

Unit 3: Research Writing (Weeks 18-25)

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

Unit 3: Research Writing

In this unit, students will be assessed on their ability to conduct academic research, organize their findings, as well as present them in a formal research paper and presentation. This unit serves as the next genre in academic writing, and will allow students to explore their own sources while mastering the Reading Informational Texts, Writing Arguments, and Research standards. Students will also practice and master their presentational literacy skills throughout this unit.

Essential Questions

What are the essential steps of the research process?
What are the essential elements of an argumentative research paper?
Why is it important to recognize bias within sources?
What are the elements of a strong presentation?

Pre-Assessments

Pre-Assessment:

Students will find a research based article on a topic of their choice. They will read, annotate, and gather relevant evidence that supports the main idea of the text.

Instructional Plan

Mini Research Project

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

WALT explore debatable, research backed, and unbiased topics.

Student Success Criteria ... “I can statements”

I can explore topics using a search strategy

Instructional Strategies and Activities

Mini-research activity in groups:

- Read, annotate, and summarize an article from a reputable source about a debatable topic.
- Choose a side, create a thesis, support with reasons and evidence
- Group conferences w/teacher
- Share thesis and reasons/evidence with class.

Formative Assessments

Entry & Exit Slips

- Research source notes

Instructional Materials and Resources

Direct Instruction

Guided Notes

Reflections and Suggested Modifications

Library Database Mini Lesson

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

WALT navigate online databases.

WALT analyze various perspectives as presented in different mediums.

Student Success Criteria ... “I can statements”

I can navigate library databases

I can analyze multiple perspectives across texts

Instructional Strategies and Activities

Instruct students on how to navigate Library database system, specifically EBSCO Point of View

Formative Assessments

Entry & Exit Slips
Research source notes

Instructional Materials and Resources

Google Forms

Reflections and Suggested Modifications

Topic Exploration

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

WALT explore debatable, research backed, and unbiased topics.

Student Success Criteria ... “I can statements”

I can research from a place of inquiry

Instructional Strategies and Activities

Topic Exploration:

Walk students through steps to determine if a topic may be right for them.
Allow several class periods for students to work on Topic Exploration stage

Formative Assessments

Topic Exploring Graphic Organizer

Instructional Materials and Resources

Reflections and Suggested Modifications

Sources

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

WALT explore debatable, research backed, and unbiased topics.

WALT navigate online databases.

WALT analyze various perspectives as presented in different mediums.

Student Success Criteria ... “I can statements”

I can find relevant sources that explore my topic

Instructional Strategies and Activities

Begin formal research. Mini lesson on determining the credibility of a source.

Step 1: Source notes 1-3 all must come from Ebsco host. Give students several class periods to navigate database, collect information, and complete source notes.

Step 2: Their first source may come from the Internet, or they may continue to use the databases.

Repeat conferences, as needed.

Source notes-final round.

Allow time for students to work on their 5th source note

Formative Assessments

Research Source Notes

Individual Conferences

Self-Assessment

Instructional Materials and Resources

Source Cards

Reflections and Suggested Modifications

Paraphrase vs. Direct Quote

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

WALT develop and strengthen writing as needed by planning, revising, editing, and consulting a style manual.

Student Success Criteria ... “I can statements”

I can participate in the recursive writing process

Instructional Strategies and Activities

Review when to paraphrase vs. directly quote.

Formative Assessments

Entry & Exit Slips

Instructional Materials and Resources

Mini Lesson

Guided Notes

Reflections and Suggested Modifications

Research Writing

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

WALT develop and strengthen writing as needed by planning, revising, editing, and consulting a style manual.

Student Success Criteria ... “I can statements”

I can develop and revise writing based on feedback

Instructional Strategies and Activities

Students will begin crafting their research essay using information from outline.
Begin working on presentations: students may present using a variety of online tools.

Formative Assessments

Research Writing

Instructional Materials and Resources

Graphic Organizers

Outlines

Reflections and Suggested Modifications

Presentation Skills

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

WALT develop and strengthen writing as needed by planning, revising, editing, and consulting a style manual.
WALT present information, findings, and supporting evidence clearly, concisely , and logically.

Student Success Criteria ... “I can statements”

I can present my claims in a clear presentation

I can use supporting details to back up my claims

Instructional Strategies and Activities

Begin working on presentations: students may present using a variety of online tools.
Mini lesson on presentation skills.

Peer review and practice activities

Formative Assessments

Final Draft

Presentation

Instructional Materials and Resources

Reflections and Suggested Modifications

Modifications and/or Accommodations Mini Lesson

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.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says

explicitly and inferentially, as well as interpretations of the text.

ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.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.9–10.1.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.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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.9–10.5	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.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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Integration of Career Readiness, Life Literacies and Key Skills

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Integration of Computer Science and Design Thinking

CS.K-12.1.a	Include the unique perspectives of others and reflect on one’s own perspectives when designing and developing computational products.
CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

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

SOC.K-12.1	<p>Developing Questions and Planning Inquiry</p> <p>Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.</p>
SOC.K-12.4	<p>Developing Claims and Using Evidence</p> <p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>

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

See Crosswalks

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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

SEL Competencies

SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills