

The “Write” Stuff: Third Grade Strategies and Conventions for Writing a Research Paper

Grade Level: Third Grade

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Length of Unit: Six lessons (See Appendix E-1)

I. ABSTRACT

The focus of this third grade unit is on writing a five-paragraph research paper while integrating science or social studies curriculum from the third grade *Core Knowledge Sequence*. Students will gain a deeper understanding of the writing process as they learn strategies and conventions for writing a research paper. They will choose a topic, write questions, research facts, take notes, write a rough draft, revise and edit their work, and write the final copy, including a bibliography. Researching their topics will give students in-depth knowledge in a specific Core Knowledge content area.

II. OVERVIEW

- A. Concept Objectives (Jefferson County, CO. Language Arts Content Standard-JCLAS)
1. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication. (JCLAS 3, 5)
 2. Understand how to locate, evaluate, and use relevant information sources for writing. (JCLAS 6)
 3. Understand how to evaluate and improve the quality of writing. (JCLAS 8)
- B. Content from the *Core Knowledge Sequence* (page 65)
1. Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.
 2. Produce a variety of types of writing—such as reports—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 3. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
- C. Skill Objectives
1. Students will be able to choose a topic for their research papers.
 2. Students will be able to write at least one question for each category they will be researching.
 3. Students will be able to gather sources for researching their topic.
 4. Students will be able to find important facts about their animals, and jot down notes in their own words on a grid format.
 5. Students will be able to organize and write five paragraphs according to the instructions.

6. Students will be able to rewrite their facts and important information in their own words.
7. Students will be able to revise and make some changes on their own reports as well as give suggestions to their partners.
8. Students will be able to edit and make some corrections on their own reports as well as their partners'.
9. Students will be able to write or type a neat final copy.
10. Students will be able to list their sources in correct bibliographic form.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Auman, M. *Step Up to Writing*. Longmont, CO: Sopris West, 1999. ISBN 1-57035-208-9.
 2. Despard, Y. *More Than a Report*. Monterey, CA: Evan-Moor Corp., 1996. ISBN 1-55799-572-9.
 3. Kemper, D., Nathan, R., & Sebranek, P. *Write on Track*. Wilmington, MA: Houghton Mifflin company, 1996. ISBN 0-669-40880-8.
- B. For Students from the *Core Knowledge Sequence* (page 43)
 1. Students will have had exposure to a variety of types of writing including stories and poems.
 2. Students, with assistance, will have produced a story with beginning, middle, and end.
 3. Students, with assistance, will have begun the process of revising and editing to refine their writing by checking spelling and punctuation.

IV. RESOURCES

- A. Poster, or facsimile, of the steps in the writing process
- B. Collection of factual books about animals, such as the *True* series
- C. Encyclopedias
- D. CD ROMs
- E. Magazines, newspapers

V. LESSONS

Lesson One: Making the Assignment/Choosing a Topic

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 2. Lesson Content
 - a. Produce a variety of types of writing—such as reports—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 3. Skill Objective(s)
 - a. Students will be able to choose a topic for their research papers.

- B. *Materials*
1. Appendices A-1, A-2: one transparency copy and enough copies for each student
 2. Overhead projector
 3. Writing paper/pencils
 4. Students' writing folders
 5. Resources: books, magazines, encyclopedias, newspapers, CD ROMs, etc.
- C. *Key Vocabulary*
1. Research-to search for information about a particular topic and study it thoroughly
 2. Plagiarism-using the writing of someone else without giving them credit
 3. Physical appearance-how an animal looks on the outside
 4. Habitat-the type of land or environment where an animal lives
 5. Bibliography-a list of sources of information used to find facts and write a report
- D. *Procedures/Activities*
1. Note 1: In preparation for doing a research paper it is suggested that the students have had previous experience in simple research, note taking, and summarizing. If the students have not had this experience, pick an animal and model correct strategies on how to do simple research and note taking as a group. (See Unit entitled "The Write Stuff: Third Grade Strategies and Conventions for Expository Writing"). They should also have a basic understanding of the term "plagiarism," the importance of using their own words and of giving credit to the original author.
 2. Note 2: In our third grade we do research reports at the end of the year as a culminating writing activity. At that time we are studying animal classification, and so we make the assignment to research an animal. Many of the third grade Core Knowledge science and social studies topics would lend themselves to this assignment. With this in mind, the following steps would be applicable to any respective topics.
 3. Pass out copies of the assignment packet to each student (Appendix A-1), as well as copies of the check off sheet (Appendix A-2).
 4. Introduce the assignment. Explain that while the class is studying animal classification, each individual student will be required to research and write a five-paragraph report on an animal of his/her choice. On the overhead, using transparencies of the pages in the assignment packet, go through the assignment with the students, step by step, as they follow along. Emphasize that the students will be required to use two or more sources for their information, one of which **must be** a book other than an encyclopedia and the other may be an encyclopedia from home, the library, or the computer.
 5. The report is to be written in a five-paragraph format according to the specific instructions in the assignment packet for each paragraph. Continue to refer to the assignment packet as you explain each of the paragraphs. The students will begin with an introductory paragraph

