

(7) Unit 4 - Concept 1: Research Process and Writing

Grade 7 ELA Grade 7 ELA

Start Date: March 24, 2014

End Date : June 03, 2014

<p>Unit Overview</p> <p>Research Process and Writing:</p> <ol style="list-style-type: none">1. The Big 62. Research Strategies3. Choosing and Evaluating Research4. Summarizing, Paraphrasing, and Quoting5. Graphic Aids6. Research Vocabulary7. Citation8. Evaluating Effectiveness of Work	<p>Content Elaborations</p> <p>Text Types and Purposes:</p> <p>The focus of this topic is the understanding that writers develop complete, logically sequences text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>Production and Distribution of Writing:</p> <p>The focus of this topic is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. the stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity and the coherence of thoughts, ideas and details.</p> <p>Research to Build and Present Knowledge:</p> <p>The focus of this topic is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined.</p>	<p>Unit Resources</p> <p>Suggested Texts: <i>Unit 9 from Lit book</i></p> <ol style="list-style-type: none">1. www.big6.org, http://www.infoday.com/MMSchools/sep01/cybe0109.htm (Cyber Bee in the Hollow of a Tree website), <i>other teacher selected material that demonstrates information literacy.</i>2. Research Strategies Workshop (Unit 9 p.966-983), Writing Workshop (Unit 9 p. 984-999), "An Interview with Ray Bradbury", http://my.hrw.com/la_2010/na_lit/student/ebook_gr7/osp/data/u9_research_paper_rsw1.pdf (writing research questions),3. Research Strategies Workshop: "Choosing and Evaluating Sources", "Make a Source List", <i>teacher selected material for Evaluating Sources and Prewriting</i>, "Speaking and Listening Workshop: Conducting an Interview" (p.R81-R82, p.293), "How Hemmingway Wrote", "23 Days in July", <i>video: The Science of Lance Armstrong found on Discovery Education.</i>4. Unit 9 Resource Manager, <i>teacher selected materials for Taking Reading Notes.</i>
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		<p>5. "Professional Athletes' Salaries Aren't Overly Exorbitant", "Writing Workshop: Research Paper", <i>teacher selected material for Multimedia Presentations.</i></p> <p>6. <i>Teacher selected material used to identify appropriate academic and domain-specific words and phrases.</i></p> <p>7. "Writing Workshop: Research Paper", <i>teacher selected material for Writing.</i></p> <p>8. <i>Teacher selected material used to Analyze a Student Draft and for Research Papers, Student Drafts of Culminating Task.</i></p>
<p>Unit Vocabulary See vocabulary associated with each selection.</p>	<p>Enduring Understandings (Big Ideas)</p> <ol style="list-style-type: none">1. How does the Big 6 framework support research for students?2. How do researchers develop relevant research questions, use note-taking strategies, and credible sources to explore their topics?3. How does a researcher determine the reliability, validity, and usefulness of a source?4. How can writers effectively summarize, paraphrase, and quote directly to avoid plagiarism?	<p>Connections</p>

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5. How can graphic aids enhance information?

6. How do researchers determine and use appropriate academic and domain-specific words and phrases to convey ideas about a topic?

7. How do writers use in-text citations and a works cited page to avoid plagiarism.

8. How do writers judge the effectiveness of their work?

Unit 4 Culminating Task: *Research Process and Writing*

Topic: *How does research inform action?*

You are a researcher who serves to inform local, state, or national advocate groups about a particular area of concern or interest. Select an appropriate research topic/issue, locate sources of information, evaluate materials, and take notes in order to create a formal written research paper and oral presentation to be presented to an advocate group. Present your research findings and explain why the advocacy group should adopt your issue as part of their group's work. Consider a specific group for your presentation. The presentation

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	may include, but is not limited to, one of the following formats: Powerpoint/Smartboard presentation, wiki page, newsletter, brochure, or speech.	
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Standards

CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 7 English Language Arts

Strand CCSS.ELA-Literacy.W.7 Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2a 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.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Anchor Standard W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade Level Standard CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grade Level Standard CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Grade Level Standard CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade Level Standard CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

CCSS.ELA-Literacy.W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

Anchor Standard W.CCR.10 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.

