



Writers in Residence

Volume 2

Journeyman

by Debra Bell, PhD
with Joanna Breault



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WRITERS IN RESIDENCE, VOLUME 2

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For Conrad Finley
With love, Situ

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Into the Wild



Use the checklist at the end of each module to keep track of your progress.

Get ready for a wild beginning to this volume of writing adventures—you are about to undertake a writing expedition. Did you know that writers often immerse themselves in nature for inspiration and fresh writing ideas?

For this assignment, you will take on the role of a science writer. You will identify a **species** of wildlife in your state, research your animal, take a field trip, and then prepare a report about your findings. Along the way you will learn how to collect reliable information from the Internet and the library. You will also learn how to paraphrase, summarize, and document your research properly. Then you will compile a bibliography to report where your information can be found. As you work through the assignments in this volume, don't forget that the goal of the *Writers in Residence* series is always progress, not perfection. So enjoy the journey! You will continue to practice these skills in later volumes of *Writers in Residence*.

species (n.) – A scientific grouping for animals or plants that have some similarities and can reproduce with each other.

Highlighted words are defined in the glossary in the back of this book as well as in the margins of the main text.



Writers in Residence: unit 1



Plan Ahead: To complete this assignment, you will visit the library (2.4) and take a field trip to a nature center, wildlife preserve, or zoo (2.18). Ask a parent, teacher, or writing coach to help you arrange these visits in advance.

systematic (adj.)
– Following an orderly plan.

rubric (n.) – A special checklist for evaluating or grading writing or other projects.

I Investigate

An investigation is a **systematic** inquiry into a topic. A systematic inquiry follows a careful plan (or system) so that the research is complete. In this unit you will learn how to do just that! Step by step you will gather your research, organize it, and then compile it into a report that is easy for your readers to follow.

The *Writers in Residence* series uses **rubrics** to help you evaluate and score the final drafts of each writing assignment. On the next two pages is a preview of **4.9 STUDENT'S RUBRIC FOR "INTO THE WILD,"** which you will use to evaluate the science report you will write during this unit. Take a look at it now for an overview of what you will learn in this unit. In the appendix you will find **4.9 REVIEWER'S RUBRIC,** which a parent, teacher, or writing coach and other readers you want to include can use to give you feedback after you complete the assignment.

* Items listed on this rubric with an asterisk were covered in *Writers in Residence*, volume 1, and will not be taught in this unit.





Student's Rubric for "Into the Wild"	
Traits of Good Writing	Points Earned
Ideas <ul style="list-style-type: none"> I chose my topic through a systematic process. 	
<ul style="list-style-type: none"> I collected the information in my report from reliable and verifiable sources. 	
<ul style="list-style-type: none"> My sentences contain facts and interesting details from my research. 	
<ul style="list-style-type: none"> I properly documented the words and ideas of others in my report. 	
<ul style="list-style-type: none"> I paraphrased and summarized my research in my own words. 	
<ul style="list-style-type: none"> I included some of my own ideas and experiences that show what I learned. 	
<ul style="list-style-type: none"> I included illustrations that provide additional information for my readers. 	
Organization <ul style="list-style-type: none"> I presented my research in a question-and-answer format. 	
<ul style="list-style-type: none"> I organized my report by related topics. 	
<ul style="list-style-type: none"> I introduced each topic with an engaging question that requires several sentences to answer fully. 	
<ul style="list-style-type: none"> I organized the questions and answers in a logical way. 	
<ul style="list-style-type: none"> The information in each answer is related to the corresponding question. 	
Sentence Structure <ul style="list-style-type: none"> All my sentences are complete thoughts.* 	

Rubric Point System:

5 points – This is the best I've ever done.

4 points – This is a strength in this piece.

3 points – I improved here in this assignment.

2 points – I remembered to pay attention to this.

1 point – I need to improve in this area.

Continued on next page »



Writers in Residence: unit 1

Rubric Point System:

5 points – This is the best I've ever done.

4 points – This is a strength in this piece.

3 points – I improved here in this assignment.

2 points – I remembered to pay attention to this.

1 point – I need to improve in this area.

journeyman (n.)
– A person who has completed an apprenticeship in a skill or craft and is continuing his or her training under an expert in the trade.

Student's Rubric for "Into the Wild"

Traits of Good Writing	Points Earned
Word Choice <ul style="list-style-type: none"> All my nouns are as specific as they can be.* 	
<ul style="list-style-type: none"> I used vigorous verbs to describe the action.* 	
<ul style="list-style-type: none"> I chose adjectives and adverbs that add descriptive details.* 	
<ul style="list-style-type: none"> I used interrogative adverbs and interrogative pronouns to create questions about my animal. 	
Conventions <ul style="list-style-type: none"> I properly documented my sources in the body of my report. 	
<ul style="list-style-type: none"> I properly documented my sources in the bibliography. 	
<ul style="list-style-type: none"> I properly alphabetized my list of sources in the bibliography. 	
<ul style="list-style-type: none"> I followed the rules for capitalization carefully, especially in my titles. 	
<ul style="list-style-type: none"> I punctuated my direct quotations correctly. 	
<ul style="list-style-type: none"> I punctuated the end of each sentence correctly, including my questions.* 	
<ul style="list-style-type: none"> I checked to make sure all my words are spelled correctly. 	
Total	

Unit 1: 120 points possible

Are you ready to get your **journeyman** training underway? Then roll up your sleeves and let the writing begin.

Into the Wild (I Investigate)

Writer's Questions

How do I begin to choose a good topic for a science report?

How can I find the information I need on the Internet safely?

How can I make sure the information I find on the Internet is accurate?

