the Chinookan tribe that lived on the eastern tip of what is now Sauvie Island in the Columbia River. The City of Portland was chartered in 1851 and made the county seat in 1854. The Multnomah County Commissioners met for the first time on January 17, 1855.

Multnomah County is the smallest county in Oregon, with only 465 square miles. It is bounded by Columbia County and the Columbia River on the north, Washington County on the west, Clackamas County on the south, and Hood River County on the east. Multnomah County is very diverse with Portland in the west and the Columbia Gorge and Mt. Hood in the east. Most of the eastern portion of the county is covered with timber and is sparsely populated.

The first courthouse was built in 1866. Expanding county business required the addition of a north wing in 1885 and a south wing in 1889. In 1914 a new courthouse was completed at the same location.

The voters of Multnomah County approved a home rule charter on May 24, 1966, which became effective January 1, 1967. The primary organizational change was a governing body consisting of a board of five full-time county commissioners, which is the policy determining body of the county. In 1968 the board of commissioners established administrative departments to operate county services and administer county affairs. The commissioners change the organization and duties of departments to meet changing needs. The county commissioners, auditor, sheriff, and district attorney are elected officials.

The principle industries of Multnomah County are manufacturing, transportation, wholesale and retail trade, and tourism. Tourism attractions in Multnomah County include the Oregon Museum of Science and Industry, Washington Park and Zoo, Oregon Historical Society, Portland Art Museum, Rose Test Gardens, and Japanese Gardens in Portland, and Multnomah Falls in the Columbia River Gorge. The Port of Portland, established in 1891, exports more wheat from its marine terminals than any American port. The port also ranks high in overall tonnage and the importation of automobiles.

The population of Multnomah County has steadily increased since 1860. The 2000 county population of 660,486 represented an increase of 13.12% over 1990. A 2005 estimate put the population at 672,906. Portland is the county's largest city with a population of well over 550,000.

- Oregon Historical County Records Guide

Expository Writing: Narrowing the topic (R4)

Writing Teaching Point(s):

- Narrowing research topic to three main ideas
- Finding supporting details
- Taking notes

Standard(s):

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

Materials:

- Completed KWL charts from L3
- Handout: Note-Taking Grid

Connection:

"Yesterday you finished adding new facts to your KWL chart. You have so much information about Multnomah county now! It is probably even too much information.

Today you will have a chance to sort through your information and limit it to three main ideas you are interested in writing about."

Teach (modeling): Demonstrate narrowing the research to three main ideas.

Display class KWL chart.

"WOW! We have a lot of information on our KWL chart. If I tried to write all of this information into paragraphs about Multnomah County I would be writing for weeks!

I am going to have to make some tough choices today. I am going to have to choose what information I will write about and what information I will leave out.

I want to include information I am interested in. Everyone is interested in different pieces of information about Multnomah County, so each of you will get to choose what you are interested in. Some of you might be interested in history or businesses or rivers.

Think about what interests you about Multnomah County."

Students pair share one or two things that interest them about Multnomah County.

"One of the things that interests me about Multnomah County is the history of the county. I want to see if I have a question in the W section of the KWL about history." Model rereading the KWL chart, looking for a history question.

If you find one, circle it. If not, tell the class you'll just have to think of one.

Display the Note-Taking Grid. Write your question about history of Multnomah County in question 1.

"*All the space below this question is only for facts about the history of Multnomah County. I am not going to write anything about businesses or rivers here, only information about history.*"

Model reviewing the KWL chart of facts about history.

"*I have all the facts I need about history here on my KWL chart. Let's see what we can find.*" Reread a few facts, when you find one related to history, copy it onto the Note-Taking Grid.

Active Engagement: Model asking for additional facts.

"*Do any of you have facts about Multnomah County on your KWL that I do not have on the class model? Take a look at your KWL chart and see if you can find another fact for me?*"

Students review their own KWL charts. Students volunteer additional information. Record these new facts under Source 2. "*Thanks for your help!*"

Model: Teach the process for completing the Note-Taking Grid

"*I have identified one of the main idea questions I want to write about. How many more do I still need to work on?*" (two more)

Touch the Note-Taking Grid to show each section.

Active Engagement: Students review the process used in completing the first section of the Note-Taking Grid.

