

**Swedesboro-Woolwich School District's Writing Curriculum Guidance Document**

**GRADE 4– Module 9 Research Report**

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In module 9, research report, students will learn how to gather information from reliable sources and organize it into a clear and informative piece of writing. They will begin by choosing a topic they are curious about, such as an animal, historical figure, or place, and then ask questions to guide their research. Students will read books, articles, or use approved websites to collect facts and take notes. They will organize their report with an introduction that states the topic, body paragraphs that include facts and details, and a conclusion that summarizes what they learned. Students will also learn how to use their own words to avoid copying directly from sources, and may include diagrams, maps, or pictures to support their information. After writing a draft, they will revise for clarity and organization, and then edit for spelling, grammar, and punctuation before creating a final report

**Standards Covered in Current Unit/Module**

**Related Standards and Learning Goals**

**W.IW.4.2.A**

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

**W.AW.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**W.NW.4.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**W.AW.4.1.B**

Provide reasons that are supported by facts from texts and/or other sources.

**W.WR.4.5**

Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**SL.PE.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.WP.4.4.B**

Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

**L.KL.4.1.A**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**W.WP.4.4.C**

Consider writing as a process, including self-evaluation, revision and editing.

**W.IW.4.2.A**

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

**L.VI.4.3.D**

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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**W.AW.4.1.D**

Provide a conclusion related to the opinion presented

**Unit/Module Weekly Learning Activities and Pacing Guide**

<b>Lessons 1-5</b>	<b>NJ Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic	<p><b>W.IW.4.2.A</b></p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p><b>W.AW.4.1.A</b></p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>W.NW.4.3.E</b></p> <p>Provide a conclusion that follows</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify the audience, and purpose of a narrative essay</li> <li>● Review the rubric</li> <li>● Introduce the focal text</li> <li>● Brainstorm words and phrases on a topic.</li> <li>● Use background knowledge to prepare to read.</li> <li>● Make personal connections to ideas.</li> <li>● Read informational text with purpose and understanding.</li> <li>● Analyze an informational text for author's craft.</li> <li>● Read and understand domain-specific vocabulary.</li> <li>● Use context to determine meaning.</li> <li>● Use print or digital resources to determine a word's meaning.</li> <li>● Understand features of a research report.</li> <li>● Set goals for writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts                         <ul style="list-style-type: none"> <li>○ Focal Text- <i>The Cases of the Vanishing Honeybees</i></li> </ul> </li> <li>● Materials                         <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Classroom materials (crayons, markers, etc.)</li> <li>○ Instructional Vocabulary</li> <li>○ Display formal letter chart</li> <li>○ Anchor Charts (Research Sources)</li> </ul> </li> <li>● Activities                         <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the a central idea and topic sentence</li> <li>○ Model how to understand what a research project is</li> <li>○ Writers Notebook activities</li> </ul> </li> </ul>

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	<p>from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b></p> <p>Provide reasons that are supported by facts from texts and/or other sources.</p> <p><b>W.WR.4.5</b></p> <p>Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>SL.PE.4.1.B</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.WP.4.4.B</b></p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>L.KL.4.1.A</b></p> <p>Acquire and use accurately</p>	<ul style="list-style-type: none"> <li>● Create a research plan.</li> <li>● Gather sources.</li> <li>● Evaluate sources.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	
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grade-appropriate general  
academic and domain-specific  
words and phrases.

**W.WP.4.4.C**

Consider writing as a process,  
including self-evaluation, revision  
and editing.

**W.IW.4.2.A**

Introduce a topic clearly and group  
related information in paragraphs  
and sections; include formatting  
(e.g., headings), text features (e.g.,  
illustrations, diagrams, captions)  
and multimedia when useful to aid  
in comprehension.

**L.VI.4.3.D**

Demonstrate understanding of  
words by relating them to their  
opposites (antonyms) and to words  
with similar but not identical  
meanings (synonyms).

**W.AW.4.1.D**

Provide a conclusion related to the

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	opinion presented		
<b><u>Lessons 6-10</u></b> -Prewriting II: Narrative Structure -Drafting I: Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation	<p><b>W.IW.4.2.A</b></p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p><b>W.AW.4.1.A</b></p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>W.NW.4.3.E</b></p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b></p> <p>Provide reasons that are supported by facts from texts and/or other sources.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Gather sources.</li> <li>● Evaluate sources.</li> <li>● Draft multi-paragraph informative texts.</li> <li>● Find and use research in informational writing.</li> <li>● Correctly quote from sources.</li> <li>● Develop a bibliography.</li> <li>● Develop a bibliography.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Texts               <ul style="list-style-type: none"> <li>○ Focal Text- <i>The Cases of the Vanishing Honeybees</i></li> </ul> </li> <li>● Materials               <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts</li> </ul> </li> <li>● Activities               <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> <li>○ Small group conferences</li> <li>○ Targeted Grammar</li> </ul> </li> </ul>

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**W.WR.4.5**

Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**SL.PE.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.WP.4.4.B**

Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

**L.KL.4.1.A**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**W.WP.4.4.C**

Consider writing as a process, including self-evaluation, revision

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	<p>and editing.</p> <p><b>W.IW.4.2.A</b></p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p><b>L.VI.4.3.D</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>.</p> <p><b>W.AW.4.1.D</b></p> <p>Provide a conclusion related to the opinion presented</p>		
<p><b><u>Lessons 11-15</u></b></p> <p>-Revising II: Conferencing</p> <p>-Revising III:</p>	<p><b>W.IW.4.2.A</b></p> <p>Introduce a topic clearly and group related information in paragraphs</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Conference with peers about written work</li> <li>● Correctly quote from sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i><b>The Cases of the Vanishing Honeybees</b></i></li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> </ul> </li> </ul>



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<p>Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</p>	<p>and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p><b>W.AW.4.1.A</b></p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>W.NW.4.3.E</b></p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b></p> <p>Provide reasons that are supported by facts from texts and/or other sources.</p> <p><b>W.WR.4.5</b></p> <p>Conduct short research projects that use multiple reference sources (print and non-print) and build</p>	<ul style="list-style-type: none"> <li>● Identify main idea and important details.</li> <li>● Correctly quote from sources.</li> <li>● Identify main idea and important details.</li> <li>● Proofread writing for correct formatting of bibliography.</li> <li>● Proofread writing for correct formatting of quotations</li> <li>● Proofread writing for correct formatting of bibliography.</li> <li>● Proofread writing for correct formatting of quotations</li> <li>● Share writing.</li> <li>● Hold a collaborative discussion</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Peer Review</li> <li>● Teacher observation/conferencing/feedback</li> <li>● Editing Checklist (Anchor Chart)</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher handbook HMM textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Editing Checklist) (Proof Reading Marks)</li> <li>○ Peer Writing Review</li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMM narrative texts</li> <li>○ Review grammar linked with each lesson (worksheets)</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> </ul> </li> </ul>
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knowledge through investigation of different aspects of a topic.

**SL.PE.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.WP.4.4.B**

Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

**L.KL.4.1.A**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**W.WP.4.4.C**

Consider writing as a process, including self-evaluation, revision and editing.

**W.IW.4.2.A**

Introduce a topic clearly and group related information in paragraphs

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	<p>and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p><b>L.VI.4.3.D</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>.</p> <p><b>W.AW.4.1.D</b></p> <p>Provide a conclusion related to the opinion presented</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)