1.1 The Assignment: Into the Wild

- ☆ Gather research about a species of wildlife that lives in your state. (Modules 1 & 2)
- ☆ Take a field trip to find out more about your topic. (Module 2)
- ☆ Summarize, paraphrase, and cite your research properly. (Module 3)
- ☆ Include a bibliography and some illustrations. (Modules 3 & 4)
- ☆ Organize your final report in a question-and-answer format. (Module 4)

1.2 An Age for Exploration

Look outside your window—God has created a vast universe for you to explore. Glimpse inside the books on your family's bookshelves—a world of knowledge awaits your investigation. Pack

Sneak Peek

In this module you will learn:

- Writers get ideas from their research.
- Writers use the Internet to collect information that is reliable and verifiable.
- Writers carefully consider all their choices before choosing their topic.



Writers in Residence: unit 1

research (v.) – To investigate carefully for the purpose of gaining new knowledge.

your gear because in this first unit we’re venturing into the world of experience and ideas. It’s time to learn something new and then share your discoveries with your readers in a science report. I will be your guide every step of the way, so let’s get this wild adventure started.

In this unit you will learn how writers get ideas from their **research**. The verb *research* means to investigate carefully for the purpose of gaining new knowledge. When writers research the topics they want to write about, they are careful in three ways:

1. They make sure that the information they collect is accurate.
2. They make sure that the information they collect is complete.
3. They report where they find their information.



WRITER'S TOOLBOX

Writers get ideas from their research.

1.3 Expert Model

Study the expert model of the assignment beginning on the next page. It shows you all the things you should include in your final science report. (Additional portions of the expert model will be provided later in this unit.) For this assignment, you will present your research in a question-and-answer format—sometimes called a Q&A. Writers use this informal organization scheme to make it easy for readers to quickly find the information that interests them most. In later volumes of *Writers in Residence*, you will learn how to write a more formal research paper.

The collage shows several pages from a research report. One page features a photo of a black bear biologist, Mark Terment, with an eight-week-old black bear cub. Another page shows a close-up of a bear print in the mud. A third page displays bear claw markings on a tree trunk. The text on the pages discusses the distribution and behavior of black bears in Pennsylvania.



Include your last name and the page number here.

Joseph 1

author

Anne Joseph

teacher

Mrs. Joseph

assignment

“Into the Wild”

date completed

17 October 2017

Center and properly capitalize the title.

Present your research in a question-and-answer format.

Pennsylvanians’ Quiet and Wild Neighbor: Ursus Americanus

How common is the black bear in North America and Pennsylvania?

Black bears are the most common species of bears in the world, and they live only in North America. Experts estimate that more than 800,000 black bears roam the continent. The majority are in Alaska and Canada. In 2015, scientists estimated that the population in Pennsylvania was 20,000 and increasing (“Population”). Scientists cannot count every bear, so they estimate the population from the number of bears hunters kill during bear season.

Organize your questions by topics that are related.

Where do black bears live in Pennsylvania?

Black bears are most abundant in the mountainous regions of north central Pennsylvania. But they have been found in fifty of Pennsylvania’s sixty-seven counties. They are increasingly



Include some images.

Joseph 2

appearing in the more inhabited parts of south-central Pennsylvania. Still, you probably have never seen a black bear in the wild because they are shy and elusive creatures. Black bears primarily live in forests where their food source is plentiful. Bears make their dens in the cavities of trees, holes in the ground, caves, and even nests made of leaves and branches.



Black bear biologist Mark Ternent with an eight-week-old black bear cub (Mark Ternent).

What do black bears eat?

Pennsylvania black bears will eat almost anything that has calories (and some things that don't!), especially in the fall when they are packing on the pounds before their long winter naps. Even though they are omnivorous, they prefer to eat mast (berries, nuts, fruit, and roots from trees). They also love protein-rich bees, beetles, and grubs. And the legends are true—they will roam miles and climb trees for a honeycomb. Bears have the keenest sense of smell in all of the animal kingdom—this is why they range far and wide. This remarkable gift of smell is putting bears in danger though. When people leave their garbage and litter outside, bears eventually find it. Human carelessness



Joseph 3

saves bears a lot of work tracking down food, so they will return over and over again once they find a reliable site. Before long, they are bringing their friends, and then people report the bears as endangering humans! It is against the law to feed bears or leave food available for the wildlife in Pennsylvania. People who live in bear country (which includes most of Pennsylvania) need to act responsibly. The Pennsylvania Game Commission’s website warns that “all too often, fed bears become dead bears” (“Living”).

Cite sources in the text when necessary.

What color are black bears?

This may seem like a trick question, but it is not. Black bears can be black, brown, reddish, and even blonde. In some parts of Canada, black bears can be blue or white. Most bears east of the Mississippi River are black. Most bears in Pennsylvania are black with a tan snout.

How big are black bears?

Black bears are smaller than grizzly or polar bears—the other bear species found in North America. Still, adult black bears can weigh between 200 and 600 pounds and be 6 feet long. Most adult bears average 500 pounds. In 2015, hunters bagged two male bears weighing over 700 pounds each (“Pennsylvania”).

Continued on next page »



Joseph 4

How can I tell if bears are nearby?

Bears leave plenty of calling cards you can look for when walking in the woods. They leave big tracks with five toe prints in the mud and snow. They also leave deep scratches in the bark of the trees along their favorite trails. And bear scat (droppings) is big like a cow patty. If you look closely, you can tell what the bear has eaten lately.



Bear Print (North American Bear Center).

How are bears fearfully and wonderfully made by God to survive in the wild?

Black bears have short, powerful legs, so they can run surprisingly fast (more than 30 miles per hour!).

Bears also have an acute sense of smell. Because of their long noses and wide nostrils, they can smell food up to 20 miles away. Scientists believe bears have the keenest sense of smell in the animal kingdom. Bears' large ears also help them to hear better than we do. God has also made black bears very curious, so they roam widely in search of food and new territories to explore.