including the class of animal, the scientific name, and why they chose their particular animal. The second paragraph will contain information about the animal's habitat. The third paragraph will describe the animal's physical appearance as well as facts about the babies. The fourth paragraph will give information about what the animal eats. In the last paragraph students may include other interesting facts.

6. Finally, sources need to be listed at the end in correct bibliographic form.
7. After explaining the assignment, give the students time to select a topic—the animal of their choice. (See Appendix A-3). Emphasize to them the importance of choosing an animal about which they are excited to learn. It might be one of their favorites or one about which they have several questions. They can look in encyclopedias for ideas, or through magazines or even a textbook. A trip to the library might be helpful at this time. Have each student make a list of at least three choices.
8. For homework, ask the students to take the lists home to discuss their choices with their parents. Possibly their families will have suggestions as well. Have them narrow down their lists to one choice and be ready to tell you their choice.

E. *Assessment/Evaluation*

1. Ask each student what topic they have chosen for writing their reports.

Lesson Two: Prewriting-Brainstorming

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to locate, evaluate, and use relevant information sources for writing.
2. Lesson Content
 - a. Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.
 - b. Produce a variety of types of writing—such as reports—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to write at least one question for each category they will be researching.
 - b. Students will be able to gather sources for researching their topic.

B. *Materials*

1. Writing paper/pencils
2. Students' writing folders
3. Resources: books, magazines, encyclopedias, newspapers, CD ROMs,

etc.

C. *Key Vocabulary*

1. Browse-to briefly look through or skim a body of writing, to get an idea of what it is about

D. *Procedures/Activities*

1. Once the students have made their choices of animals for their reports, give them an opportunity to begin thinking about what they want to learn. With partners, have them help one another brainstorm a list of specific questions. Tell them to think of questions that they cannot answer with a “yes” or “no.” Require them to write one question for each of the categories from their assignment sheet: habitat, physical appearance, babies, food, and other interesting facts. A question from the category of other interesting facts might read: Why do the wings of hummingbirds move so fast?
2. Take time for students to share at least one of their questions with the whole class. Have the class make check-thumbs up or thumbs down-as to whether the questions are ones that **cannot** be answered with “yes” or “no.” Have students suggest rewording possibilities, if needed.
3. Instruct the students to keep this list of questions in their writing folder. Then they can refer back to them when they are doing their research.
4. Now the students are ready to begin browsing and searching for information to learn all they can about their animals. This would be a good time for a trip to the library. The librarian could be of assistance in pointing out various available reference materials and the section of books on animals.
5. Either in the classroom or at the library, be sure to discuss various possibilities of resources: books, encyclopedias, CD’s, newspapers, magazines, etc.
6. Many resources need to be available to the students in the classroom. Once again, remind the children that they must use at least two sources, one of which is **not** an encyclopedia. It would be helpful at this point to have a collection of various non-fiction books about animals, such as the *True* series. Browse through a couple of these as a group and point out important information. If you have enough resources, you could break into small groups and have the children practice browsing and searching for the required information. Give them an opportunity to share with the entire class.
7. Give the children time to browse on their own-to look at pictures and read captions and headings-to get excited about their animal! Let them do this in partners so they can share with one another.
8. For homework, assign the children to look at home for resources or even make a trip with their parents to the public library.

E. *Assessment/Evaluation*

1. Teacher observation as the children are writing their questions

Lesson Three: Prewriting-Note Taking

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to locate, evaluate, and use relevant information sources for writing.
2. Lesson Content
 - a. Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.
 - b. Produce a variety of types of writing—such as reports—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition
 - c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to find important facts about their animals, and jot down notes in their own words on a grid format.

B. *Materials*

1. Appendix B-1: one transparency copy
2. Overhead projector
3. Writing paper/pencils
4. Students' writing folders
5. Resources: books, magazines, encyclopedias, newspapers, CD ROMs, etc.

