**WRITING-12/13 COURSE I**

**ESSENTIAL UNIT 6 (E06)**

(Research Writing)

(July 2014)

**Unit Statement:** In this Unit the student will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Essential Outcomes:** (must be assessed for mastery)

1. **T**he **S**tudent **W**ill conduct short research projects to answer a question (problem), thesis, claim or topic.
2. **TSW** draw on several sources and generating additional related, focused questions for further research and investigation.
3. **TSW** gather relevant information from multiple print and digital sources, using search terms effectively.
4. **TSW** assess the credibility and accuracy of each source.
5. **TSW** quote or paraphrase the data and conclusions of others while avoiding plagiarism and following MLA format for citation page.
6. **TSW** draw evidence from literary or informational texts to support analysis, reflection, and research.
7. **TSW** take notes from various sources, perhaps on note cards, complete with bibliographical information.
8. **TSW** give a brief overview of his/her report to the class including evaluation of some sources used (required oral component).

**Practiced/Ongoing Outcomes:** (development is ongoing)

1. **T**he **S**tudent **W**illreview and apply the Writing Process and the 6+1 Traits.
2. **TSW** engage technology, including the internet, to produce and publish writing and to interact and collaborate with others, such as peer editing and conferencing, within one or more narrative essays.
3. **TSW** write routinely over extended time frames for a range of discipline-specific task, purposes and audiences.
4. **TSW** use a thesaurus, dictionary or other source to improve personal vocabulary during the editing portion of The Writing Process.
5. **TSW** identify and correct any spelling errors discovered during the proofreading portion of The Writing Process.
6. **TSW** continue to develop grammar skills (E01) in the ongoing Grammar unit throughout all Writing units.

**Key Terms and Concepts:**

|  |
| --- |
| authority research information subject note support citation  quotation paraphrases graphics documentation evidence |

**Suggested Professional Materials for Teachers:** (provided by school)

*Writing Coach by Prentice Hall*

Research report: 21, 224-255

Research Questions, 223, 226, 230

formulating, 231, 264

*Literature by Holt McDougal*

Suggested Student Materials: (provided by school)

Research report: 21, 224-255

Research Questions, 223, 226, 230

formulating, 231, 264

Write Source (books are from old series)

**Additional Resources:** (may not be provided by school)

6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers) by Culham, Ruth.

Write Trait Student Traitbook and Teacher edition by Vickie Spandle

Lucy Calkins Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8 (<http://www.heinemann.com/products/E05375.aspx>)

Writing Workshop by Fletcher, Ralph and Portalupi, JoAnn

A Fresh Approach to Teaching Punctuation by Janet Anelillo

The Everyday Writer by Anderson, Jeff

Reviving the Essay: How to Teach Structure Without Formula Bernabei, Gretchen.

**Technology Links:**

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit. This website is on the Library Destiny Catalog.

Online Writing Coach

[www.successnetplus.com](http://www.successnetplus.com/) Highly recommend that you explore the Online Writing Coach. It is full of lesson plans, graphic organizers, assessments, interactive student grammar exercises, interactive writing center, the Writing Coach e-textbook and more. The website keeps track of students' online activities and grades, and more. Automated paragraph and essay grading requires that students engage specific writing prompts.

Owl Purdue Writing Center

[https://owl.english.purdue.edu](https://owl.english.purdue.edu/)

Suggested Strategies and Assessments:

Have students:

1. Share mentor/Exemplar writing samples by reading aloud, posting them, having students read selections aloud, and having students hunt for selections in chosen text
2. Write a report complete with Works Cited page preferably in conjunction with another class such as Reading, Cultural Studies, or Science
3. Give an oral presentation of the report.
4. Work together with another student to write or to present the report. (Group Interaction: Success Orientations)
5. Create or select appropriate graphics to enhance his/her report. (Aesthetic Appreciation: Success Orientations)

*RUBRIC FOUND ON FOLLOWING PAGE……………………………..*

**Suggested Unit Evaluation Rubric – Writing 12/13-Course I**

**Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**• To receive a ‘B’ in the unit a student must demonstrate mastery of all TSWs**

**• To receive an ‘A’ in the unit a student must demonstrate ‘A’ level mastery on at least 4 of the 5 identified TSWs**

**Note: teachers may choose to use their own rubrics, however all TSWs must be assessed.**

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| --- | --- | --- | --- |
| **TSW** | **‘A’ Level** | **‘B’ Level** | **Notes** |
| 1. conduct short research projects to answer a claim or question. | Thesis/Claim is precise and gives alternate or opposing claims | Thesis/Claim is precise and knowledgeable |  |
| 1. Draw on several sources and generating additional related, focused questions for further research and investigation. |  | Develops the topic by selecting relevant facts, concrete details, quotations, or other information and examples |  |
| 1. Gather relevant information from multiple print and digital sources, using search terms effectively. |  | Integrates information into the text to maintain the flow of ideas and advance the thesis using minimum resources. |  |
| 1. assess the credibility and accuracy of each source. | Assesses the strengths and limitations of each source with total accuracy. | Assesses the strengths and limitations of each source. |  |
| 1. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following MLA format for citation page. | Uses varied sentence structure contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization)  Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose | Uses varied sentence structure  contains few, minor errors in conventions  Uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose |  |
| 1. draw evidence from literary or informational texts to support analysis, reflection, and research. | Routinely draws evidence from informational texts to support analysis and thesis/claim    Routinely delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient    Routinely identifies false statements and fallacious reasoning | Draws evidence from research to support analysis and thesis/claim.    Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient.    Identifies false statements and fallacious reasoning. |  |
| 1. take notes from various sources, perhaps on note cards, complete with bibliographical information. | Routinely produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience    Follows the standard (MLA) format with no errors | Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience    Follows the standard (MLA) format for citation with few and/or minor errors |  |
| 1. give a brief overview of his/her report to the class including evaluation of some sources used (required oral component). |  |  |  |