Bear Claw Markings (North American Bear Center).

Credit source of images.



Include a bibliography of your sources at the end.

Joseph 5

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WRITER'S TOOLBOX

Writers keep all their research in one place.

1.4 Get Your Gear

Before you begin your animal research project, you need a key piece of gear that a research writer always has on hand: a notebook (paper or electronic). You will be gathering information from many different sources from several different locations. You might be traveling around quite a bit. You need a place to keep track of all your research as you collect it. Think about the best way to write information on the go. You will want to jot down ideas and questions as they come to you so that you don't forget them.

Decide how you will keep track of your research, especially when you are gathering it away from home. Will you use a paper notebook, an electronic device, or some other method? Decide where you will store your research so that it will not be misplaced.

You will also need to label your notebook or the file folders on your computer. It is a good idea to include your name and contact information on the notebook so it can be returned to you if it is lost. If you store your research on a computer, ask a parent, teacher, or writing coach to show you how to label your files so they are easy to find. (A writer's research represents hours of work, so treat the information you gather like the valuable treasure it is.)



Directions: On the lines provided, briefly note how you will keep track of your research. Include details about how you will label your notebook or file folders and where you will store your notes so you won't lose them. Discuss your plans with a parent, teacher, or writing coach to help you prepare for this project.



1.5 Choosing a Topic: Be Systematic

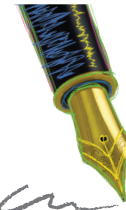
As you already know, choosing a topic to write about is a very important task. Writers put a lot of time and thought into this decision. Even if you think you already know which animal in your state you want to write about, it is still important to choose a research topic through an orderly, systematic process.



Do you know one big reason why inexperienced writers often fail to finish a writing project? They don't choose the right topic for the assignment in the beginning. But that isn't going to happen to you! This unit will show you the steps to follow to make sure you pick a topic you will enjoy and be able to write about from start to finish.

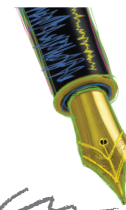
Here is the first step to choosing the perfect topic for a research project: Identify as many topics as possible that will fit the assignment. Take a moment to study the requirements for this assignment listed in **1.1 THE ASSIGNMENT: INTO THE WILD**. You should notice three important details to keep in mind as you consider the possible topics:

- 1. Your topic has to be about a species of wildlife that lives in your state.** You have to be sure the animal you choose lives within your state borders. You also have to make sure the animal you choose is wildlife—not a pet or livestock.
- 2. You should take a field trip to find out more about your topic.** Discuss this requirement with a parent. Your field trip will have to fit within your family's budget and time. What nature reserves, zoos, or wildlife centers are nearby? Will the animal you want to research be a part of the exhibit? Will you be able to find an expert at this place who can answer some of your questions?



WRITER'S TOOLBOX

Writers get organized before they begin a project.



WRITER'S TOOLBOX

Writers investigate many topics before they decide which one is the best for an assignment.



Writers in Residence: unit 1

infographic
(n.) – A graphic representation of information in the form of a chart, graph, or image, accompanied by a minimal amount of text.

- 3. You have to include some illustrations in your final report.** Illustrations can include images, **infographics**, drawings, maps, etc. Where will you find illustrations of your animal you can reproduce for your science report? Can you reproduce one that already exists, or will you have to create one? These are all things to keep in mind as you systematically consider the topics that will fit this assignment.

The activities in the following modules will help you complete these requirements, but you have to start with a topic that fits the assignment's requirements well.

Do you know a lot about the types of wildlife that live in your state? If not, start your search for a great topic by researching the answer to this question first: What kinds of animals live in each region of your state? You may already have a good idea about the types of wildlife that live around your neighborhood, but have you ever done a thorough investigation of all the regions of your state? Some of the animals that make this list may surprise you.

Keep that trusty notebook by your side because you'll want to jot down possibilities as you uncover them in your research. Here are two resources writers use to gather information when they start a research project:

- ☆ the Internet
- ☆ the public library

Even if you already use the Internet or a library frequently, use this writing assignment to learn more about how to find good information from both places. In this module you will learn how to use the Internet for research. In the next module you will learn how to use the library for research.





1.6 Info on the Internet: Is It Accurate?

The Internet is a wonderful tool for researchers. With just a few clicks of a mouse, they can gather a lot of free information about any topic. But researchers have to be cautious about the information they find on the Internet. Anyone can post anything they want, even if it isn't true. In addition, information on a website may be outdated or may be a mix of fact and fiction. Researchers must add extra steps to their systematic investigations to make sure the information they find on the Internet is factually correct.

Writers do two things to be responsible in this area:

1. Writers gather their information from **reliable** sources.
2. Writers **verify** the information using several sources.

These steps create a two-test process that will help you become a responsible writer. We will look more closely at each test in the next two sections.

1.7 Test 1: Who Said It?

Writers are careful to collect their information from reliable sources. If you like to read detective stories, you may have heard the term "reliable source" before. A source is reliable if the person or organization providing the information is known to be trustworthy and **qualified**.

For example, your medical doctor is qualified to treat you when you are sick because your doctor has a degree, license, and training. If you have had the same doctor for many years, you also know from experience that he or she is trustworthy. Because of your personal experience and the doctor's qualifications, your doctor is a reliable source of information about your health. But your doctor is not a reliable

reliable (adj.) – Trustworthy, believable, dependable, proven.

verify (v.) – To confirm through an investigation. Synonyms: *confirm, validate, corroborate.*

qualified (adj.) – Having the necessary skills or credentials, usually gained through education or experience.





Writers in Residence: unit 1

source of information about fixing your family car! Your doctor may be trustworthy, but most doctors aren't qualified to give advice about car repair.