C. *Key Vocabulary*

1. Grid-for our purposes, a format of lines drawn to help organize information

D. *Procedures/Activities*

1. Check to be sure each child has chosen an animal. Sometimes, after beginning to browse, a student will want to make a change. Firm up the choices at this point. Plan on extra time to help any individual who might still be having difficulty with his/her decision.
2. Review note taking tips with the children. What do they remember that is important about note taking? Be sure the following points are included in your discussion: write the title; use only words or phrases-not complete sentences; jot down main ideas and supporting details-use only important information; use abbreviations. List these points on chart paper so the students may refer back to them.
3. For this assignment show the students how to gather their information on a piece of paper set up in a grid format. (Appendix B-1). Have them fold their papers in half (hamburger style) and crease them. Draw lines over the creases. That will give them four sections, front and back, in which to

- begin taking notes. Next, perpendicular to the first fold, fold the paper in a burrito fold so that there are three parts to each section. Crease these folds and draw lines over them. This will set up the note taking grid
4. Entitle the first part of each section “Subject” and the other two parts in each section with the name of the individual sources. Under “Subject” label the four sections as follows: habitat; physical appearance/babies; food; and other important facts.
 5. Explain to the children that taking notes in the grid will help them keep their information more organized. They will take notes from the sources in the respective grids.
 6. Model for the children how to take notes in one of the sections. Think out loud as you find important facts about habitat, for example. Rephrase the information in your own words out loud, as you simultaneously write it down. In this way the children will be able to hear your thinking process as you take notes.
 7. They may begin. Remind the students to find the class of animals for their animal and the scientific name. As the children are looking up their animals and beginning the process of taking notes, be roaming the classroom-very available for any assistance needed. Parent volunteers can also be available.
 8. Remind the children to look back at their list of questions too. Are they able to answer them? Have them take notes in the appropriate sections to answer the questions.
 9. Browsing, searching for information, and note taking will take more than one session. Several class periods can be reserved for this activity. Part of this can be done as a homework assignment as well.
 10. At some point you will want to collect the students’ grids to assess how they are doing at gathering information.

E. *Assessment/Evaluation*

1. Teacher evaluation of notes-are the students finding and jotting down information specified in the assignment packet?

Lesson Four: Rough Draft

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to locate, evaluate, and use relevant information sources for writing.
 - c. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.
 - b. Produce a variety of types of writing—such as reports—and make

- reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to organize and write five paragraphs according to the instructions.
 - b. Students will be able to rewrite their facts and important information in their own words.
- B. *Materials*
1. Enlarged copy (poster size) of assignment posted where students can easily refer to it
 2. Writing paper/pencils
 3. Students' writing folders
 4. Resources-books, encyclopedias, magazines, etc.
- C. *Key Vocabulary*
1. Plagiarism-using the writing of someone else without giving them credit
- D. *Procedures/Activities*
1. Note: The next step in writing a research paper will be writing the rough draft. Being ready for this step may happen at different times for the various students. Give instruction to the class as a whole, and then the writing time from this time forward may need to take the format of a writing workshop rather than whole class. Some students will continue to take notes and some will be ready to write their rough drafts. Again, availability of yourself, as well as parent volunteers, will be necessary to help facilitate this whole process.
 2. Remind students of the five-paragraph format. Hold a review of the structure of a five-sentence paragraph, with a topic sentence, three detail/fact/example sentences, and a concluding sentence. Model for them how to change their notes into a paragraph and how to write sentences in their own words, using the information they have collected in their notes. Model this process, again out loud, as you are doing it. Use the notes you took on habitat in the note taking lesson to show the students how to change them into a paragraph about habitat.
 3. For the first paragraph of their paper instruct the students that they will need to introduce their animal, telling what their report is about. They will want to capture the reader's interest. They might want to start with a question: *Did you know...?* Or they might want to begin with a brief story: *Once my brother ate a rattlesnake...* They are also to include the class of animal (such as mammal, reptile, etc.) and the scientific name for their animal (you might want to show the class where these names are typically found in an encyclopedia or elsewhere). Finally, as a concluding sentence for their paragraph, the students will tell why they wanted to

- report on the animal they chose.
4. For the next three paragraphs, the students will need to take their notes and change them into paragraphs like you have modeled to them. In the topic sentences of each paragraph it would be a good idea to mention the subject of that paragraph: habitat, physical appearance/babies, food, and other interesting facts. Have the students refer back to their assignment packets to be sure they are including all the information asked for.
 5. In the last paragraph, tell the students this is their opportunity to report some interesting facts that did not fit in to the other categories. They could also conclude with a sentence about what they have learned or how they feel about their animal.
 6. If some students are struggling with writing their rough draft and changing their notes into paragraphs, this could be a homework assignment with help and input from their parents. Parent volunteers in the classroom could also be of assistance.
- E. *Assessment/Evaluation*
1. Teacher observation as students are writing their rough drafts

Lesson Five: Revising and Editing

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
 2. Lesson Content
 - a. Produce a variety of types of writing—such as reports—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - b. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
 3. Skill Objective(s)
 - a. Students will be able to revise and make some changes on their own reports as well as give suggestions to their partners.
 - b. Students will be able to edit and make some corrections on their own reports as well as their partners’.
- B. *Materials*
1. Individual rough drafts
 2. Red pens
 3. Dictionaries
 4. Appendix C-1: copies for each student
- C. *Key Vocabulary*
1. Revise-to improve your writing by making any changes needed to help it

- make more sense and be clear
2. Edit-to check for spelling and punctuation errors and make any necessary corrections

D. *Procedures/Activities*

1. Now it is time to revise and edit. This could be done any number of ways. Give the children time to revise their own work. First of all, instruct them to whisper-voice read their report to themselves to see if it all makes sense. Have them make whatever changes they find necessary so that every sentence is clear and easily understood. Reading it out loud to themselves will help the students to hear more easily whether or not something is clear and making sense.
2. Next, have them do this again with a partner. See if the partner can understand everything clearly. Does the partner have any questions or suggestions? Once again, make any necessary changes.
3. Then, in a small group setting (three to four children led by a parent volunteer, if possible), takes turns reading the reports out loud, paragraph by paragraph, to check that each paragraph contains the assigned information. Are there any parts that need more information or that sound unclear? Make corrections and/or additions if necessary.
4. Finally, pass out copies of the revising checklist (Appendix C-1), and ask students to check themselves once more, this time checking off the boxes as they go. Have them keep these revising checklists in their writing folders.
5. The editing process will probably be done in a different writing session than revising. Pass out copies of the editing marks to each student. You may have these posted in the room as well. Instruct each student to use a colored pen to read back through their work to check for errors. Have them look for spelling errors. Then ask them to check each sentence for capital letters at the beginning and correct punctuation at the end.
6. Next, instruct the students to exchange papers with a partner and do the same thing for each other's work, checking for spelling and punctuation errors.
7. Collect the rough drafts so that you can read over them and make final corrections and suggestions before the students write final copies. The rough drafts will be turned in on a specific due date given on the original assignment sheet.

E. *Assessment/Evaluation*

1. Teacher evaluation of the rough drafts-Have students followed the instructions written on the assignment sheet? Does each paragraph make sense? How are the mechanics?

Lesson Six: Finishing the Report

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective

- communication.
 - b. Understand how to evaluate and improve the quality of writing.
 - 2. Lesson Content
 - a. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
 - 3. Skill Objective(s)
 - a. Students will be able to write or type a neat final copy.
 - b. Students will be able to list their sources in correct bibliographic form.
- B. *Materials*
 - 1. Final copy writing paper (if not typing in computer lab)
 - 2. *Pencils*
 - 3. Appendices D-1, D-2: one transparency copy of each
 - 4. Overhead projector
- C. *Key Vocabulary*
 - 1. Bibliography-a list of sources of information for a report
- D. *Procedures/Activities*
 - 1. Note: We require the final copies to be typed in the computer lab, as a culminating computer assignment (in addition to the final writing assignment for the year). Rough drafts need to be due in plenty of time to return them, in order to accommodate the time it takes to type these reports. Handwritten final copies would also be acceptable if you prefer.
 - 2. On the overhead show the students how you want their cover page to look (Appendix D-1). As an aside, this is a mini-lesson that our computer teacher gives.
 - 3. Remind the students to indent each paragraph in their reports, whether typed or handwritten. If handwritten, writing will only be on one side of the paper.
 - 4. After the final copy is finished the students will need to write a bibliography, listing their resources in correct order and form. The bibliographic entries are listed in alphabetical order, double-spacing or skipping a line between each entry. Each entry begins flush with the left hand margin, and the other consecutive lines are all indented-just the opposite of a regular paragraph.
 - 5. Make a transparency copy of the various bibliographic forms (Appendix D-2). Go over these, step by step, with the students. This is tedious business, but well worth the time if the students can begin to be trained correctly. Students will need help in proofreading these to be sure each minute detail is completed correctly.
 - 6. These will be typed or written in final copy as well.
 - 7. What kind of illustration will be required? Do you want freehand drawings or computer-scanned pictures? Should these be mounted?
 - 8. Finally, decide if you want the students to place their reports in a cover.

