Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
12th Grade	Language Arts	Language Arts 4 A	Senior Research Project

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	First three weeks into the First Semester	K-8 Writing Strand 1,all concepts; K-8 Writing Strand 2, all concepts, with a focus on HS, C2 Organization, C4- word choice, C5- Sentence Fluency; K-8 Writing Strand 3 with a focus on Concept 2, Expository Writing 9th, 10th and 11th WHS-S3C2-1

Unit Description

Senior Research Project is delivered as an independent, self-paced course using a combination of computer-based and teacher- directed instruction. Students use ANYWHERE LEARNING SYSTEM *(A+LS™)* and presentation software for some lesson instruction and activities. Although this course and unit are intended to be taken as an independent, self-paced program, teacher involvement is built into the course sequence. Coursework directly states to the student when the teacher is needed for instruction and guidance. The Language Arts instructor provides student instruction, practice, and understanding and performs formative assessments to ensure the student is able to master the standards of the course.

<u>The following topics are covered in this unit:</u>

The focus of Senior Research Project is to guide the student to be able to develop an Enhanced Rose Idea Organizer, (ERIO), as the framework and process for writing their research paper. The student is taken through the process of how to narrow a topic for a research project, develop subtopics, organize information, and create a framework to inform research. Guidelines and forms for each will be explored. Each step will be broken down into smaller parts and examined in detail. The student will write an expository essay explaining how to develop an ERIO for completing a research project.

After completing this unit, the student will be able to:

- develop an ERIO for guiding research for a research paper
- develop a thesis (hypothesis) statement narrow in focus
- establish the thesis (hypothesis) statement with appropriate background knowledge or information
- support the thesis (hypothesis) statement with details, facts, or examples
- include primary and secondary sources of information appropriately
- include a topic sentence and transition for each body paragraph
- include a variety of simple, compound, complex, and compound-complex sentences using correct punctuation
- include use of sentence expanders; gerund, infinitive and prepositional phrases and conjunctive adverbs
- discuss relevant factors and variables that need to be considered when examining the topic
- present, organize, and record information on charts, data tables, and other types of graphic presentation
- include an effective conclusion with thesis clearly restated and supported indicating its significance

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	WHS-S3C2-1 Strand 3: Writing Applications Concept 2 Expository P O 1 Write , multi-paragraph essay (e.g. analysis, deduction/induction, problem/solution, extended definition) that: a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts,

	examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	The summative assessment is at the end of the unit. This assessment is an expository essay and demonstrates mastery of WHS-S3C2-1. The student will explain how to create an ERIO for research to demonstrate an understanding of expository writing as the form, the writing process as the vehicle for developing the essay and the writing elements necessary to complete the details.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	The unit summative assessment is a 5 paragraph expository essay. The essay is worth 100 points. The ERIO essay will be assessed using a rubric based on the ERIO expository essay format. A passing score of 90% must be achieved on the expository essay to be considered "Mastery". A score of less on the essay will result in the student having to revise the essay. Grade Breakdown: 90% = Mastery < 90% = Needs Revisions
Materials/Resources Needed *(Include all items for the entire unit.)*	Computer with access to ANYWHERE LEARNING SYSTEM (A+LS™)– Language Arts 4 A Presentation and word processing software, access to internet Expository ERIO/ERIO rubric/ERIO samples Research Topic Paper/Pencil for note-taking, writing Language Arts Instructor for instruction, practice, and understanding and test proctoring