On the other hand, a mechanic who has been arrested for selling stolen auto parts may be qualified to repair your car but is not a trustworthy person to do business with. This mechanic is not a reliable source.

When it comes to finding reliable sources on the Internet, you cannot determine someone's trustworthiness from experience. You have to use other clues. Here are some guidelines that will help you recognize a reliable source of information on the Internet:



WRITER'S TOOLBOX

Writers gather their information from reliable sources.

- 1. The person or organization publishing the website should be clearly identified.** Reliable sources publish the name of the person or group sponsoring the website on the home page. They should also identify the author of each article on the website.
- 2. The person or organization publishing the website should be qualified to write about this topic.** The educational training or work experience that qualifies the person or group to write about this topic should be specified on the website. If you are not sure, use the contact form on the website to find out more about the people providing the information.

Here's an example from the Pennsylvania Game Commission's website:

The author of the expert model reviewed Mark Ternent's qualifications on the Pennsylvania Game Commission's website before including information from articles he had written in her report.

Mark Ternent is currently employed as a Wildlife Biologist in the Pennsylvania Game Commission's Bureau of Wildlife Management. Hired in August 2000, he is responsible for studying and managing Pennsylvania's black bear population. . . . Mr. Ternent earned a Bachelor of Science Degree in Wildlife-Fisheries Management from Frostburg State University, Maryland, and a Master of Science Degree in Wildlife Conservation from the University of Minnesota in St. Paul, Minnesota.



- 3. The purpose for publishing the website should be clearly stated.** The reason this person or group is publishing information about the topic should also be provided. You may need a parent, teacher, or writing coach to help you determine the purpose of this website. If there is an “About” option at the top of the home page, select that to find out more about why this person or group maintains the website.
- 4. Others who are trustworthy and qualified recommend the website as a reliable source.** Not all websites that are reliable will have the endorsement of others listed. When they do, however, this is one more clue you can use to help you identify a reliable source of information.

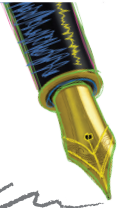
Websites designed to educate people—especially students like you—are usually more reliable than some other types of websites. Websites designed to persuade people to take specific action or accept a particular opinion when there are several different sides to an issue may be biased. Information from a website with a bias may not be as reliable as information from a website primarily intended to provide information that experts agree is accurate.

Having a bias does not mean the information on the website is necessarily wrong. It just means that you will have to take more time to find out if the information on the site is based on facts or only based on someone’s opinion.

Directions: What kinds of occupations, education, or experiences would help a person become an expert about different types of wildlife in your state? Discuss this with a parent, teacher, or writing coach, and write your ideas on the lines provided. When you have finished, compare your answers with the sample answers in **ANSWER KEY 1.7**.

endorsement (n.) –
A formal statement of support or approval, usually from a professional organization or a respected author.

biased (adj.) –
Favoring a particular opinion or group.



WRITER'S TOOLBOX

Writers verify their information from several sources.

analogy (n.) –
A comparison
between two
things that are
alike in some way.

Why Reliable Sources May Disagree

- Some information may be out of date.
- Experts may use different methods to confirm information.
- Some issues may be debated among experts.

1.8 Test 2: Do Reliable Sources Agree?

Once you have identified a reliable source, you have one more test to complete before you use the information from that source in your report—you must verify it.

Information is verified when you find the *same* information in *several* reliable sources. Think again about the detective stories you may enjoy. An eyewitness to a crime provides better evidence than a circumstantial clue, such as an article of clothing owned by the suspect found at the crime scene. Now take this **analogy** between a police investigation and a research project one step further. If the police interview several reliable eyewitnesses who all identify the same person, then investigators can be even more confident that they have arrested the right suspect. The police have verified their conclusion through several reliable sources.

Why Experts May Disagree

You may find conflicting information in reliable sources. Why does this happen? The main reason is that the information may be out of date. Always check the publication date of a book or the last update to an article posted on the Internet for any source you use. New research may now be available. Do your best to confirm what you find in a reliable source with other sources that are also up to date. When you find factual differences, assume the most recent information is more accurate for this science report.

The second reason reliable sources may disagree is that the experts may use different methods for their own research. For example, the author of the expert model found that different sources reported slightly different numbers for the counties in Pennsylvania where black bears can be found. Digging deeper, she found that some sources confirmed the number of counties based on bear sightings, while others required more evidence before adding the county to their list (such as bear tracks and bear scat).

Finally, experts may disagree because there may be a debate about some topics. Experts may disagree about how to best manage the wildlife in their state, or they may disagree about when to add an animal to the endangered species list. When you find different information in reliable sources, do some detective work. See if you



can solve the mystery. If the disagreement is about an interesting or important topic, then include this in your final science report.

Use the Two-Test Process

Throughout this unit, use the two-test process explained in **1.7 TEST 1: WHO SAID IT?** and **1.8 TEST 2: DO RELIABLE SOURCES AGREE?** to identify reliable sources and verify the information you use for your “Into the Wild” science report. Use these steps with all the information you collect during a research project. Even information you find printed in books should be verified with other reliable sources.

1.9 Internet Research

Now that you know how to make sure the information you collect is accurate, let’s start tracking down information on the Internet. The Internet is filled with all kinds of information, and most of it is free. This makes it an **indispensable** tool for research writers. It is also filled with a lot of clutter and potential problems. So beware, and always ask a parent, teacher, or writing coach for help when you go online.

You will need to **fact-check** the information you find on the Internet using the two-test process in **1.7** and **1.8**. You should also know that some websites contain viruses that can infect your computer. Some websites may even use spyware that can gather private information stored on your computer. Ask a parent, teacher, or writing coach to make sure your computer is protected from these problems. The list on the next page explains the things you need to do in order to find information on the Internet safely. You will refer back to it later in this module when you begin research for your science report.