What do you want on the front?

- E. *Assessment/Evaluation*
 - 1. Teacher evaluation of report according to rubric (Appendix D-3)

VI. HANDOUTS/WORKSHEETS

- A. Appendix A-1: Animal Report Format and Sample Cover Letter for Animal Report
- B. Appendix A-2: Check It Off!
- C. Appendix B-1: Paper Folds for Grid Format
- D. Appendix C-1: Revising Checklist
- E. Appendix C-2: Editing And Proofreading Marks
- F. Appendix D-1: Sample Cover Page
- G. Appendix D-2: Sample Bibliography Entries
- H. Appendix D-3: Animal Report Grade Sheet
- I. Appendix E-1: Unit Format Explanation

VII. BIBLIOGRAPHY

- A. Auman, M. *Step Up to Writing*. Longmont, CO: Sopris West, 1999. ISBN 1-57035-208-9.
- B. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1998. ISBN 1-890517-20-8.
- C. Despard, Y. *More Than a Report*. Monterey, CA: Evan-Moor Corp., 1996. ISBN 1-55799-572-9.
- D. Kemper, D., Nathan, R., & Sebranek, P. *Write on Track*. Wilmington, MA: Houghton Mifflin Company, 1996. ISBN 0-669-40880-8.
- E. Moore, J.E. *How to Write Nonfiction*. Monterey, CA: Evan-Moor Corp., 1994. ISBN 1-55799-285-1.

Appendix A-1

The “Write” Stuff: Research Paper

ANIMAL REPORT FORMAT

Title (Name of Animal)

This is a 5-paragraph paper. Following are the instructions for each paragraph:

1st paragraph-introduce animal

- a. Main idea-topic sentence
- b. Supporting detail
- c. Supporting detail
- d. Supporting detail
- e. Concluding sentence

This paragraph needs to include class of animal (e.g. mammal, reptile, etc.), scientific name, and why you chose this animal.

2nd paragraph-discuss habitat (where animal lives)

- a. Main idea-topic sentence
- b. Supporting detail
- c. Supporting detail
- d. Supporting detail
- e. Concluding sentence

This paragraph needs to describe the animal’s home, where in the world it can be found, etc...

3rd paragraph-describe what animal looks like and what babies are like

- a. Main idea-topic sentence
- b. Supporting detail
- c. Supporting detail
- d. Supporting detail
- e. Concluding sentence

This paragraph needs to describe what the animal looks like, its size, as well as whether the babies are hatched, etc...

4th paragraph-discuss food and how they live

- a. Main idea-topic sentence
- b. Supporting detail
- c. Supporting detail
- d. Supporting detail
- e. Concluding sentence

This paragraph needs to describe food the animal eats, how it obtains this food, etc...

5th paragraph-give at least three more interesting facts

- a. Main idea-topic sentence
- b. Supporting detail

This paragraph needs to contain at least three other

Appendix A-1 (cont.-2)

The “Write” Stuff: Research Paper

SAMPLE COVER LETTER FOR ANIMAL REPORT

The third graders will be required to write a 5-paragraph report on an animal of their choice. This report **must** be typewritten by the students in computer lab: but before you panic, know that students will be given computer time each day for two weeks to type their final copies.

Rough drafts (handwritten) will be due _____. **Some** class time will be given to work on these. Final copies will be due on or before_____.

Students are required to use 2 or more sources for their information. One source **must** be a book (not an encyclopedia) and the other may be an encyclopedia entry from home, library, or computer. These sources need to be written in correct bibliographic form and included at the end of the report. Students will be given the correct bibliographic format in class, so look for a sheet that will be coming home in next week’s Monday folder.

Please see the attached pages for content and organization. Reports need to include at least one picture of the animal (hand drawn or computer-generated). **Please emphasize the importance of not plagiarizing!!**

Appendix A-2

CHECK IT OFF!

This is a check-off list to be kept in your writing folder. As you complete each of the steps in the writing of your research paper, check off the matching box. That way you will know what you have finished and what it is you still need to complete.

