Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 7	**English Language Arts-Writing**		Students will select one of the following topics: Reforestation, Habitat Restoration, Construction of Dams. Students will analyze environmental benefits of topic selected and complete project in written form.

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	2nd semester	Science class will be studying topics presented in unit (integrating science/writing) Students should be able to write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details Students should be able to write using the 6 Traits of Writing and the Writing Process format; Students should be familiar with the Writing Rubric.

Unit Description: Research writing is a process in which the writer a topic to research. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

Standards: Common Core State Standards for ELA **Strand:** Writing Standards **Cluster**: Text Types and Purposes	**Standard**: #2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will select one of the following topics: Reforestation, Habitat Restoration, Construction of Dams. Students will analyze environmental benefits of topic selected and complete project in written form.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Holistic Rubric Based on the 6 Traits of Writing (Official Scoring Guide: Arizona's Instrument to Measure Standards) Maximum score available 6 points. Students will score a 4 or above for 80% mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Kemper, Nathan R. & Sebranek. *Writer's Express; A Handbook for Young Writers, Thinkers and Learners,* *The Research Paper: A Step- by-Step Student Guide Folder* Murray, Janet. *Use The Internet With The Big6 Skills* Student Research Guidelines with How to Prepare a Bibliography Microsoft word processor; Microsoft Power point; Microsoft Inspiration; Microsoft Publisher Library Resources: Dictionary, internet capability, and magazines, books and resources on unit topics

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline Each lesson will take approximately 45 minutes	Students will need to know how to gather information from different sources Review of research essay defining a thesis, organizing notes, integrating quotations, citing references, and preparing a bibliography *Key Vocabulary:* Topic- subject of an assignment Thesis- a subject for a composition or essay Have students define : Reforestation, Restoration, Habitat *Learning Context:* Whole and Small Group Instruction and discussion; Independent Practice Writing and Research *Materials* Index Cards Paper Pen/pencil Computer/internet & other resource materials *Objective:* Students will participate in a class brainstorming and discussion taking notes	Students will need to know how to gather information from different sources Review of research essay defining a thesis, organizing notes. *Key Vocabulary:* Summary, Bibliography *Learning Context:* Large group discussion. Small group discussions. Partnering for feedback. Independent research activity. *Materials* Paper Pen/pencil Computer/internet Other resources Research guidelines Rubric *Objective:* Students will form thesis statement and begin research taking notes and using research guidelines paper (Getting Started section) to assist them. *Instruction and Practice*	Students will need to know how to gather information from different sources Use knowledge of research essay integrating quotations, citing references, and preparing a bibliography *Key Vocabulary:* Integrating Citing Quotations *Learning Context:* Partners with vocabulary activity. Large group modeling on bibliography. Individual/group research. *Materials* Paper Pen/pencil Computer/internet Other resources Research guidelines Rubric *Objective:* Students will create vocabulary clues. Students will understand bibliography format. Students will work	Students will need to know how to gather information from different sources Use knowledge of the writing process. *Key Vocabulary:* Revise, Edit, Dependent Clauses, Formal style, summary *Learning Context:* Large group instruction with discussion, independent and small group collaboration. *Materials* Paper Pen/pencil Computer/internet Other resources Research Guidelines (Final Copy section) *Objective:* Students will use notes to write their final copy using the Research Guidelines to assist them. *Instruction and Practice:* Review vocabulary words with students with thumbs up (agree) thumbs down (disagree) activity	Students will need to know how to gather information from different sources Use knowledge of the writing process. *Key Vocabulary:* Informative Text Explanatory Text *Learning Context:* Large group questions Small group sharing Individual writing *Materials* Paper Pen/pencil Computer/internet Other resources Research Guidelines (Final Copy section *Objective:* Students will complete final research copy. *Instruction and Practice:* Vocabulary review: Ask students what are synonyms for “research report” – Show that “research report” makes a connection with