How Can I Make Sure My Information Is Accurate?

Test 1 (Reliable):

Who said it?

Test 2 (Verifiable):

Do reliable sources agree?



indispensable
(adj.) – Absolutely necessary.

fact-check (v.) – To confirm the factual accuracy of something.



keyword (n.) –
A word or group
of words used to
classify or index
content.

index (v.) –
To organize by
topics, usually in
alphabetical or
numerical order.



WRITER'S TOOLBOX

Writers use the
Internet as an
indispensable tool
for research.

How to Conduct Internet Research Safely

1. Always ask a parent, teacher, or writing coach to help you use the Internet for research. He or she can find information about using a safe search engine in the *Answer Key and Teaching Notes*.
2. Carefully choose the **keywords** you will use to conduct your search. Keywords are used to **index** websites. Search engines match the keywords you enter with the websites that contain the most relevant information about that topic. This is why it is important to identify the keywords you think best describe the information you want to find. Here is a list of the keywords the author of the expert model in 1.3 used for this project when first deciding on a topic.

EXAMPLE

- A. Pennsylvania wildlife
- B. Pennsylvania mammals
- C. Pennsylvania birds
- D. Pennsylvania reptiles
- E. Pennsylvania endangered species

3. Enter your keywords into the search engine and use your mouse to click on the "Search" or "Go" tab or select "Enter" on your keyboard. The search engine will return a list of links that might be relevant.
4. If you enclose your keywords with quotation marks (like this: "Pennsylvania wildlife"), the search engine will retrieve sites where those words appear *next* to each other. If you do not use quotation marks, then the search engine will retrieve sites that include both words *near* each other.
5. With the help of a parent, teacher, or writing coach, identify a website as safe before opening any links. The next section will explain how to do that.

1.10 Types of Websites

Before you open any link, study the information provided about it in the search results. Some sites will contain the kind of information you need for your science report. Other sites will not. Don't open a link until you are sure it contains information that is relevant to your



research. The information provided about the site in your search results will help you decide which links to open and which links to ignore.

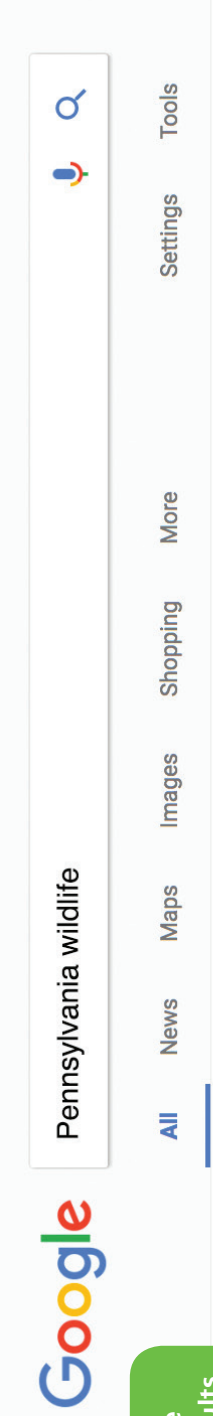
Your search results will list the title and URL of each website. The URL (uniform resource locator) is a link that will take you directly to the website if you click on it. The URL contains the domain name for the site, followed by a period and an extension. The extension sometimes provides clues about the kind of organization or person that runs the website. However, you must still follow the two-test process to make sure the information on any site is reliable and verifiable.

Common Domain Name Extensions	
.com, .biz, .net, and .info	The most common extension is <i>.com</i> , which represents the word <i>commercial</i> . However, the extensions <i>.com</i> , <i>.biz</i> , <i>.net</i> , and <i>.info</i> are available to individuals as well as commercial (business) enterprises. Individual websites may include blogs and information sites designed by hobbyists. Commercial sites may primarily sell products or services. These sites may contain relevant information for a research project, though the information may not be as reliable as that found on noncommercial sites.
.edu	This extension is reserved for educational institutions, such as schools or universities. These sites primarily serve students enrolled in the educational institutions. Pages maintained by professors may contain information relevant to a research project.
.gov	This extension is reserved for the U.S. government. These sites may contain reliable information relevant to a research project.
.org	This extension is generally used for nonprofit organizations or professional associations. These sites may contain relevant information for a research project.
.us, .ca, .uk, .de, .fr	These are examples of country codes. In order, they stand for the United States, Canada, United Kingdom, Germany, and France. Sites based in other countries will not have information relevant to the research project in this unit.

Study the examples of websites retrieved by the author of the expert model on the next two pages. The writer conducted the search without using quotation marks around the keywords.



Sample Internet Search Results



Ads may appear at the top of your search results. Your search engine should clearly mark these results as ads. Ignore these sites. They will not be a good source of information for a research project.

The keywords you used for your search will appear in bold in the search results.

The title will usually name the organization that runs the website. If the title is not clear, the website may not be safe or reliable.

Ellipses mean that this sentence is incomplete. Search engines limit the number of words per entry.

This is the URL. It tells you where this site is located on the Internet. If you click on a URL, it will take you to the site.

Websites ending in .gov are run by the government. This is the Pennsylvania state government's website. Information on a state-sponsored website is typically reliable. States have responsibility for managing the wildlife in the state, so they have up-to-date information. However, state government sites may focus on information that hunters need in order to hunt legally in the state. You should use additional sources to find complete information about your animal.

About 21,800,000 results (0.51 seconds)

Furry Corners General Store – PA-owned
www.furrycorners.com

We have the widest selection of stuffed animals featuring **Pennsylvania wildlife** and PA endangered species. Visit our store in the PA Wilds during your next camping or hiking trip. Free shipping . . .