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction Is provided through the study portion of the unit lesson in the A+LS course. A language arts teacher is readily available when the student needs additional help.	Introduction (10 min) • Describe mastery and course expectations. • Provide an overview of using the ERIO framework for writing expository essays for any content area. • Review the generic research ERIO provided. Guided Practice (15 min) • Review the organization of an ERIO. • Demonstrate the form of the ERIO by showing a variety of examples of ERIOs. • Provide assignment for the week, "How to create an ERIO for research". Independent Practice (35 min) • Review research paper requirements and cue cards containing: ° OPENS: Organize thoughts Pick a formula, Explore words to fit the formula, Note the Words, Search and Check. ° WRITER: Write on every other line using OPENS: Read the paper for meaning. : Identify and make corrections using the COPS questions. Take the paper to someone for help Execute a final copy. Reread your paper. ° COPS: (Capitalization, Overall Appearance, Punctuation, Spelling) • Begin planning out Ideas using the Expository ERIO.	Introduction (10 min) • Describe the use of categories and inclusion for developing an ERIO. Guided Practice (10 min) • Demonstrate the first step in creating an ERIO, developing the 5 main headings. Independent Practice (40 min) • Follow ERIO format to create headings for each section of the ERIO. • Develop a thesis statement for the research project based using the ERIO headings. • Evaluate the thesis statement by asking if it will fit in the ERIO framework. • Evaluate the ERIO by checking if the headings cover the research; if not, revise. • Begin generating ideas for an expository essay and keep notes on the process.	Introduction (5 min) • Describe the format of each of the subtopics under each topic. • Review *what, how* and *why* questions and statements. Guided Practice (10 min) • Review other ERIOs looking at examples of subtopics. Independent Practice (45 min) • Review the connections between main headings and subtopics. • Use the example ERIOs and research information to begin generating subtopics under each heading. • Generate a rough draft of expository essay.	Review (10 min) • Model how to use inclusion strategies. • Review the development of a sample of ERIOs. Independent Practice (50 min) • Continue to develop the ERIO using inclusion, examples provided, and by focusing on research project information. • Revise ERIO as needed. • Use OPENS and COPS to edit rough draft of expository essay for formatting, content, and mechanical errors.	Review (10 min) • Review ERIO format and review research process. Independent Practice (50 min) • Execute a final copy of ERIO and turn it in. • Edit final of the expository essay on "How to create an ERIO". ▪ Read it out loud. ▪ Double check using COPS. ▪ Reread paper. ▪ Read it backwards one sentence at a time. ▪ Make final revisions and submit final copy.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Introduction (10 min) • Student takes notes on mastery and course expectations. • Student takes notes on ERIO for writing an essay. Guided Practice (15 min) • Student reviews ERIO form and a variety of examples. • Student reviews ERIO assignment. Independent Practice (35 min) • Student reviews research assignment and cue cards for OPENS, WRITER and COPS. • Student begins planning out ideas using the Expository ERIO. • Student requests teacher support as needed.	Introduction (10 min) • Student takes notes on developing categories and use of inclusion. Guided Practice (10 min) • Student practices writing main headings for ERIO. Independent Practice (40 min) • Student creates 5 inclusive headings for ERIO. • Student develops a thesis statement for research project. • Student evaluates the thesis and the ERIO headings for consistency. • Student evaluates the ERIO by checking if the headings cover the research; if not, revise. • Student gathers ideas, content and details for essay assignment. • Student requests teacher support as needed.	Introduction (5 min) • Student takes notes on formatting of subtopics and *what*, *how* and *why* questions and statements. Guided Practice (10 min) • Student reviews ERIO examples focusing on subtopics. Independent Practice(45 min) • Student reviews developed main headings for ERIO and connections to the subtopics. • Student uses current research and examples to generate subtopics for ERIO. • Student completes first draft of expository essay, "How to create an ERIO". • Student requests teacher support as needed.	Introduction (10 min) • Student uses inclusion strategies to review headings and subtopics developed for ERIO. Independent Practice (50 min) • Student continues to develop the ERIO using inclusion, examples provided, and by focusing on research project information. • Student continues to review and revise ERIO. • Student uses OPENS and COPS to edit rough draft of expository essay for formatting, content and mechanical errors. • Student requests teacher support as needed.	Introduction (10 min) • Student reviews ERIO format and research process. Independent Practice (50 min) • Student executes a final copy of ERIO and turns it in. • Student prints final copy of expository essay on "How to create an ERIO". • Student reads essay aloud and double checks it using COPS. • Student rereads paper. • Student reads it backwards one sentence at a time. • Student makes final revisions and submits final copy.

Language Arts 4A – Senior Research Project Summative Assessment

Strand(s), Concept(s), and PO(s) for Mastery WHS-S3C2-1 Strand 3: Writing Applications Concept 2 Expository P O 1 Write a multi-paragraph essay (e.g. analysis, deduction/induction, problem/solution, extended definition) that: j. includes background information to establish the thesis (hypothesis, essential question), as appropriate k. states a thesis (hypothesis, essential question) with a narrow focus l. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons m. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate n. attributes sources of information as appropriate o. includes a topic sentence for each body paragraph p. includes relevant factors and variables that need to be considered q. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate r. includes an effective conclusion

Writing Prompt:

Using the ERIO below describe how developing an ERIO will help you complete your research paper. Compare the use of the ERIO to other writing processes, procedures you have used in the past to write papers. Remember to focus on expository writing as the process. You will also need to incorporate your newly acquired sophisticated sentence writing strategies using OPENS and review for COPS.

This essay should be double spaced, use 12 point Times New Roman or Arial font, and follow the ERIO format.

