UNIT: Informational Writing - Research Essay

| Essential Question: What is a significant event or person in history? How is my topic both a description and an interpretation of the past? | | |
| --- | --- | --- |
| Grade Level/Teacher:  Sixth Grade/G. Stanley Hall Elementary  Amy Diegel | Duration:  7 weeks | Subject/Course:  ELA/Writing |
| Learning Outcomes | | |
| 1. I can gather and use reliable information and evidence using multiple sources to support my thesis. 2. I can use multiple sources in my writing and cite them correctly to avoid plagiarism. 3. I can continue working to adjust my writing when the piece gets longer or more complex. 4. I can write paragraphs using a variety of sentence types. 5. I can publish a legible and well-formatted piece of writing that is easy to understand. 6. I can organize my information to guide my writing. 7. I can research to answer questions or solve problems using multiple sources to support my thesis. | | |
| Learning Intentions | Success Criteria | |
| I’m learning about a thesis statement.  I’m learning about finding reliable information on the internet.  I’m learning about plagiarism.  I’m learning about signal phrases to introduce quotes and paraphrased text from sources.  I’m learning about organizing my writing into paragraphs with a graphic organizer.  I’m learning about transition words.  I’m learning about MLA citations.  I can represent my knowledge of a chosen topic through writing an informational essay. | Student writes a three-prong thesis statement when given a sentence starter.  Student identifies reliable information from self-selected searches on the internet.  Student recognizes plagiarism and takes active steps to avoid it in their writing.  Students can use a variety of signal phrases to introduce quotes and paraphrased text from a source.  Student can use a graphic organizer to organize a coherent paragraph for a longer form essay.  Student can use a variety of transition words in their essay.  Student can independently use Google Tools to generate citations in MLA format.  When given a single-point rubric, student can demonstrate understanding of the components or an informational essay through a co-written informational research essay on a self-selected topic. | |
| Standards | | |
| ELA | 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print  and/ or digital sources including primary and secondary sources to support claims or theses.  6.2.1.d. Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.  6.2.1.g. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.  6.2.1.i. Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.  6.2.2.a. Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes of multiple audiences using a variety of media and formats.  6.2.2.b.Provide evidence from literary or informational text to support analysis, reflection, and research.  6.4.1.a. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from text and citing the source using available resources (e.g. online citation tools, publication guidelines) | |
| Pacing | Previous standard: 6.2.1.c, 6.2.2.b (integration of sources with citations with new understanding of paraphrasing, quoting, signal phrases, and transitions within longer essays).  Future standard: Moving to narrative writing (extension of 6.2.2.a) | |
| Materials | * Student interactive notebooks * Computers * [SPICE Documents](https://docs.google.com/document/d/1AhjV1RzJPT5Rofc2IgbTYHQ51pQ_oZP78bxUmEGNjJ8/copy) * Chart paper * Markers (chart) * [Essay organizer](https://docs.google.com/document/d/1_MQVtd2KZkpl8L4pYchK4AV6-mnLtj5rvlZcC1pv3X8/copy) | |
| Resources | * SPICE topics/keyword sort * Transition Words handout * Three-prong thesis sentence starters * Online sites for research (World Book online, Britannica, Ducksters, etc) | |
| Assessments | * Formative - Paragraph writing with SPICE . Single point rubric/checklist based on the general informational district provided rubric. Students will pick one of the three SPICE paragraphs they have been working on to submit for formative assessment. * Summative - Co-constructed essay on self-selected topic from a list detailing various people or events through American History. * Summative - Informational CSA, to be given at the conclusion of this essay. Topic will be on a profession or college of their choice to demonstrate their understanding of descriptive research essays and their accompanying components. | |

Activities Calendar

| Week 1 | Engage - Generate interest in theme and introduce a model topic. |
| --- | --- |
| Week 2 | Explore - Use this week for topic selection and research for Paragraph 3 |
| Week 3 | Elaborate (introduction) - Use guiding questions to complete Paragraph 2  Explore - introduce SPICEE to generate research questions for Paragraphs 4-6 |
| Week 4 | Explore/Explain - Continue to research and start to complete Paragraphs 4-6 |
| Week 5 | Explain - Complete Paragraphs 4-6 |
| Week 6 | Elaborate - Use guiding questions to complete Paragraph 7. |
| Week 7 | Evaluate - Pull together project using template of choice - website, exhibit board, paper mediums work best for this |
| Week 8 | Evaluate - Share to authentic audience |

