***English Instructional Plan – Research: Grades 4-5***

**Primary Strand: Research 4.9, 5.9**

**Integrated Strand/s: Communication and Multi-modal Literacies 4.1, 5.1**

**Essential Understanding:**

All students should:

* construct questions about a topic.
* collect and organize information from multiple resources.
* understand that not all resources are valid and reliable.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* generate questions to a focused topic.
* collect and organize information from multiple resources to answerresearch questions.
* avoid plagiarism while gathering information.
* identify the difference between fact and opinion.

**Primary SOL:**

4.9 a-f, 5.9 a-f

a) Construct questions about a topic.

b) Collect and organize information from multiple resources.

c) Evaluate the relevance, reliability, and credibility of information.

d) Give credit to sources used in research.

e) Avoid plagiarism and use own words.

f) Demonstrate ethical use of the Internet.

**Reinforced (Related Standard) SOL:**

4.6 g) Distinguish between fact and opinion.

h) Use reading strategies throughout the reading process to monitor comprehension.

5.6 a) Use text features such as type, headings, and graphics, to predict and categorize

information.

b) Skim materials to develop a general overview of content and to locate specific

information.

i) Differentiate between fact and opinion.

**Academic Background/Language:**

The increased emphasis on nonfiction reading in grades 4-5 is key as students move into more content-specific instruction. Academic language learners will need to build vocabulary around the concept of fact and opinion, as well as the meaning behind a credible or reliable source. Visuals and short text prompts will be helpful in building this schema. Previewing vocabulary or just choosing parts of an entire article can be beneficial for all learners. Using visuals for the Picture Word Inductive Model can help build sentence starters for English Language Learners.

Sentence Starters:

* One key fact I learned is ...
* My opinion is ...
* The author’s opinion is ...
* From the source ..., I learned ...
* The following facts ... support the main idea of ...

## Materials

* Library and Computer Access
* Quotes or Visual Prompts to spark question
* 4 Question Credibility Guide
* Optional: [Tech World: Cell Phones Pros and Cons](http://web.a.ebscohost.com/ehost/results?vid=2&sid=e7d63587-28c8-4747-91d8-51b5d0ed009d%40sdc-v-sessmgr01&bquery=cell+phones&bdata=JmRiPWU4NjB4bmEmdHlwZT0wJnNlYXJjaE1vZGU9QW5kJnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d) e-book found in EBSCO host
* Optional: [Kids and Cellphones Picture Prompt](https://learning.blogs.nytimes.com/2016/08/08/picture-prompt-children-and-cell-phones/?rref=collection%2Fcolumn%2Flearning-picture-prompt)
* Optional: [Whats going on in this Picture?](https://www.nytimes.com/2019/04/28/learning/whats-going-on-in-this-picture-april-29-2019.html?rref=collection%2Fcolumn%2Flearning-whats-going-on-in-this-picture&action=click&contentCollection=learning&region=rank&module=package&version=highlights&contentPlacement=4&pgtype=collection)
* Optional: [What's the right age for parents to get their child a cell phone?](https://www.commonsensemedia.org/cellphone-parenting/whats-the-right-age-for-parents-to-get-their-kids-a-cell-phone)
* Projection System/Board Space for Teacher Modeling
* Note-taking materials for students