"*Tell your neighbor the steps we followed to get all these great ideas added to our Note-Taking Grid.*"

Students pair share, then offer ideas whole group. Model listing the steps for completing the Note-Taking Grid.

Link to Independent Practice: List steps for completing the Note-Taking Grid

Based on student ideas and the directions, list steps on the board, document camera or chart paper. "*Identify the three main ideas you are most interested in and write each one as a question on your Note-Taking Grid Find facts on your KWL that match your main idea question. Ask neighbors and classmates for more facts and write them.*"

Closure:

Students share finished Note-Taking Grid especially recognizing classmates who offered new facts.

Notes:

Name: _____

Use the note-taking grid to record the facts you learn about your county.

Note-Taking Grid

Sources	Question 1 _____ _____	Question 2 _____ _____	Question 3 _____ _____
Source 1			
Source 2			
Bonus: Source 3			

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Expository Writing: Drafting sentences and paragraphs (R5)

Writing Teaching Point(s):

- Use notes to create sentences and paragraphs

Standard(s):

W.4.8 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.

W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Materials:

- County notes about fictitious Rich County
- Teacher reference paragraph on Rich County
- Completed student Note-taking Grids from previous lesson
- Student writer's notebooks

Connection:

"In our last lesson we finished taking notes on our three main idea questions. Those notes will be our supporting details for the paragraphs we write. Today we will read and highlight a new source text to see if the notes which were taken match the information contained in the text.

Teach (modeling):

Teacher distributes copies of source text and notes about Rich County and displays the text. *"Let's take a few minutes to read through our source text."*

Teacher displays copy of Rich County note taking grid.

*"Now we are going to look at the note taking grid about Rich County. We are going to check to see if the notes that were taken match the source text. When we look at the notes can you see how the writer found the first main idea?" (*What is the history of Rich County?)

Teacher will move back and forth between notes and text source as needed highlighting the text to show location of information.

"The question will be our main idea and the facts will be our details when we start writing."

Touch each section of the Note-Taking Grid as your refer to it, and relate that to the location of the information in the source text.

"Let's read the notes together to see if we can get a better understanding of what was researched."

Teacher goes through the notes and confirms that students understand the vocabulary and background information.

"The first fact we have is 1849 gold miners arrive in Rich County struck gold, made money. I bet that is important to this county. I can tell the fact matches the research question. We can prove this by referring to our source text. We can use this fact to start building the writing."

Display a piece of chart paper or notebook paper with the projector that you will use in modeling how to build a body paragraph.

"What we have now is the fact, not the sentence or paragraph. That is what we'll write today. Obviously, my fact needs to make its way into the paragraph. I don't think I can just toss this fact onto the page though. I need to offer my reader some general information first. I need a topic sentence before I write this important detail. Where can I get the main idea or topic sentence from?" (The main idea question) Model writing the main idea question as a main idea/topic sentence.

"I need to keep the important part of my main idea question which is the word 'history.' I should also include the name of my county in my main idea topic sentence."

(Note: If students struggle with clear topic sentence, use those two ideas to guide their work: should include the main idea and the name of the county.)

Write or display the main idea topic sentence: Rich County has a long and interesting history.

"Thumbs up or down, does this main idea topic sentence make what I am writing about clear? Can we find the place in the source text that supports this idea?"

Students respond.

"Great. Now let's add some details."

Model adding detail sentences to the paragraph based on the facts listed on the Note-Taking Grid. Make sure to physically point to or touch the section of the grid and the source text where the details were found.

Active Engagement (collaborative practice):

"Now we have our first paragraph done. But we still have two more sections of the Note-Taking Grid left. We should write those as paragraphs as well. I want you to work in your table groups to write one of the other sections of the Note- Taking Grid into a paragraph.

Remember to use the main idea question to write your main idea topic sentence. Then use the facts to write some detail sentences. Also, check to see that your details are supported by your source text."

Students work in small groups to write one body paragraph about Rich County. Share these paragraphs using the projector or have two small groups get together for a pair/group share.

Link to Independent Practice:

"Now it is time for you to work on your own paragraphs. Take out your Note-Taking Grid for Multnomah County. Pick the main idea question you want to write about first. Put a star next to that question. Use your main idea question to help you write your main idea topic sentence. Use your facts to help you write your detail sentences."