5E Model

|  | Teacher Does | Students Do |
| --- | --- | --- |
| Engage -  Student goal: Becoming mentally engaged in the concept, process, or skill to be learned | Creates interest through:   * Posing problems * Raising questions * Assessing prior knowledge | Shows interest in the topic through:   * Calling up prior knowledge (previous project) * Engaging in dialogue (through the discussion) * Developing a “need to know” * Identifying problems to solve, decisions to be made, and conflicts to be resolved (identifying topic through compromise, identifying SPICE components) |
| Explore -  Student goal: Actively explore environment and testing concepts (how students might think it works) | Creates a “need to know” setting through:   * Observing and listening to students * Asking probing questions (discussions before and after resources or mini-lessons) * Creating limits to the environment (allowing student to research online on approved sites or in school-provided textbooks or teacher created resources. | Thinks freely through:   * Hypothesizing and predicting * Pursuing/Playing with a concept using resources and materials (editing writing as understanding develops) * Designing, recording observations and ideas (from resources) * Asking related questions to peers and teacher * Trying alternative approaches (if conceptual understanding is not reached) |
| Explain -  Student goal: Communicate current level of conceptual understanding and skills | Encourages explanation through:   * Asking students for summaries of concepts and key vocabulary (CSA) * Asking for justification or evidence * Offering feedback on current levels of understanding (formative rubric) * Evaluating and clarifying student explanations (formative assessment) | Explains solutions and/or ideas through:   * Using academic vocabulary, definitions, and explanations * Forming generalizations and communicating thinking using various modes of explanation (writing, drawing, telling) * Sharing understanding for feedback from peers and teacher (academic discussions rubric) * Seeking new explanations |
| Elaborate -  Student goal: Develop deeper and broader understanding of major concepts and refinement of skills | Supports application through:   * Asking probing questions in role as a sounding board for strategy and ideas to test student assumptions * Providing resources and feedback (as needed) * Continuing to point to existing resources or evidence (asking guiding/probing questions as students develop their essays) | Applies new knowledge through:   * Performing new related tasks by solving problems, making recommendations, and/or drawing reasonable conclusions from evidence (development of essay) * Formalizing concepts and using information/appropriate academic vocabulary to communicate |
| Evaluate -  Student Goal: Determine level of understanding of key concepts and skills | Looks for evidence of growth through:   * Assessing students’ understanding, knowledge, and skills (feedback on rubric) * Posing questions to evaluate current and future learning (feedback on rubric) | Shows evidence of learning through:   * Responding to open-ended questions by using observations, evidence, and previously accepted explanations * Evaluating own progress and knowledge (self-evaluation on single point rubric) |

# Expected Marzano observations during lesson:

| **FEEDBACK**  **Providing and Communicating Clear Learning Goals**  **Providing and Communicating Clear Learning Goals**   * 1.Providing Scales and Rubrics * Teacher has a learning goal posted so all students can see it. * The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. (*tied to indicator)* * The teacher makes reference to the learning goal throughout the lesson. * When asked, students can explain the learning goal for the lesson. * When asked, students can explain how their current activities related to the learning goal. * 2.Tracking Student Progress * 3.Celebrating Success   **Assessment**   * 4.Informal Assessments of the Whole Class * 5.Formal Assessments of Individual Students | **CONTENT**  **Direct Instruction Lessons**   * 6.Chunking Content * 7.Processing Content * 8.Recording and Representing Content   **Practicing and Deepening Lessons**   * 9.Structured Practice Sessions * 10.Examining Similarities and Differences * 11.Examining Errors in Reasoning   **Knowledge Application Lessons**   * 12.Engaging Students in Cognitively Complex Tasks * 13.Providing Resources and Guidance * 14.Generating and Defending Claims   **Strategies That Appear in ALL Types of Lessons**   * 15.Previewing * 16.Highlighting Critical Information * 17.Reviewing Content * 18.Revising Knowledge * 19.Reflecting on Learning * 20.Purposeful Homework * 21.Elaborating on Information * 22.Organizing Students to Interact | **CONTEXT**  **Engagement**   * 23.Noticing When Students are Not Engaged and Reacting * 24.Increasing Response Rates * 25.Using Physical Movement * 26.Maintaining a Lively Pace * 27.Demonstrating Intensity and Enthusiasm * 28.Presenting Unusual Information * 29.Using Friendly Controversy * 30.Using Academic Games * 31.Providing Opportunities for Students to Talk About Themselves * 32.Motivating and Inspiring Students   **Rules and Procedures**   * 33.Establishing Rules and Procedures * 34.Organizing the Physical Layout of the Classroom * 35.Demonstrating "Withitness" * 36.Acknowledging Adherence to Rules and Procedures * 37.Acknowledging Lack of Adherence to Rules and Procedures   **Relationships**   * 38.Using Verbal and Nonverbal Behaviors that Indicate Affection for Students * 39.Understanding Students' Backgrounds and Interests * 40.Displaying Objectivity and Control   **Communicating High Expectations**   * 41.Demonstrating Value and Respect for Reluctant Learners * 42.Asking In-Depth Questions of Reluctant Learners * 43.Probing Incorrect Answers with Reluctant Learners |
| --- | --- | --- |