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	on project assignment *Instruction and Practice* Discuss vocabulary words- daily throughout the entire lesson. Frame questions to direct research: How many of you are comfortable using the internet to look up sources for a research project? What type of internet sources are reliable? How can you know? Explain. Discuss in small groups. Share answers with whole class. Teacher will introduce project assignment by presenting the 3 topics and asking students to discuss what they have learned about these topics in science class. Students will discuss topics in small groups and report back to large group their results. Students are to select one of the 3 topics to research. Available materials will be introduced in addition to science materials already in use. Students may discuss topics with others for	Model vocabulary words- daily throughout the lesson. Pass out Research Guidelines and talk about Getting Started. Review the term thesis with class and model a thesis statement. Students will write their thesis statement and share with a partner. Discuss note taking strategies and demonstrate examples. Remind students to note references to include in bibliography. Brainstorm with students on what they want their final research projects to look like… Write student responses on board. Encourage students to use graphics (charts, tables, etc.) in their reports as added support. Distribute the rubric that details what grade students can expect to earn on their finished project. Answer any questions. Students will begin research taking notes on topic using available resources.	independently to complete 75% of their research. *Instruction and Practice* Partner for vocabulary activity. Have students give examples of each vocabulary word in a sentence using context clues. Exchange with another partnership to see if they can guess the vocabulary word from the sentence's clues. Next, hand out How to Prepare a Bibliography (model). Have students review for understanding. Answer questions. Give students time to research. Encourage students with same topics to share ideas from researching to support each other. Goal: 75% of research completed by end of class. *Review and Assessment:* Check with each student on progress. Look for 75% of research to be completed. Ask questions as to the needs of each student in finishing project.	as to whether or not they understand word meanings. Assess if further instruction is needed. Students are to finalize note taking on their topic. Instruct students to then use notes to organize their final draft, making sure to include only relevant information. Demonstrate how they can revise their notes and edit before beginning their final copy. Students are then ready to write the final copy of their research paper. Follow the Final Copy section of their Research Guidelines to format their formal style. Their thesis statement is to be in the first paragraph. Be sure to use dependent clauses for transitions, and write their conclusion as a summary of their topic. Reassure them they will have today and tomorrow to finish their final copy. Encourage them to conference with others for feedback or suggestions. *Review and Assessment:* Teacher will observe student interactions/ work	informative, explanatory texts. Ask if there are any questions about the final copy of their research paper. Have students finish their final copy. If some students finish early, have them share their final copy in small groups. Reports are to be handed in at end of the class. Special arrangements can be made for those who are not finished. *Review and Assessment:* Teacher will observe student interactions to determine if assistance is needed. Teacher will grade final copy using Holistic Rubric Based on the 6 Traits of Writing (Official Scoring Guide: Arizona's Instrument to Measure Standards)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	ideas on which one to select. At end of class, student will write topic selected on a card and hand in to teacher. *Review and Assessment*: Teacher will observe student interactions to determine if assistance is needed.	*Review and Assessment:* Teacher will ask questions, make observations. Teacher will check students' thesis statements as they are independently researching.		habits to determine if assistance is needed.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Define vocabulary. Students will divide into small groups and discuss questions for using internet to research. They will share results with whole class. Students will take notes on project assignment and materials available to them for research. Students will determine their topic (may discuss with other students first) and write decision on card to give to teacher at end of class.	Students will define vocabulary. Students will form thesis statement. They will brainstorm as to what the final research copy will look like. Students will begin research using research guidelines and note taking strategies.	Students will partner for vocabulary game. They will write sentences using context clues to help identify new vocabulary words. Other partnerships will have to guess what vocabulary word is being described. Students will receive bibliography model. They will review to be sure they understand the format. Students will continue researching with goal of being 75% finished with their research by end of class.	Students will participate in thumbs up/thumbs down vocabulary activity. Students will finish note taking on research and begin their final copy using the Research Guidelines to assist. Students need to include a thesis statement, transitions, and a conclusion that serves as a summary. Students will have today and tomorrow to complete the assignment.	Students will participate in short synonym activity. Students will have opportunity to ask any questions regarding final research report. Students will work on completing their final report and handing it in at end of class.

Summative Assessment: Students will select one of the following topics: Reforestation, Habitat Restoration, Construction of Dams. Students will analyze environmental benefits of topic selected and complete project in written form.

RESEARCH PAPER GUIDELINE

Name: _____ Date: _____

GETTING STARTED:

What is your **TOPIC** : _____

_____

(what you are to write about)

1) Gather information that relates to your **TOPIC** through the library, other resource books, the internet, and any other research methods.
2) Take **NOTES** by summarizing, paraphrasing, and quoting accurately from your resource materials. Put your notes in a journal or folder and keep them together and organized.
3) Acknowledge your sources and avoid plagiarism (*copying other's written work*).
4) Prepare a **bibliography.**

FINAL COPY:

Opening Paragraph:
Give the **TOPIC** you are writing about.
Mention **3 ideas** you will discuss about your topic.

Second Paragraph:
Write about the **first idea**. Include examples, interesting facts, and why it is important to your topic.

Third Paragraph:
Write about the **second idea.** Give examples, facts of interest, perhaps your opinion, and why it was important to include in your writing piece.