It is helpful for students if you leave the body paragraph you wrote in modeling visible for them to refer back to as they write.

Closure:

"We practiced including important words from the Note-Taking Grid in your body paragraphs. Before you share with your partner, I want you to highlight all the words that you wrote into your paragraph(s) that you got from your note taking page, and to highlight those same words in your source text."

Students highlight then partner share.

Notes:

Students will need one more day to write body paragraphs. You can open tomorrow's writing session with a review and have students read the paragraphs they wrote today to a partner.

Resources & References: (adapted from, acknowledgements

Name: _____

Use the note-taking grid to record the facts you learn about your county.

Note-Taking Grid

Sources	Question 1 **What is the history of <u>Rich County?</u>**	Question 2 **What is the geography like?**	Question 3 **How do people make money?**

Source 1
Oregon
Blue
Book
Guide
	1849 gold miners arrive in Rich County
	struck gold, made money
	
	*two towns
	  Miner's Bluff, Sparkle Dust
	
	*Miner's Bluff later became ghost town
	
	*Sparkle Dust became a big city; later was a port located on Twinkle River
		*Twinkle River
		  lots of salmon
		  flowed into ocean
		
		Dry land
		
		Mountain range called McPhearson's Range
			Salmon fishing
			
			No more gold mining after 1925
			
			Famous museum in town
			
			Still some cattle ranches

Source 2			
Bonus: Source 3			

Source Text Rich County

One of the most interesting chapters in the long history of Rich County began in 1849 with the arrival of gold miners. Many of the miners struck gold and were able to make a great deal of money. Twinkle River was the sight of much excitement, as many settlers struck it rich!

As the population of Rich County grew the settlers needed to establish towns. There were two major towns: Miner's Bluff and Sparkle Dust. Miner's Bluff is where the majority of gold seekers settled. It was a vibrant and exciting place to be until the gold ran out. Now, it is a famous ghost town where no one lives and no business is done. Sparkle Dust, on the other hand is located on Twinkle River. It was not settled by miners; rather it was the town which was created by business people who supported the gold miners. This location helped Sparkle Dust grow into a major port city. Sparkle City is still a place where goods are shipped and received from all over that part of the state.

The geography of Rich County is typical of other counties in that part of our state. It is divided by McPhearson's range, mountains which run north to south through the entire county. Running through McPhearson's range is the Twinkle River. Twinkle River runs all the way to the Pacific Ocean. Salmon make their way up the Twinkle River to spawn. Salmon fishing is still an activity that draws many people to the region.

On the east side of McPhearson's range is where most Rich County residents make their living today. The land there is very dry and is an ideal climate for cattle ranches. Sparkle Dust, which is located at the base of McPhearson's, range is home to a vibrant salmon fishing industry. There is also a popular museum devoted to the gold mining history of the area. Although mining ended in 1925 when the gold ran out, the museum provides a living to the residents of Rich County today.

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Expository Writing: Introductions (R6)

Writing Teaching Point(s):

Students will write effective introductions for research writing

Standard(s):

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Materials:

- Handout: Samples of introduction styles for research writing
- Handout: Introductions for Rich County
- Teacher created anchor chart of possible leads
- Rich County paragraph from last lesson

Connection:

"In our last lesson we wrote paragraphs which will be used as the body of our research writing. Today we will be writing introductions.

Turn to your neighbor and tell everything you know about introductions."

Teach (modeling):

Teacher distributes handout: Introductions to Rich County.

"Both of these introductions have been written about Rich County. Let's pretend we are going to visit Rich County. Let's compare the two writing styles to determine which introduction encourages us as readers to visit Rich County."

Teacher guides the students to see that Introduction B tells facts, but does not speak to the audience. While Introduction A shows the audience what they would experience if they visited Rich County.

"Do both introductions make the topic of the paper clear?" (yes)
"Do both include accurate spelling and punctuation?" (yes)

"Which introduction do you think is more effective?" (A)

Active Engagement:

Have students pair share about what makes introduction A stronger.
Volunteers share ideas about what makes A stronger.

List these on the board, chart paper or document camera.

"When you write your introduction, you will try to include some of the same things in your introduction that this writer did."

Model:

Demonstrate how to revise a weak introduction.

Distribute and display on document camera the handout: Sample introduction styles

"The introduction should encourage people to want to come to our county. This is a list of ways you can make your introduction more interesting. Read through this paper at your tables."

