

Unit 3: Research Writing (Weeks 18-26)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Research Writing

This unit extends the critical reading and research skills developed in the last unit. Students will pick a topic to substantially and extensively research throughout the unit. Students will engage with multiple texts and analyze how these texts respond to one another and come together to create a central argument. Students will undergo a recursive writing process ranging from low stakes free writes to multiple drafts of a finalized essay. Students will engage in collaborative peer review and self-review, turning the critical lens developed in previous units onto their work.

Essential Questions

How can research develop using an ethical and inquiry-based approach?

How can we find appropriate sources and determine the quality of information?

How does the research process lead researchers to adopt different points of view and to explore different paths as a consequence of their findings?

Pre-Assessments

Exploration Graphic organizer

“American Dream” Free Write and Definition

Instructional Plan

Direct Instruction/Mini Lesson

Summary

Introductions

Thesis

Supporting Details

Conclusions

Citation/plagiarism

Vocabulary

Abstract

Database

Research Question
Inquiry
Paraphrase
In-Text Citations
Works Cited

Topic Exploration

Student Learning Intentions or We are learning to ... (WALT)

WALT the research process is used to answer a question or solve a problem

Student Success Criteria ... “I can statements”

I can develop a research question and use the library database to explore the question(s)

Instructional Strategies and Activities

Topic Exploring Graphic Organizer

Formative Assessments

Free Writing

Prewriting/Brainstorming activities

Think/Write-pair-share

Graphic organizers

Instructional Materials and Resources

Direct Instruction

Modeling

Mentor Texts

Library Databases

Reflections and Suggested Modifications

Preliminary Research

Student Learning Intentions or We are learning to ... (WALT)

WALT assess the validity of each source relative to the task, purpose and audience

WALT critically read in order to analyze a text, particularly in areas where matters are left uncertain

Student Success Criteria ... “I can statements”

I can critical analyze and explore complex articles

Instructional Strategies and Activities

Preliminary Research - CRAP Checklist (Google)

Creating a search strategy

Source Cards: collecting sources for essay

Formative Assessments

Daily Do Nows

Individual and group

Focus: parts of research writing: Introduction components, thesis statement formula, Citation format

-Free Writes

-Exit Tickets

-Writing Process Check-ins

Instructional Materials and Resources

Direct Instruction

Modeling

Mentor Texts

Library Databases

Reflections and Suggested Modifications

Finding Sources

Student Learning Intentions or We are learning to ... (WALT)

WALT synthesize information between two or more complex texts.

Student Success Criteria ... “I can statements”

I can find a variety of sources that further explore my topic

Instructional Strategies and Activities

Source Cards: collecting sources for essay

Formative Assessments

Source Card Assignment

Free Writes

Exit Tickets

Writing Process Check-ins

Instructional Materials and Resources

Direct Instruction

Modeling

Mentor Texts

Library Databases

Reflections and Suggested Modifications

Thesis Statement

Student Learning Intentions or We are learning to ... (WALT)

WALT planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

Student Success Criteria ... “I can statements”

I can write a 3-point thesis statement using the thesis statement formula

Instructional Strategies and Activities

Thesis Statement Formula and practice

Mini Lessons: essay components, Introduction styles, thesis statement formula, Citation format

Formative Assessments

Free Writes

Exit Tickets

Writing Process Check-ins

-Research Question

-Thesis Statement

Instructional Materials and Resources

Graphic organizers

Writer's Workshop

1:1 Conferences

Reflections and Suggested Modifications

Drafting

Student Learning Intentions or We are learning to ... (WALT)

WALT planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

Student Success Criteria ... "I can statements"

I can use drafting skills to develop a main claim and support with evidence and supporting details

Instructional Strategies and Activities

Paragraph Puzzle - Drafting/Revision Strategies

Writer's Workshop

Mini lessons - Introductions, MLA citation, Incorporating evidence, Conclusions, etc.

Formative Assessments

Free Writes

Exit Tickets

Writing Process Check-ins

Instructional Materials and Resources

Graphic Organizers

Writer's Workshop

1:1 Conferences

Reflections and Suggested Modifications

Peer Evaluation

Student Learning Intentions or We are learning to ... (WALT)

WALT provide substantive and actionable feedback to peers

Student Success Criteria ... "I can statements"

I can evaluate an essay and provide actionable feedback

Instructional Strategies and Activities

Peer Review Activity

Formative Assessments

Peer Review Guide

Instructional Materials and Resources

Direct Instruction

Modeling

Reflections and Suggested Modifications

Self Evaluation

Student Learning Intentions or We are learning to ... (WALT)

WALT practice and utilize revisions techniques in writing

Student Success Criteria ... “I can statements”

I can analyze my own work to make revisions

Instructional Strategies and Activities

Guided Self Evaluation Activity - Reverse Outline

Formative Assessments

Outline

Instructional Materials and Resources

Direct Instruction

Modeling

Reflections and Suggested Modifications

Revision

Student Learning Intentions or We are learning to ... (WALT)

WALT practice and utilize revisions techniques in writing

Student Success Criteria ... “I can statements”

I can revise and edit my essay to make necessary corrections

Instructional Strategies and Activities

Guided Revision Activities:

- Revision Workshop
- Final Draft Checklist

Formative Assessments

Conferences

Peer Review reflections

Instructional Materials and Resources

Direct Instruction

Modeling

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply

acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and

following a standard format for citation (MLA or APA Style Manuals).

ELA.SL.PE.11–12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA.SL.PI.11–12.4

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Integration of Computer Science and Design Thinking

CS.K-12.2.a

Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

CS.K-12.2.b

Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

SOC.K-12.3

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

21st Century Life and Career

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

SEL Competencies

SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others