Wildlife Species - Pennsylvania Game Commission - PA.gov
www.pgc.pa.gov/WILDLIFE/WILDLIFESPECIES/Pages/default.aspx

The **Pennsylvania** Game Commission, as an independent agency of the Commonwealth, has jurisdiction over and management responsibility for all **wildlife** in **Pennsylvania**. By definition, **wildlife** includes all wild birds and wild mammals, both game and nongame species.

Pennsylvania Elk · Black Bear · Bats



Verify information on a commercial site with information from other types of sites, such as a nonprofit or government-sponsored site. In general, zoos and other live wildlife exhibits, even when run as businesses, will provide accurate information about their animals. Otherwise, people would not patronize them.

The extension .org after the domain name tells you that the National Audubon Society is probably a nonprofit organization. It is likely to have more reliable information than a commercial site. However, the description suggests that this site is only about birds. It may not have relevant information about other types of wildlife.

ZooAmerica – North American Wildlife Park

www.zooamerica.com/

ZooAmerica North American Wildlife Park is an 11-acre walk-through zoo that ... a year-round, 11-acre, walk-thru zoo adjacent to Hersheypark in Hershey, PA.

List of mammals of Pennsylvania – Wikipedia, the free ...

https://en.wikipedia.org/wiki/List_of_mammals_of_Pennsylvania

This list of mammals in Pennsylvania consists of 67 species currently believed to occur wild in the state. This excludes feral domesticated species. Several ...
Opossums · Shrews and moles · Bats · Rabbits and hares

Pennsylvania Wildlife – Welcome to Pennsylvania Wildlife

pawild.net

Photos of Wildlife in Pennsylvania . . . "Falconry is not a hobby or an amusement, it is a rage. You eat it, drink it, sleep it, and think it, even in recollection."

Images for Pennsylvania wildlife



→ More images for Pennsylvania wildlife

Report images

Birds & Wildlife | Pennsylvania – National Audubon Society

pa.audubon.org/birds-wildlife

Pennsylvania is a great place for bird watching! Our forests, rivers, wetlands, ridges and grasslands offer numerous opportunities for bird watching year round . . .

Wikipedia can be used as a source of information about the animal for your science report, but you must track any fact you want to include in your report back to its original source. Use the footnotes at the bottom of the Wikipedia entry to help you do this. For more information about using Wikipedia for research, see the "Teaching Notes" in the Answer Key.

This information isn't very factual. It sounds conversational, not educational. This site may not be a reliable source of information. There is no need to open this link. Other sites retrieved are more likely to have the information you need.



Writers in Residence: unit 1

Directions: With the help of a parent, teacher, or writing coach, conduct an Internet search for information about your state capital. Conduct several searches using different keywords and phrases, with and without quotation marks. Try to find at least one site that fits each type of website listed below. Write the name of the site and the URL on the line provided. Use this exercise to talk about the clues that tell you which sites are safe and which sites may not be. Discuss how to tell the type of site the URL will link you to from the description provided in the search results.

1. Advertisement

2. Nonprofit organization

3. Government-sponsored website

4. Commercial website

5. Personal website or blog (maintained by an individual)

1.11 Test Drive

Next, use the strategies you have learned in 1.7–1.10 to conduct a safe Internet search for this writing assignment just like the author of the expert model did in 1.10 TYPES OF WEBSITES. This assignment will help you identify some of the best websites you might use for your research project.



Directions: Just for fun, before you begin, estimate how many species of animals you think live in your state and write the number on the line below:



Next, with the help of a parent, teacher, or writing coach, use the Internet to research the different species of wildlife that live in your state. Use keywords similar to the ones the author of the expert model used in **1.9 INTERNET RESEARCH**. First, search without quotation marks around your keywords. Then conduct a second search with quotation marks around your keywords. Identify which sites retrieved by your searches you should investigate further.



1. List some of the sites that provide the best information about the species of animals that live in your state. Don't forget to follow the guidelines in **1.7 TEST 1: WHO SAID IT?** and **1.8 TEST 2: DO RELIABLE SOURCES AGREE?** to make sure the sites you select are reliable sources of information.

2. From the sites you investigated further, come up with a new estimate of how many different species of animals live in your state. Write that approximate number on the line below:



1.12 Choosing a Topic: Focus Your Efforts

In **1.5 CHOOSING A TOPIC: BE SYSTEMATIC**, you learned that writers use a systematic approach to choose a topic. You also learned that writers investigate as many choices as possible before they decide on their best choice. Some list the possibilities on paper or online; others do this in their heads.

How many possible choices did you find in your investigation of the types of wildlife found in your state? You may have found hundreds of species. It would take too much time to write that many choices on a piece of paper. It would take even far more time to systematically review every single possible choice before choosing your final topic. So what should you do?

Once writers have investigated the possible choices that fit a particular writing assignment, they narrow the list of possibilities. This step is particularly important when a writer realizes there is too much information available to research. You probably discovered this when you researched the sites you retrieved in **1.11 TEST DRIVE**. A lot of information is available on the Internet about the wildlife living in each state—much more than you have time to read.

There are many ways to reduce the list of possible topics. One strategy that research writers use is to choose just one category of possible topics to investigate further. You may have noticed that the websites you visited categorized wildlife for you. Species of wildlife are often listed according to their scientific class: mammals, amphibians, fish, etc. You might have found lists organized in this manner.

1.13 Investigate This

Use your new research skills to generate a list of possible animals to write about for this assignment from just one category. The directions below provide a list of categories that will help you to do this. Decide which category of animal you want to learn more about. Once you have finalized the topic of your science report, you will return to some of these websites to collect information about your animal.



WRITER'S TOOLBOX

Writers reduce the list of possible topics by selecting one category to investigate fully.