E-RIO – 5 Paragraph Expository Essay: Research Focus

Thesis Statement: The Big Picture! Why should this topic be researched, observed, or experienced? How the thesis is pursued (explored, researched, etc.)? What is the thesis?	**3**
Related Source #1 Why is this source valuable? How does this source support the thesis? What is the supporting evidence from this source?	**2**
Related Source #2 Why is this source valuable? How does this source relate to the thesis? What is the supporting evidence?	**2**
What point is this thesis making? Why is it important to approach the topic this way? How did the sources support this thesis? What evidence supports this thesis?	**1**
Summary What was the thesis? (Restate the thesis) How was the thesis supported in the essay? Why is this thesis important or valuable?	**3-Sum**

© Rose Management Group 2010 Powered by R.O.S.E®

ERIO Rubric for LA4A Expository Essay: Senior Research Project

20 Points each Paragraph	Related Paragraph	Met (20 points each) (Content – 10 pts; OPENS 5 pts, COPS 5pts)	Not Met (0 points)
	3	The paragraph includes: • a clearly stated and precise thesis statement. • why the topic should be researched, observed or experienced. • background information to establish the thesis as appropriate. • a description of how the thesis will be explored, researched, or explained. • transitions to the following paragraph. OPENS- see below – 5pts COPS- see below – 5pts	Thesis statement is too broad in focus. The value of the topic has not been identified. Lacks any background knowledge or information Does not explain how the thesis will be examined further Lacks transition to the following paragraph OPENS- see below COPS- see below
	2	The paragraph includes: • a topic sentence that transitions from the prior paragraph. • why the source is valuable. • a description of how the source supports the thesis. • accurate and factual supporting evidence. • referenced primary or secondary sources. • a transition to the following paragraph OPENS- see below – 5pts COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph. The source information is vague or has no clear connection to the thesis. The evidence or facts do not support the thesis. Sources are not primary or secondary sources and can not be considered to be reliable. Sources are not referenced at all or are referenced inappropriately. Lacks a transition to the following paragraph OPENS- see below COPS- see below
	2		
	1	The paragraph includes: • a topic sentence that transitions from the prior paragraph. • the point of the thesis statement. • an explanation of how the source evidence supports the thesis. • a description how the facts support the thesis statement. • clarification of how the information provided is factual and true. a transition to the following paragraph OPENS- see below – 5pts COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph. The focus or point of the thesis statement was not directly stated, implied or avoided. Includes background information to establish the thesis as appropriate. Relevant factors and variables that need to be considered are missing. Lacks a transition to the following paragraph OPENS- see below COPS- see below
	3 SUM	The paragraph includes: • a topic sentence that transitions from the prior paragraph • a clearly restated and precise thesis statement • a description of how the thesis was supported by the facts • the value of this thesis topic • an interesting closure, a thorough explanation, or desire to learn more. OPENS- see below – 5pts COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph The thesis is not restated There is no clear connection between the source information and the thesis Value for exploring this topic was not provided The conclusion does not provide closure, interest for more information, or sense of accomplishment OPENS- see below COPS- see below
COPS Used in each paragraph		Capitalization is correct Organization - spacing, margin, font, and alignment follows paper guidelines Punctuation – end punctuation commas, and semicolons used correctly Spelling – words are spelled correctly	Capitalization - proper nouns and beginnings of sentences are not capitalized consistently Organization – lacks paragraphing, incorrect spacing, font changes, and not aligned Punctuation – commas, semicolons used incorrectly, ending punctuation incorrect or missing Spelling – incorrect spelling distracts the reader from reading the content
OPENS Used in each paragraph		Organize thoughts – paragraphs are inclusionary and transition smoothly to the next paragraph Pick a formula – 50% of sentences are complex and are complete statements Explore words to fit the formula – words are grade appropriate and varied Note the Words – words are used correctly and spelling is correct Search and Check – commas and ending punctuation - 66% accuracy Lawrence, KS: Schumaker, J.B., & Sheldon, J.B. (1999). *Sentence Writing Strategy*. University of Kansas Center for Research on Learning.	Organization – lacks paragraphing, paragraphs do not flow between each other , subtopics are not categories of topic Pick a formula – sentences are not varied in type, sentences do not include a verb or a subject Explore words to fit the formula – words are overused, and are below grade level Note the Words – words are used incorrectly or are misspelled Search and Check - commas and ending punctuation are missing or used incorrectly
		100 Total Points *If any item is not met, that section will need to be revised to meet the criteria for mastery. Mastery is 90 points.*	