- Choose a topic (an animal).
- Write a title (the name of your animal can be your title).
- Write one question for each of the following categories:
 - Introduction
 - Habitat
 - Physical appearance
 - Food
 - Other interesting facts
- Find two sources:
 - One book (not an encyclopedia)
 - One other source (encyclopedia, magazine, etc.)
- Take notes on the grid form.
- Find the scientific name.
- Find the class of animal.
- Write the rough draft.
- Revise, using the checklist.
- Edit and make corrections.
- Write a final copy. (handwritten or typed)
- Write a cover page.
- Write a bibliography.
- Put all the pages in order.

Appendix B-1

The "Write" Stuff: Research Paper

Adapted from *Write on Track* by Kemper, Nathan, & Sebranek

Paper Folds for Grid Format

Subject	Source	Source
○		
○		
○		

Appendix C-1

The “Write” Stuff: Research Paper

Adapted from *Write on Track* by Kemper, Nathan, and Sebranek

Revising Checklist

- Do I like my introduction? Will it catch the reader’s interest?
- Did I include the scientific name?
- Did I include the class of animal?
- Did I tell why I chose this animal?

- Does each paragraph have a topic sentence, three detail sentences, and a concluding sentence?

- Did I stay on my topic in each paragraph?

- Did I repeat anything?

- Does each sentence make sense? Is any part unclear?

- Are my sentences in order?

- Should I move anything to a better place?

- Did I include a good ending?

Appendix C-2
The “Write” Stuff: Research Paper
Adapted from *Write on Track*
By Dave Kemper, Ruth Nathan, Patrick Sebranek

Editing and Proofreading Marks

make a capital letter

add a comma

add a period

add an apostrophe

add quotation marks

sentence fragment

make a lowercase letter

indent paragraph

run-on sentence

incorrect spelling

Appendix D-1
The “Write” Stuff: Research Paper

Sample Cover Page

Title (Name of Animal)

Author (Student’s Name)

Subject (Science- Animal Classification)

Date (Month Day, 2001)

Appendix D-2

The "Write" Stuff: Research Paper
Adapted from *More than a Report* by Y. Despard

Sample Bibliography Entries

Book

Author, (Last name, First name). Title. Place of publication:
Publisher, date of publication.

For example:

Smith, Henry. Animals. New York: Award Books Press, 1996.

.....

CD-ROM

"Article title" CD-ROM. CD-ROM Title. Publisher, date of publication.

For example:

"Zebras" CD-ROM. Computer Encyclopedia. Schoolwide Publishing,
2001.

.....

Encyclopedia

"Article title." Encyclopedia. Year of edition.

For example:

"Lions." Animal Classification Encyclopedia. 2001.

.....

Magazine

Author (Last name, First name). "Article title." Magazine Title.
Date: page numbers.

For example:

Warden, Susan. "Dolphins." Creatures of the Wild. April, 2001:
5-7.

Appendix D-3
The “Write” Stuff: Research Paper

Animal Report Grade Sheet

Title: _____(1 point possible)

Format: Five paragraphs with details/facts in each paragraph
_____ (25 points possible)

Bibliography: Two sources in correct form
_____ (4 points possible)

Picture: Completed neatly and easily visible
_____ (5 points possible)

Word processing: Indenting, spelling, double spacing)
_____ (5 points possible)

Total: _____(40 points possible)

Grade: _____

Appendix E-1

The “Write” Stuff: Research Paper

This writing unit is taught along with two other third grade writing units, The “Write” Stuff-Imaginative Writing and The “Write” Stuff-Research Paper, in a writing workshop format. This workshop is a yearlong program. These units are independent, in and of themselves, and could be taught separately, if so desired. However, we have broken them down into a workshop format which we coordinate with our Core curriculum calendar.

Through mixing and intertwining these units we feel we are able to more effectively teach the writing process to our third graders.

At our school, Jefferson Academy, this format is organized using the following guidelines:

- Students are placed in small groups (7-8 students were group)
- Groups are led by parent volunteers who have made a commitment for a year
- Workshops are conducted for a one hour session every two weeks
- Volunteers are given written, detailed instructions on what is to be covered in workshop
- Mini lessons are included in each workshop that review and build on previous classroom instruction
- Volunteers work with each student in developing their writing piece, giving immediate feedback and reinforcement
- A standard system of proofreading, editing, and revising is used
- Every workshop session concludes with students orally sharing their writings with the group who then give constructive feedback
- Teachers travel from group to group and interact, but do no direct instruction