Fourth Paragraph:
Write about your **third (final) idea.** Again, include interesting facts, examples, and why it is significant to be part of your report.

Last Paragraph:
Conclude your research with a statement that closes your writing by summarizing (tying together) your topic and 3 ideas.
Attach your Bibliography to your final copy. You may also add a Cover Sheet to the front of your report with your topic and name on it.

HOW TO PREPARE A BIBLIOGRAPHY

Books

Last Name, First Name. Name of book. City of publication: Publisher's name, Copyright Date.

Example:
Greenfield, Eloise. Rosa Parks. New York: Thomas Y. Crowell Company, 1973.

Encyclopedias (print)

"Article title". Name of encyclopedia. Copyright Date.

Example:
"Ant". World Book Encyclopedia. 1990.

CD-ROM (Encyclopedia)

Author (last name, first name). "Name of article." Name of encyclopedia. CD-ROM. City: Publisher, Copyright Date.

Example:
McGinnis, Terri. "Dog." The World Book Multimedia Encyclopedia. CD-ROM. Chicago: World Book, Inc. 1995.

On-Line Magazine Article

Author. "Title." Journal Date. Date you read it URL

Example:
Halls, Kelly. "Juggling History." U.S. Kids June 1997. 10 Mar 2000

HOLISTIC RUBRIC BASED ON 6 TRAITS OF WRITING

SCORE POINT 6	SCORE POINT 5	SCORE POINT 4
Response is sophisticated and skillful in written communication, demonstrated by • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors.	Response is excellent and skillful in written communication, demonstrated by • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors.	Response is appropriate and acceptable in written communication, demonstrated by • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
SCORE POINT 3	**SCORE POINT 2**	**SCORE POINT 1**
Response is inadequate in written communication, demonstrated by • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors.	Response is poor in written communication, demonstrated by • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability.	Response is inferior in written communication, demonstrated by • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

HOLISTIC RUBRIC BASED ON SIX TRAITS OF WRITING

Score Point 1: The writing skill in a Score Point 1 response is inferior. A paper receiving a SP 1 can be long or short. Length alone is not sufficient reason to score the response a SP 1. One or more bullets in the SP 1 rubric will describe this paper. It may also satisfy a bullet from a higher SP, but the majority of the response attributes are SP 1.

Score Point 2: The writing skill in a Score Point 2 response is poor. Ideas are presented but are not clear or organized. The reader must often reread and infer meaning because of the poor quality of writing. As with the SP 1, this paper may satisfy a bullet from a higher SP, but it fits into the SP 2 rubric more clearly than another.

Score Point 3: The writing in a Score Point 3 response is less than adequate. Ideas are simple; organization is inconsistent; development is uneven. While this paper may meet one or two bullets in a higher score, the majority of the attributes fall in the SP 3 rubric.

Score Point 4: The writing skill in a Score Point 4 response is appropriate and acceptable, demonstrating competent written communication. Clear ideas are organized coherently, although the paper is often formulaic. The message is presented so that most readers can easily understand it. The attributes from higher score points may emerge in some papers, but unless the paper satisfies a majority of bullets above the SP 4, it will earn a SP 4.

Score Point 5: The writing skill in a Score Point 5 response is excellent and shows skill above acceptable. This paper presents ideas clearly, organizes them with care, and uses vocabulary and sentences that demonstrate thoughtful choice and craftsmanship. A SP 5 paper may satisfy a bullet or two in SP 6, but it still does not meet a majority of the criteria in the SP 6. The majority of the SP 5 bullets will be represented.

Score Point 6: The writing skill in a Score Point 6 response is exemplary. The exceptional and sophisticated craftsmanship shows a thoughtful and exacting writer who strives to communicate clearly and creatively. While the paper may not fit every bullet in the SP 6 rubric, it will meet the majority of them. A SP 6 paper is not perfect. Errors may be noticed, but they do not detract from the message.

Condition codes for non-scored papers: BL = Blank; IL = illegible; NE = non-English; and OT = off-topic.

Always score papers by recognizing what the student has done well before looking for errors. Remember that the student is writing to a cold prompt with no assistance from a teacher. Score for the skills demonstrated. An error that is repeated still only counts as one error. For instance, if a student misspells "beautiful" four times, it is evident that he/she cannot spell "beautiful;" it is one error. Or if a student doesn't put a comma after introductory clauses throughout the paper, it is evident that he/she does not apply this comma rule; it is one error. If a student misuses the word "except" for "accept," the same applies whether it is done one time or five times. Strive to assign the score that is best represented by the bullets in a score point.