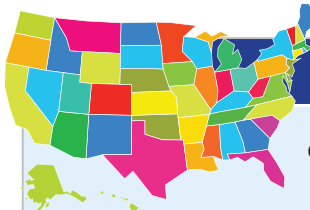




Directions:

- Choose the category you are most interested in learning more about for this project:
 - ☆ amphibians
 - ☆ birds
 - ☆ fish
 - ☆ invertebrates
 - ☆ mammals
 - ☆ reptiles
 - ☆ endangered species
- With the help of a parent, teacher, or writing coach, find a reliable website that lists your state wildlife in the category you chose. Use the **MY STATE ANIMALS CHART** on the next page to record the names of all the animals in your chosen category.
- Confirm your list using two or more reliable sources on the Internet.
- Circle any animal on your list that experts do not agree on (that is, the animal is not on every complete list that you find on a reliable site).
- Record the reliable sources you used on the lines provided.
- If you need a clean sheet of paper for your final list, you will find another copy of the chart in **APPENDIX 1.13**.

STUDENT
SAMPLE

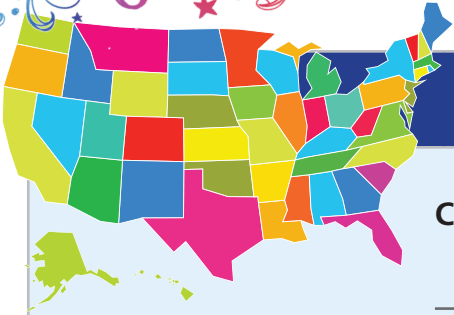


My State Animals		
Category I researched:		
<i>Pennsylvania Mammals</i>		
<i>Allegheny woodrat</i>	<i>deer mouse</i>	<i>opossum</i>
<i>Appalachian cottontail</i>	<i>feral swine</i>	<i>porcupine</i>
<i>black bear</i>	<i>fox squirrel</i>	<i>raccoon</i>
<i>eastern mole</i>	<i>gray fox</i>	<i>red bat</i>
<i>elk</i>	<i>gray squirrel</i>	<i>river otter</i>

Reliable websites I used:

- Carnegie Museum of Natural History "Which mammals live in Pennsylvania, and where?" URL: www.carnegiemnh.org/science/*
- Pennsylvania Game Commission "Current List of Wild Mammals in Pennsylvania" URL: www.pgc.pa.gov/Wildlife/WildlifeSpecies/Documents/*

Writers in Residence: unit 1



My State Animals

Category I researched:

Reliable websites I used:



1.14 Where the Wild Things Are

Now that you have a list of all the animals you might investigate from one category, it's time to identify the field trip opportunities near you. This is likely to be the most difficult requirement to meet, so you want to establish early—before you choose your topic—which animals you will be able to learn more about through a field trip.



The best field trip will allow you to observe a live exhibit that includes your animal or will put you in touch with an expert who has firsthand knowledge of the animal you choose to write about. What nature reserves, zoos, or live exhibits are nearby? Is there a club or organization that includes experts or hobbyists who work with animals in your state? Which ones have websites that will help you determine the kinds of research you will be able to collect if you visit?

Directions: With the help of a parent, teacher, or writing coach, use the **POTENTIAL FIELD TRIPS CHART** on the next page to make a list of the potential places to visit to help you research an animal that lives in your state. Make a note of each place's hours and fees. Under "Types of Information," note the animals you will be able to research if you visit and the kinds of information you will find. You will use this chart in **2.18 FIND AN EXPERT**.

Potential Field Trips		
Place	Hours and Fees	Types of Information
Pennsylvania State Museum	Wed.-Sat., 9-5 Sun., noon-5 \$5 admission	Exhibit of common and rare mammals (stuffed) in natural habitats. Guided tours upon request.
Middle Creek Wildlife Management Area	Tues.-Sat., 8-4 Sun., noon-4 Free	Best place to view migratory birds. Good place for bird watching. Some wildlife exhibits at Visitor's Center.
Zoo America	Open every day except holidays. Hours vary depending on time of year. \$11.50	Eastern Woodlands exhibit includes black bears, deer, elk, bobcat, owls, eagles, and other PA native wildlife. Naturalists on duty all hours.

STUDENT SAMPLE



Potential Field Trips		
Place	Hours and Fees	Types of Information



1.15 The Sandbox

In the *Writers in Residence* series, the Sandbox is a place where you can play around with words and try different tips and tricks without worrying about keeping everything you write correct and organized.

Directions: Before you start to write your science report about an animal in your state, write a science report about something you already know a lot about—you!

Imagine the kinds of information scientists might report about you if they decided to study you in your natural habitat (in your home with your family). What do you think they would find most intriguing? What are some of your habits they might notice? How has God fearfully and wonderfully made you? How are you different from every other human being God has created? Answer these questions or others you find more interesting in this Sandbox science report.



Type your Sandbox science report on the computer or handwrite it on paper. Organize it using the Q&A format. Ask and answer at least four questions. Share your report with your family and friends and put it in your **WRITER'S PORTFOLIO**.

The Writer's Portfolio is the one place where you compile the final drafts of your writing assignments from the *Writers in Residence* series. You might post your portfolio online or keep it in a computer folder or a three-ring binder. As you review your finished written work from each volume in this series, you will see how you mature as a writer.

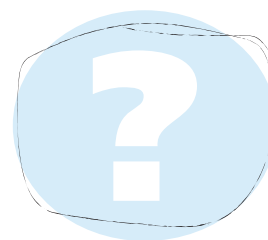
1.16 Word Sleuth

Writers love to play with words. They love to collect new ones. The Word Sleuth activities in this volume are designed to help you do just that. Each Word Sleuth section will give you a different challenge to complete. Make the most of these challenges by looking for new words to add to your own word collection. For fun, you might want to ask your parents, siblings, or friends to play along.