Active Engagement: Students review sample introductions for Rich County to see where these introduction styles are present or missing.

"Can anyone find an examples of an amazing fact in these introductions?"
"What about an example of a quote?"

Repeat with other introduction styles.

"Hmmmmm. I notice that all the examples of good introduction style are in introduction A and not in introduction B. Maybe we could revise introduction B to include some of these introduction styles and it would make it a better paragraph. Let's try."

Model: Teacher demonstrates revising paragraph B.

"What if we added an amazing fact?"

Model rewriting the first sentence (Rich County is in Oregon) as something like this: Rich county is in Oregon, but it is unique compared to all Oregon's other counties.

Rich County has gold, and lots of it.

"Thumbs up, sideways or down to show whether or not this revision makes the paragraph better."

Active Engagement (collaborative practice): Students revise paragraph B in table groups or small teams.

"Use one or more of the introduction styles to make paragraph B about Rich County more interesting. It still needs to be clear that this is a paragraph about Rich County, but add some more style to it."

Students work in groups to revise the paragraphs.

Link to Independent Practice:

"Now it is time to practice writing an introduction for your paper. Remember all the great styles of introductions you can use. Try to write at least two different introductions today."

Closure:

Students share in small groups.

Lead a zip around share of examples of sentences for each of the introduction styles. i.e. *"Who has an example of an amazing fact sentence?" "How about a question?"*

Notes:

Resources & References: (adapted from, acknowledgements)

Examples of Introductions for Rich County

A

Long, long ago people were moving from East to West in search of a better life and adventure. Some of them were lucky enough to find themselves in Rich County, Oregon. If they made it to Rich County they were sure to find riches. This county had something very special-gold! Gold that could make anyone rich overnight. From the high mountain streams in McPhearson's Range to the dry creeks surrounded by cattle, people found gold. Wouldn't you have gone to Rich County?

B

Rich County is in Oregon. It has Mountains and dry lowlands. People found Gold there. Now they just raise cows. It is a great place.

Revision	

<u>Samples of Leads for Research Writing</u>

There are many ways to write effective leads for your research writing. Here is a menu to choose from. It is a great idea to practice two or three different ones and then choose the one that sounds the best.

An Amazing Fact:
This is a unusual fact that will be a surprise to the reader.

For example: " The smallest park in Pullman County is the size of a lamp post." **Or** "Pullman County has the deepest lake in the entire country."

A Quote:
This is a quote by an expert on the subject. Make sure to tell the reader what qualification this person has.

For example: "Ms Madeline Clark, tour guide, says, "Pullman County has some of the finest beaches in the country."

A Descriptive Segment:
Using vivid images, write a two to three sentence description that uses the five senses to show not tell the reader.

For example: Cars and buses rush past in a blur. Skyscrapers tower overhead, and pedestrians crowd the sidewalks, Pullman County has bustling cities!

Question:

Ask a
question.

For example: Can you imagine wind surfing 300 days out of the year? If that sounds good to you, visit Ripple County.

Expository Writing: Revision (R7)

Writing Teaching Point(s):

Revision through elaborating details with:

- vivid, sensory descriptions
- avoiding vague phrases
- avoiding "grocery lists" of details

Standard(s):

L.4.3.a Choose words and phrases to convey ideas precisely.

Materials:

- Handout: Revision checklist
- Handout: Model paragraph on Rich County
- Colored Pencils
- Sticky Notes
- Anchor chart for revision by elaborating details (See example at end of lesson)

Connection:

"We have already talked about writing with style. We practiced this in writing our leads. Tell your neighbor what you remember we did to make sure our introductions had style."

Students pair share.

"Today, you will revise your drafts."

Teach (modeling):

"One of the ways writers can make their writing stronger is by elaborating details. Elaborating details means being more descriptive and using vivid language can help. When writing a research paper it is important that the details you elaborate are supported by your source text."

Teacher displays Revision handout and distributes one copy to each student.

"Let's discuss the examples on this chart. After we discuss the examples, we'll try them out on a sample paragraph. Finally you will have a chance to revise your own paragraphs."

Discuss each item on the revision checklist. Distribute the handout: Sample paragraph.