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Begin with a visual of your choice, such as those offered here , [What's Going On In this Picture?](https://www.nytimes.com/2019/04/28/learning/whats-going-on-in-this-picture-april-29-2019.html?rref=collection%2Fcolumn%2Flearning-whats-going-on-in-this-picture&action=click&contentCollection=learning&region=rank&module=package&version=highlights&contentPlacement=4&pgtype=collection) or [Picture Prompt](https://learning.blogs.nytimes.com/2016/08/08/picture-prompt-children-and-cell-phones/). Both sources offer picture prompts to encourage a variety of student-generated questions.
2. Teachers can search for a relevant picture to meet the needs of their students, to include STEM-related photos or topics for opinion/persuasive writing. Each photo has an attached article to lead to researchable questions. For example, this [Children and Cell Phones Picture Prompt](https://learning.blogs.nytimes.com/2016/08/08/picture-prompt-children-and-cell-phones/?rref=collection%2Fcolumn%2Flearning-picture-prompt) can lead to researchable questions about the proper time for someone to receive a cell phone.
3. Guide students to write or share questions about the picture and/or caption.
4. Have students brainstorm resources they can use to help answer their questions. An example from the “Children and Cell Phones” picture prompt may include, “Who is paying for the child’s cell phone?” can be answered by conducting a survey from students. “Why is there a crowd?” could be answered by reading the caption.
5. At this point, the teacher may want to provide a focus question, such as one similar to the corresponding article, “Is there a right age for a child to get a smartphone?” Brainstorm resources that could be used to help answer this focus question. If using this topic, resources may include books about cell phone use, interviews with parents and teachers, or articles about children and cell phones.
6. Read parts of the attached article together (there may be some parts not suitable for all ages.) Review lists of questions and determine what new questions can be asked or if any questions were answered. At this point, student questions and interests may create a new focus to guide student research.
7. After reading the article together, lead students through a 4-Question Credibility Guide about the source. Notice that answers to the 4 questions require more than a single word answer. Also, the 4th question is a good opportunity to practice paraphrasing with students.
   1. Who is responsible for writing/publishing this article?
      1. Brian Chen is a technology writer for the New York Times and he found research to help answer this question.
   2. When was this written and/or published?
      1. This article was published July 20, 2016. This makes it a couple years old.
   3. Where was this article found?
      1. This article was found on the New York Times Website in the Tech Fix section.
   4. What is written about my focus question?
      1. This article says that no two kids are the same so there is not a right age for a child to have a smartphone.
      2. It also says it is better to wait until a child is older so they are less distracted from their schoolwork or friendships.
      3. It also says that a child’s brain is still developing, especially the part that deals with impulse control. It is good to wait until a person’s brain has developed before having so much access to a smartphone.
8. Available resources on this topic include the ebook found in the eBook K-8 Collection EBSCO host [Tech World: Cell Phones Pros and Cons](http://web.a.ebscohost.com/ehost/results?vid=2&sid=e7d63587-28c8-4747-91d8-51b5d0ed009d%40sdc-v-sessmgr01&bquery=cell+phones&bdata=JmRiPWU4NjB4bmEmdHlwZT0wJnNlYXJjaE1vZGU9QW5kJnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d) or these articles, [Cell phone scramble: should schools relax cell phone policies?](https://go.galegroup.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=MultiTab&searchType=BasicSearchForm&currentPosition=1&docId=GALE%7CA279260635&docType=Article&sort=RELEVANCE-SORT&contentSegment=ZPTV-MOD1&prodId=ITKE&contentSet=GALE%7CA279260635&searchId=R1&userGroupName=virginia_main&inPS=true) and [Cell Phone Hang-Ups](https://go.galegroup.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=10&docId=GALE%7CA67326279&docType=Article&sort=RELEVANCE-SORT&contentSegment=ZPTV-MOD1&prodId=ITKE&contentSet=GALE%7CA67326279&searchId=R3&userGroupName=virginia_main&inPS=true) (notice this article was published in 2000 and is a good opportunity to discuss if information can be outdated) from Kids InfoBits. [Are parents addicted to their phones?](https://www.nytimes.com/2019/05/30/learning/are-your-parents-addicted-to-their-phones.html) is an article that can also be found on the NYTimes Student Opinion section. Each of these resources can be taken through the 4-question credibility guide.
9. Allow students time to generate their own focus question or use the teacher-modeled question. Focus questions should be open-ended and require more than a single sentence to answer. Students can locate resources to research their focus question and to evaluate credible sources.
10. It will be key for the teacher to model the process of research using a resource. Students need specific instruction on taking notes from sources, not plagiarizing from sources. For example, open the PDF eBook [Tech World: Cell Phone Pros and Cons](http://web.a.ebscohost.com/ehost/results?vid=2&sid=e7d63587-28c8-4747-91d8-51b5d0ed009d%40sdc-v-sessmgr01&bquery=cell+phones&bdata=JmRiPWU4NjB4bmEmdHlwZT0wJnNlYXJjaE1vZGU9QW5kJnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d) with the class and review the Table of Contents for a page or two to help answer the focus question . Another possible source is this article from Common Sense Media [What's the right age for parents to give their kids a cell phone?"](https://www.commonsensemedia.org/cellphone-parenting/whats-the-right-age-for-parents-to-get-their-kids-a-cell-phone) .
11. Read a page or section together. It may be beneficial to do a reread so that students have an opportunity to check understanding.
12. Minimize the screen so students cannot reference it and have students think for one minute about the information shared from the source.
13. Have students turn to a partner or their group and explain what they learned in the shared reading.
14. Have students write a couple of sentences or phrases summarizing information from the original source. Remind students that summary sentences should sound like the student, not the source.
15. Gather a collection of student summaries and choose a couple to use as models. Write these examples on an anchor chart or the white board so all students can review them.
16. Return to the original source and reread. Check to see if the summary models include correct information and/or correct terms. Rewrite summary phrases or sentences as needed.
17. Choose one or two summaries and add a few words that give credit to the original source. For example, “According to the book, Tech World: Pros and Cons….” or “The authors from Common Sense Media advise...”
18. Remind students that when researching, disconnecting from the original text is a big help to avoid plagiarism.
19. Repeat this process with other paragraphs or pages from a resource. Once the teacher has modeled the process of checking summaries with the original text, have students write and check summaries of their peers.
20. Provide options for students to share their answers to their focus question using their research as a means for credibility. Responses can be shared in a written piece, a poster, a blog post, or a FlipGrid or oral presentation.

