

Subject: English I
 Unit: Research Writing
 Conceptual Lens: Organization
 Length: 6 weeks
 Grading Period: 5

Have you ever had difficulty finding what you need? Have you ever tried to explain something only to get confused yourself? Clutter, physical or mental, often gets in our way. In this unit, we will examine the role organization plays in research writing.

<p>Key topic/concepts/subconcepts <i>Planning:</i> Topic selection, Topic focus, Sources, Outline <i>Sources:</i> Selecting, Variety, Skimming, Notetaking, <i>Writing:</i> Thesis, Introduction, Conclusion, Quotations, Emphasis, Evidence, Logical argumentation, <i>Documenting:</i> Works cited, Intext citation, plagiarism</p>	
<p>Generalizations 1. Effective planning leads to clarity of purpose. 2. Conventions of writing provide the structure for effective organization 3. Organization of presentation can cause ideas and purpose to be effectively communicated. 4. Following conventions of writing avoids plagiarism. 5. A variety of relevant sources provides evidence which strengthens a writer's ideas and presentation.</p>	
<p>Guiding questions 1. Why is organization important? 2. How does organization affect communication? 3. Why do we communicate? 4. Is communication important? Why? 5. How do writing conventions affect the presentation of ideas? 6. How is writing structured? 7. Is this structure necessary? Why? 8. Is it acceptable to copy other people's work? 9. How does plagiarism affect society and the individual? 10. Why do people copy others' work? 11. Why do people make plans? 12. How can you tell when someone has not planned for an activity? 13. Is something true just because someone says so? Why or why not?</p>	
<p>Critical Content (know) 1. Prewriting strategies to generate ideas, focus topic, develop voice and plan writing. 2. organization of an essay. 3. how to identify sources in written work and locate sources for their own. 4. conventions of writing such as argumentation, thesis, purpose, and citation methods. 5. definition and consequences of plagiarism.</p>	
<p>Key Skills (Do) 1. Use writing to formulate questions, refine topic, and clarify ideas 2. Use prewriting strategies to generate ideas, develop voice and plan writing. 3. compile information from primary and secondary sources in systematic ways using available technology. 4. evaluate writing for both mechanics and content. 5. develop drafts, proofread and refine drafts.</p>	
<p>TEKS/TAKS</p>	<p>TEKS/ 1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4B, 4C, 5A, 5B, 8A, 12C, 13A, 13B, 13D, 13E, 17A, 17B</p>
<p>Suggested Instructional activities 1. Brainstorm topics from novel/options 2. Develop thesis 3. focus topic 4. KWL</p>	

5. research chosen topic
6. create note cards
7. create source cards
8. create an outline
9. write draft
10. cite sources using MLA style
11. Peer editing
12. refine draft.
13. Read a novel to apply research

Assessments

Quiz, Test, Product (outline), Product (Introduction), Product (thesis), Product (conclusion), daily exercises, culminating performance activity

CULMINATING ACTIVITY

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WHAT: Investigate the research process.

WHY: In order to understand that conventions of writing provide the structure for effective organization that can cause ideas and purpose to be effectively communicated.

HOW: You are a textbook illustrator. You must create illustrations to visually represent the research process for an upcoming edition of a high school English book. Each step in the process must be illustrated. At each step, be sure to identify each writing convention that is essential at that step. Explain in a single sentence the importance of each step in the process. Remember that as a textbook illustrator, your visual presentation must be both accurate and visually interesting. Use may use any media you choose to create your illustrations.

Unit: Research Process
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Student: _____

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Criteria:

- | | |
|----------------------|---|
| Knowledge | <ul style="list-style-type: none">4 – Illustrations present a strong understanding of concepts and are presented in accurate and relevant detail.3 – Illustrations present a strong understanding of concepts and are presented in fairly accurate detail.2 – Illustrations present a general understanding of concepts and are presented in fairly accurate detail.1 – Illustrations do not present an understanding of concepts and/or are not presented accurately. |
| Explanations | <ul style="list-style-type: none">4 – Examples are clear and specific and illustrate a clear connection between illustration and process.3 – Examples are sufficiently clear to illustrate a connection between illustration and process.2 – Examples are sufficiently clear to support a general understanding of process.1 – Examples are vague or too insufficient to support a general understanding of criticism. |
| Mechanics | <ul style="list-style-type: none">4 – Language use is exemplary and without errors.3 – Language use is strong and accurate with little or no errors.2 – Language use is adequate with few errors.1 – Language use is poor with multiple errors in punctuation, spelling, capitalization and/or usage. |
| Illustrations | <ul style="list-style-type: none">4 – Illustrations are in color, highly original, and engaging.3 – Illustrations are in color, authentic, and somewhat engaging.2 – Illustrations are in color and somewhat original.1 – Illustrations lack color and/or originality. |

Performance level:
4 – Expert
3 – Proficient
2 – Beginner
1 - Novice

Criteria Standard: 3
Total standard: 12

Total Performance Score:

1A. Effective planning leads to clarity of purpose.

1B. When ideas are carefully planned, they may be organized to effectively present a purpose.

1C. Planning and organization leads to clarity and effectiveness.

2A. Conventions of writing provide the structure for effective organization.

2B. Following logical argumentation, building from a thesis, may allow structure to be focused and clear.

2C. By following writing conventions, writing may be strengthened.

3A. Organization may improve communication.

3B. Organization of presentation can cause ideas and purpose to be effectively communicated.

3C. Communication is the desired end of all language use.

4A. Following conventions of writing avoids plagiarism.

4B. By properly citing sources of information in written texts, it may be clear that plagiarism is not intended.

4C. By avoiding plagiarism a writer may be considered to have credibility and integrity.

5A. Use of evidence may strengthen a piece of writing.

5B. A variety of relevant sources provides evidence which strengthens a writer's ideas and presentation.

5C. The more relevant evidence in support of an argument, the stronger the case.