"I have just given you a paragraph about Rich County. It is clear and accurate, but it lacks any style. Let's use the revision checklist to help us add some style to the

paragraph."

Read the paragraph with the class. Return to the revision checklist.

"The first suggestion on the revision checklist is about sensory details. Can anyone see a place we could add a sensory detail?"

Active Engagement: Students discuss at tables revisions they think would improve the paragraph.

"Talk at your table group about where you would add a sensory detail."

Give students a couple minutes to discuss.

"The paragraph has been pushed to the middle of the page so you have enough room to add more sentences. Add at least one of the ideas you came up with for included more sensory details."

Have students add. Share.

"The next item on the checklist asks us to get rid of vague phrases. Good writing is about specificity, so we should avoid vague words like stuff, things and cool. See if you and you partner/table group can find places to get rid of vague phrases. Students change and share.   Repeat with the rest of the checklist.

Assign each partnership or table group one type of revision to add an example of to the anchor chart. i.e. *"Table one, find an example of sensory details you added. Write it on a post-it note and add it to our anchor chart. Table two, find a place where you got rid of a vague phrase. Write the vague phrase and how you made it better, then add it to the anchor chart."* Etc.

Link to Independent Practice:

"It is now time to get out your body paragraphs that you have written about Multnomah County. You will now take some time revising these paragraphs using the anchor chart as a guide. Use a colored pencil to make changes today as you revise. That way you can show how and what you changed.

I expect to see at least three changes on every paper. Make more changes than that if you have time, but everyone needs to make three changes."

Closure:

Each student shares one change he or she made during revision. Students add examples of revisions to the anchor chart.

Notes:

Resources & References: (adapted from, acknowledgements)

Main Body Paragraph: Rich County

People came to Rich County in 1849 to mine for gold.   Some people found some.   They bought a lot of stuff.   They built two towns. They were Miner's Bluff and Sparkle Dust.   Miner's Bluff became a ghost town.   Sparkle Dust became a big city and port and has a lot of buildings and people still live there and it is a cool city. It was located on Twinkle River.   Twinkle River flows into the ocean and had a lot of salmon.

Formatted to allow for revision

Revision Checklist
Personal Narrative Editing Checklist

Use this list of ways to make your writing look as good as it can while you make editing changes today. Check for one point at a time. Use colored pencil to make changes to how your writing looks.

☐ # Sensory Details

Did you write about your topic with enough sensory details? Did you include anything you might hear? How about smell? Have you included any smells or feelings? Can you find places in the source text where your sensory details are supported?

☐ # Vague Phrases

Vague phrases make readers feel confused. They can even make it seem like you do not know that much about your topic. You are an expert on your topic, use words that make you sound like an expert.

1. Look for vague words like: Good, cool, stuff, things, nice, or bad.

2. Replace the vague words with specific ones.

☐ # Grocery Lists of Details

Good writing includes details, but not long lists of them. If you find a list of details, get rid of it. Use a series of sentences instead of just a list of details.

Bonus:

If you have already made at least three changes, try one of these revisions.

☐ # Paragraphs

Your draft should have multiple paragraphs. Make sure you do not have one giant paragraph.

☐ # Main Idea and Details

Each paragraph should be about one main idea about the county. Make sure you have a few details to go with each main idea. If you don't, go back to your Note-Taking Grid and your KWL to find more.

Expository Writing: Conclusion (R8)

Teaching points:

- Writing a conclusion which includes:
- restating the lead from the introduction
- summarizing 2-3 main ideas
- Crafting a feeling/prediction sentence for the last sentence.

Standard(s):

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials:

- Anchor chart on components of a conclusion **(revised)**
- Introduction Paragraphs of Rich County from R6
- Teacher reference sheet: model conclusions on Rich County

Connection:

"You have done so much good research and writing. I have seen you identify important information as you read. I have also seen you turn that important information into strong paragraphs and introductions. There is only one more piece of this essay to write: the conclusion."

Teach (modeling): Teacher demonstrates using the introduction to make decisions about the conclusion.

"Before writing the conclusion, it is important that we go back and look at our introduction. The introduction and conclusion must balance one another."

Reread the introduction to Rich County from R6 aloud to the class.

Active Engagement:

Students reread their introductions.

Model: Introduce the Components of a Conclusion Anchor Chart

"Now that we all remember our introductions, let's take a look at things that we need to include in a conclusion."