**Assessment (Diagnostic, Formative, Summative)**

* Student-formulated questions
* Responses to the 4-Question Credibility Guide for Sources
* Teacher-assigned research product
* Summary phrases/sentences

**Writing Connections:**

* Students will brainstorm questions from visuals and written text.
* Students will respond to the credibility of sources.
* Students will collect and organize their information to be synthesized in a final response to their focus question. Editing for appropriate grammar, usage, and mechanics is encouraged before publication of research findings.

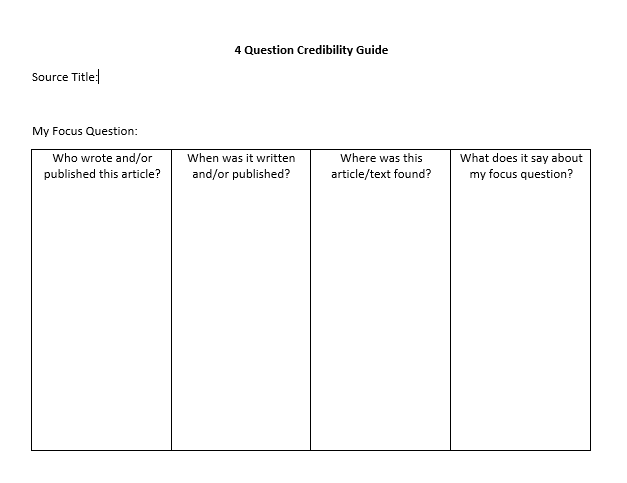
**Extensions and Connections (for all students)**

* Students can continuously evaluate resources, including videos or podcasts that may be shared in class or student writing samples.
* Many visual picture prompts can also be used for journal writing or for narrative writing.

**Strategies for Differentiation**

* The teacher can assign focus questions to small groups of students. This will increase the opportunity to practice oral communication skills while finding the validity of sources.
* The teacher can provide printed articles for students to annotate as they collect information.
* Provide sentence stems for students to use as they complete the 4 Question Credibility Guide.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

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