Grade Level Standard CCSS.ELA-Literacy.W.7.10 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 discipline-specific tasks, purposes, and audiences.

Strand CCSS.ELA-Literacy.SL.7 Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standard SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade Level Standard CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade Level Standard CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand CCSS.ELA-Literacy.L.7 Language

Conventions of Standard English

Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade Level Standard CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-Literacy.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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CCSS.ELA-Literacy.L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Grade Level Standard CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

CCSS.ELA-Literacy.L.7.2b Spell correctly.

Knowledge of Language

Anchor Standard L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade Level Standard CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

Anchor Standard L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade Level Standard CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Student Assessment NWEA Map STAR/AR End of selection assessment Study Island</p>	<p>Unit Reflection</p>
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Content	Skills	Assessment
<p>A. The Big 6 B. Research Strategies C. Choosing and Evaluating Research D. Summarizing, Paraphrasing, and Quoting E. Graphic Aids F. Research Vocabulary G. Citation H. Evaluating Effectiveness of Work I. Unit 4 Culminating Task: Research Process and Writing</p> <p>Topic: How does research inform action?</p>	<p>A. The Big 6 1. Determine how the Big 6 framework supports research for students. 2. Use skills needed to solve a problem and/or find information. 3. Use the Big 6: 1. task definition 2. information seeking strategies 3. location and access 4. use of information 5. synthesis: putting it all together 6. evaluation B. Research Strategies 1. Determine how researchers develop relevant research questions, use note-taking strategies, and credible sources to explore their topics. 2. Analyze the validity of the questions asked for their research for their research projects. C. Choosing and Evaluating Research</p>	

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1. Determine how a researcher determines the reliability, validity, and usefulness of a source.
 2. Using articles from The Onion, students will determine if the information presented is trustworthy, reliable, and useful.
 3. Develop criteria they can use to determine the validity, reliability, and usefulness of sources.
 4. Review several texts to determine the levels of bias contained in them.
 5. Compare and contrast several articles from different sources on the same topic to analyze the use of language in determining bias.
 6. Name and explain the significance of language in determining bias.
- D. Summarizing, Paraphrasing, and Quoting
1. Determine how writers effectively summarize, paraphrase, and quote directly to avoid plagiarism.
 2. Reference an informational text and work in small groups to take notes using both paraphrasing and summarizing.
 3. View media clip on plagiarism.
- E. Graphic Aids
1. Determine how graphic aids enhance information.
 2. Synthesize and translate factual information into a graphic aid.
 3. Write a paragraph explaining how the graphic aid enhances the original text.
 4. Explain which graphic aid is best and why.
- F. Research Vocabulary
1. Determine how researchers determine and use appropriate academic and domain-specific words and phrases to convey ideas about a topic.
 2. Identify appropriate academic and domain-specific words and phrases to convey ideas about a topic.
- G. Citation
1. Determine how writers use in-text citations and a works cited page to avoid plagiarism.
- H. Evaluating Effectiveness of Work
1. Determine how writers judge the effectiveness of their work.
 2. Develop a rubric for how their work should be

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evaluated.

I. Unit 4 Culminating Task: Research Process and Writing

Topic: How does research inform action?

1. You are a researcher who serves to inform local, state, or national advocate groups about a particular area of concern or interest. Select an appropriate research topic/issue, locate sources of information, evaluate materials, and take notes in order to create a formal written research paper and oral presentation to be presented to an advocate group. Present your research findings and explain why the advocacy group should adopt your issue as part of their group's work. Consider a specific group for your presentation. The presentation may include, but is not limited to, one of the following formats: Powerpoint/Smartboard presentation, wiki page, newsletter, brochure, or speech.