Teacher refers students to conclusion anchor chart. (See example at the end of this lesson.)

" The first thing we will do is restate the lead from our introduction. Teacher points to one of the Conclusion Starters from the anchor chart. *"I will also need to sum up a few of the main ideas I wrote about."*

Teacher points to this section of the chart.

"Finally, I will tell a feeling as my last sentence. My feeling or prediction should be based on what I read and I should be able to give a reason why I feel that way.

If I follow this pattern for my conclusion, I should be able to write a great conclusion. There are other ways to write conclusions. If you have another idea, check with me to make sure it will work and you can go ahead with your own idea. But I still want everyone to participate in this part of the lesson when I show you how to write a conclusion using this pattern."

Active Engagement: Students reread drafts to review main ideas and introductions.

"Since you will need to connect your conclusion to your introduction and you will need to sum up some main ideas, it is a good idea to reread your whole draft. Take the next three minutes to reread your draft. Feel free to make any changes or corrections you notice you need."

Students reread.

Modeling: Teacher demonstrates using conclusion starters to draft a conclusion.

Teacher places conclusion starters handout on the document camera. You can distribute one to each student or simply use one on the document camera.

"I know that I can use one of these conclusion starters to begin my conclusion."

Show the example of a conclusion starter. (You can also write your one in front of the students.)

Active Engagement: Students find the elements of a conclusion in the teacher's example.

"We know that we need to connect to the introduction. Tell your neighbor which sentence you think connects to the introduction."

Students pair share. Have a volunteer share to the whole group.

"What about the sentences where I sum my main ideas? Tell your neighbor which sentences you think those are."

Students pair share. Have a volunteer share to the whole group.

"The last sentence is my feeling about the county. I followed the pattern and I am happy with my conclusion."

If your students need additional practice repeat the process with the second model conclusion.

Link to Independent Practice:

Teacher directs students to take out their Multnomah County drafts and write their conclusions. Refer students to anchor chart to guide their work.

Leave the conclusions used in modeling up on the projector so students can refer back to them as well.

Closure: Students read concluding paragraphs first to a partner, then volunteers read to the class.

Notes:

After completing the written research report students should edit. At this point in the year, you have already taught several editing checklists and routines. Please use the one that works best for you. See these lessons for suggestions and editing checklists:

G4 Launching Unit Lesson 14

G4 Personal Narrative Lesson 14

G4 Informational Article Lessons 11, 12 and 14

G4 Persuasive Lessons 14 and 15

Resources & References: (adapted from, acknowledgements)

Scott Foresman, Reading Street, pages: 163, 191,241, 257, 295, 435, 585, 641, 687 and 713

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Model Conclusions for Rich County

Example One

      As you can see, Rich County was an important destination for all those people who traveled west. The gold that was in the rivers made some people rich. The cattle that people raised provided income for many cowboys. Many of the families who came out so long ago still make Rich County their home. I am glad we have such an interesting county in Oregon. Rich is the perfect name for such a great county because of its rich history.

Example Two

      All in all, traveling across the hot western states would have been worth it if you ended up in Rich County because it was possible to make a living there. Those deep rivers filled with gold could bring you great wealth. Seeing cattle along the hills would be a welcome sight for those who wanted to be ranchers. It is no wonder so many people came to Rich County and so many stayed. Rich County was a great place to make your home back in the gold rush days and it still is.

Components of a Conclusion Anchor Chart

1. **Lead** – One sentence with a starter

2. **Sum Up** – Two to Three sentences that sum up the main ideas of the body paragraphs.

3. **Feeling** – One last sentence to leave an impression on the reader.

Conclusion Starters

Whether or not…   Unquestionably…

As you can see…   By now…

It is clear that…   All in all…

Certainly…   You'll definitely…

Without a doubt…

Indeed…

End of Unit Checklist: Research

	Student brainstorms information for KWL.	Student highlights supporting information from a source text.	Student reads & takes notes.	Student narrows the topic to three main ideas.	Student converts facts into sentences & paragraphs.	Student writes an inviting introduction.	Student writes a clear & satisfying conclusion.	Student uses established procedures to edit writing.	Student revises with a checklist.	
Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates — = Does Not Yet Demonstrate **STUDENTS**										
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