Directions: Create an animal alphabet. But here is the challenge: Can you find an animal whose name is new to you for every letter of the alphabet? Write animal names on the chart on the next page. Then, with the help of a parent, teacher, or writing coach, look up a picture of each animal on the Internet or in a reference book. This will help you to remember the animals' names. Share your list with a younger sibling or friend.

1.17 Revisit: Writer's Questions

Directions: Before you move on to the next module, revisit the **WRITER'S QUESTIONS** from the beginning of this module. Based on what you have learned in this module, how would you answer the questions? Discuss your answers with a parent, teacher, or writing coach.



- ☆ How do I begin to choose a good topic for a science report?
- ☆ How can I find the information I need on the Internet safely?
- ☆ How can I make sure the information I find on the Internet is accurate?



Writers in Residence: unit 1

Animal Alphabet		
A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	



Checklist for Module 1

Directions: When you have completed a task, make a ✓ in the “Done” column. Ask a parent, teacher, or writing coach to award you points for each task using the checklist point system. Fill in the points you have earned on the **JOURNEYMAN LOG** in the appendix.

Tasks	Done ✓	Points Earned
1.4 Get Your Gear <ul style="list-style-type: none"> On the lines provided, note how you will keep track of your research. 		
<ul style="list-style-type: none"> Include details about how you will label your notebook or file folders and where you will store your notes so you won't lose them. 		
<ul style="list-style-type: none"> Discuss your plans with a parent, teacher, or writing coach. 		
1.7 Test 1: Who Said It? <ul style="list-style-type: none"> Discuss the kinds of occupations, education, or experiences that would help a person become an expert about different types of wildlife in your state with a parent, teacher, or writing coach. 		
<ul style="list-style-type: none"> Write your ideas on the lines provided. 		
1.10 Types of Websites <ul style="list-style-type: none"> With the help of a parent, teacher, or writing coach, conduct an Internet search for information about your state capital. 		
<ul style="list-style-type: none"> Conduct several searches using different keywords and phrases, with and without quotation marks. 		
<ul style="list-style-type: none"> Try to find at least one site that fits each type of website listed. 		
<ul style="list-style-type: none"> Write the name of the site and the URL on the line provided. 		
<ul style="list-style-type: none"> Use this exercise to talk about the clues that tell you which sites are safe and which sites may not be. Discuss how to tell the type of site a URL will link you to from the description provided in the search results. 		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or writing coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Continued on next page »



Writers in Residence: unit 1

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or writing coach for each task completed. Here are the recommended guidelines:

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- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Tasks	Done ✓	Points Earned
1.11 Test Drive <ul style="list-style-type: none"> • Before you begin your research, estimate the number of animal species in your state. Write the number on the line provided. 		
<ul style="list-style-type: none"> • With the help of a parent, teacher, or writing coach, use the Internet to research the different species of wildlife that live in your state. Use keywords similar to the ones used in 1.9 by the author of the expert model. Search without and with quotation marks around your keywords. 		
<ul style="list-style-type: none"> • Identify which sites retrieved by your search you should investigate further. 		
<ul style="list-style-type: none"> • List some of the sites that provide the best information about the species of animals that live in your state. Follow the guidelines in 1.7 to make sure the sites you select are reliable sources of information. 		
<ul style="list-style-type: none"> • From the sites you investigated further, come up with a new estimate of how many different species of animals live in your state. Write that approximate number on the line provided. 		
1.13 Investigate This <ul style="list-style-type: none"> • Choose the category you are most interested in learning more about for this project. 		
<ul style="list-style-type: none"> • With the help of a parent, teacher, or writing coach, find a reliable website that lists your state wildlife in the category you chose. Use the MY STATE ANIMALS CHART to record the names of all the animals in your chosen category. 		
<ul style="list-style-type: none"> • Confirm your list using two or more reliable sources on the Internet. 		
<ul style="list-style-type: none"> • Circle any animal on your list experts do not agree on. 		
<ul style="list-style-type: none"> • Record the reliable sources you used on the lines provided. 		
1.14 Where the Wild Things Are <ul style="list-style-type: none"> • With the help of a parent, teacher, or writing coach, list the potential places to visit on the POTENTIAL FIELD TRIPS CHART. 		

Into the Wild (I Investigate)



Tasks	Done ✓	Points Earned
<ul style="list-style-type: none"> Note each location's hours and fees. 		
<ul style="list-style-type: none"> Note the animals you will be able to research if you visit and the kinds of information you will find. 		
1.15 The Sandbox <ul style="list-style-type: none"> Imagine the kinds of information scientists might report about you if they decided to study you in your natural habitat (in your home with your family). 		
<ul style="list-style-type: none"> Answer the suggested questions or others you find more interesting in your science report. 		
<ul style="list-style-type: none"> Organize your report using the Q&A format. Ask and answer at least four questions. Share with family and friends. 		
1.16 Word Sleuth <ul style="list-style-type: none"> Create an animal alphabet with animal names that are new to you. 		
<ul style="list-style-type: none"> Look up a picture of each animal on the Internet or in a reference book. 		
<ul style="list-style-type: none"> Share your animal alphabet with a younger sibling or friend. 		
1.17 Revisit: Writer's Questions <ul style="list-style-type: none"> Discuss your answers to the WRITER'S QUESTIONS from the beginning of the module with a parent, teacher, or writing coach. 		
Total		

Checklist Point System:

1–6 points may be awarded by a parent, teacher, or writing coach for each task completed. Here are the recommended guidelines:

- 6** – exemplary in quality *and* effort
- 5** – exemplary in either quality *or* effort
- 4** – acceptable in quality *and* effort
- 3** – acceptable in either quality *or* effort
- 2** – needs improvement in quality *and* effort
- 1** – incomplete

Module 1:180 points possible