

# “Writing From Sources” Elementary Module

Delaware  
Reading Cadre

**Grades K – 5**



# Agenda

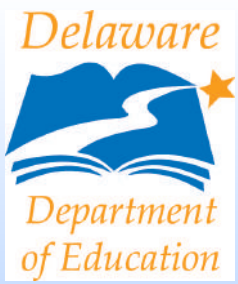
- Overview of Writing Shift
- Focus Standards
- How do we get there from here?

3 Shifts	6 Shifts
1. Building knowledge through content-rich literary nonfiction and informational texts.	PK-5, Balance of informational and literary text
2. Reading and writing grounded in evidence from text.	6-12, Building knowledge in the disciplines
3. Regular practice with complex text and its academic vocabulary.	Text-based answers
	Writing to/from sources
	Staircase of complexity
	Academic vocabulary



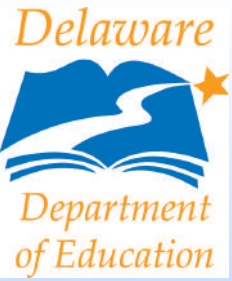
## Shift 5: Writing from Sources

- Writing emphasizes use of evidence from sources to inform or make an argument.



# Writing from Sources/Engage NY

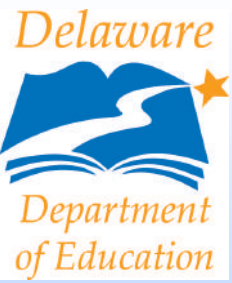
- <http://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources>



# Standards Addressed during Writing from Sources

## Anchor Standard for Writing Seven

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



# Standards Addressed during Writing from Sources

## Anchor Standard for Writing Eight

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The logo for the Delaware Department of Education is located in the top left corner. It features the word "Delaware" in orange script above a blue graphic of an open book with a white path leading to a yellow star. Below the graphic is the text "Department of Education" in orange script.

# Standards Addressed during Writing from Sources

## Anchor Standard for Writing Nine

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



## Range of Writing

### Anchor Standard for Writing Ten

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



# How do we get there from here?

Read your grade-specific selection and discuss with your group what this child does well.

One person will share an observation about the piece.

# ***Topic and Product Choice***

## Essential Questions:

- How do researchers decide on a topic?
- How do researchers determine what they want to learn about a topic?
- How do researchers decide how to present information to others?


**Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

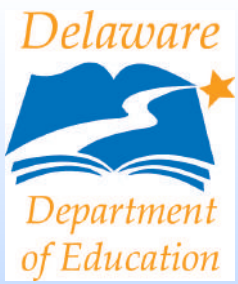
Kindergarten	First	Second	Third	Fourth	Fifth
<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Conduct short research projects that build knowledge about a topic.</p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

## Gathering Grid

Name \_\_\_\_\_

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

	Source 1 (Book)	Source 2 (Web Site)	Source 3 (Other)
<b>Question 1:</b>			
<b>Answers:</b>			
<b>Question 2:</b>			
<b>Answers:</b>			



# Question/Answer Sheet

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

**Question:**

**Answer:**

**Question:**

**Answer:**

# ***Determining Relevant Information***

## Essential Questions

- How do researchers determine which information is relevant?
- How do researchers determine which information is credible?

# Bat Resources – Relevant? Credible?

- Bats-Wikipedia, the free encyclopedia (website)
- Amazing Bats of Bracken Cave-National Geographic (website)
- Ken’s Exotic Fruit Bats for Sale (website)
- Bats by Gail Gibbons (picture book)



# Bat Resources

- Bats-Wikipedia, the free encyclopedia (not credible)
- Amazing Bats of Bracken Cave-National Geographic (good)
- Ken's Exotic Fruit Bats for Sale (not relevant)
- Bats by Gail Gibbons (good)

# **Note-taking**

## Essential Questions:

- How do researchers decide which information to use from sources?
- How do researchers take notes in an organized manner?




# Fact Fragment Frenzy

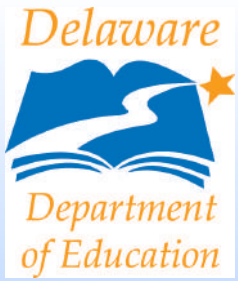
- <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html>

## Gathering Grid

Name \_\_\_\_\_

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

	Source 1 (Book)	Source 2 (Web Site)	Source 3 (Other)
<b>Question 1:</b>			
<b>Answers:</b>			
<b>Question 2:</b>			
<b>Answers:</b>			



# Bats

- Use information from the link below to help you complete your Gathering Grid.
- <http://tinyurl.com/About-Bats>



# ***Organizing Information***

## Essential Question

- How do researchers organize relevant information?

# ***Citing Sources***

- Essential Question: How does a researcher give credit to other authors for information he has gathered?
- Look at standards for grades K-5. What do you notice about citing sources?

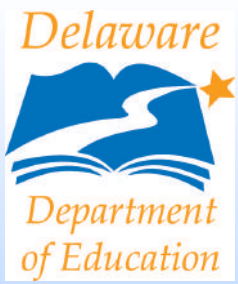
**Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

Kindergarten	First	Second	Third	Fourth	Fifth
<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>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.</p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>



**Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 4.	Begins in grade 4.	Begins in grade 4.	Begins in grade 4.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>•Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</li> <li>•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”).</li> </ul>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>•Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>•Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>



# ***Sharing***

- Essential Question: How does a researcher share information with others?

# Elementary Search Engines

- [www.Awesomelibrary.org](http://www.Awesomelibrary.org)
- [www.Dibdabdoo.com](http://www.Dibdabdoo.com)
- [www.Gogooligans.com](http://www.Gogooligans.com)
- [www.Kidrex.org](http://www.Kidrex.org)
- [www.Kidsclick.org](http://www.Kidsclick.org)
- [www.Quinturakids.com](http://www.Quinturakids.com)
- [www.Sweetsearch.com](http://www.Sweetsearch.com)

# Follow-up Activities

- Develop writing lessons during PLC time to address writing from sources
- Share writing lessons across grade levels
- Develop a vertical articulation of the research skills and strategies across K-5