8th Grade ELA Unit 2: Research (Nov. - Dec.)

My Goals (established via teacher conference)

My current lexile level per Readtheory: My 1st semester lexile goal:
My beginning of unit grammar/mechanics goal:
My beginning of unit writing goal:

Graduation Competency C3

Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.
Enter your PRE-Test score here:
Enter your POST-Test score here:
Enter your Research Paper score here:
Enter your end of unit lexile score: Lexile growth or decline:

Performance Task (evidence to prove mastery)

I will select a grade appropriate topic for research. My topic can come from work with Project Based Learning (makerspace). I will:

- conduct specific research on the topic using relevant sources, such as Galileo or Google Scholar.
- use the notes that were taken during the research process to develop a research paper.
- cite textual evidence to support analysis of my topic.
- include specific elements of textual evidence that includes paraphrasing and directly quoting the author’s work (MLA formatted parenthetical citations).
- Include a reference page (MLA formatted works cited page) at the end of the writing to avoid plagiarism, and a reflection.

Other things I’ll learn along the way

C2 Construct task-appropriate writing for diverse purposes and audiences (informative/explanatory).
C1 Read closely to analyze and evaluate all forms of informational text.

* Supporting competencies for all pathways include C4, C5, and C6.
* All students are assigned personalized learning paths in Odysseyware built from NWEA MAP scores; these learning paths target areas of remediation or acceleration for specific ELA standards.
* All students work at their lexile level through reading intervention or acceleration in Readtheory and/or iLit, and through self-selected texts for DEAR (Drop Everything And Read) time.

HELP=
sign up for a time frame for small group instruction or conference with your teacher if you need additional support AFTER utilizing linked resources.
### Key Terms You Need to Know by the End of the Unit

<table>
<thead>
<tr>
<th>Sources and resources</th>
<th>Relevant</th>
<th>Summarize</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Evidence</td>
<td>Central idea</td>
<td>Print and digital sources</td>
<td></td>
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<tr>
<td>Reliable Credible</td>
<td>Citing</td>
<td>Works cited</td>
<td>Parenthetical citations</td>
</tr>
<tr>
<td>Support Reflection</td>
<td>Analyze</td>
<td>Informational texts</td>
<td>Reflection</td>
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<tr>
<td>Annotated bibliography</td>
<td>Thesis</td>
<td>Outline</td>
<td>Revise/revision</td>
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***Be on the lookout for a Quizlet in Google Classroom***

### Steps for Task

#### Step 1:
- Research and choose the topic you want to use for this task.
- Generate an overarching research question to guide your research, and 10 supporting questions.
- Create a working thesis statement.

**Checkpoint:**
- [Research Plan Template](#)
- (save a copy for yourself; enter links to your personalized and completed document below).

**Resources for Support:**
- [Developing a Research Question](#)
- [Thesis Statement](#)

**Learning Targets:**
- I can (C2R1a) conduct research using reliable sources that provide relevant information in research.

#### Step 2:
- Locate 3-5 relevant and reliable resources for information. Create an annotated bibliography with correct citations and summaries of each source.

**Checkpoint:**
- Enter link to annotated bibliography (12 point, Times New Roman font; 1 inch margins)

**Resources for Support:**
- [How to Annotated Bibliography](#)
- [Determining Trustworthiness](#)
- [EasyBib: Evaluating Resources](#)
- [Easybib: Hyperlink Evaluator](#)
- [Claims, Evidence, and Reasoning](#)

**Learning Targets:**
- I can (C2R2a) conduct research using multiple sources to build knowledge of different aspects of a topic.

#### Step 3:
- Take notes using note card form and organize notecards into chunks of related information.

**Checkpoint:**
- Show notes/notecards to your teacher.

**Resources for Support:**
- [How To Notecards](#)

**Learning Targets:**
- I can (C2R2b) recall and compile relevant information from print and digital sources, summarize or paraphrase information, cite the evidence, and provide a list of sources.

#### Step 4:
- Create a topic sentence (summary) for each chunk of information.

*Topic sentences are NOT the questions, but the answers.*

**Resources for Support:**
- [How to Write a Topic Sentence](#)
- [Main Idea and Supporting Details Finding Theme](#)

**Learning Targets:**
- I can (C1R1b) Summarize text by determining theme and central ideas.
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<th>Steps for Task</th>
<th>Evidence of Mastery</th>
<th>Resources for Support</th>
<th>Learning Targets</th>
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<tr>
<td><strong>Step 5:</strong> Finalize your thesis statement.</td>
<td></td>
<td>How to Paraphrase Formatting MLA Citations</td>
<td>I can (C3R2b) recall and compile relevant information from print and digital sources, summarize or paraphrase information, cite the evidence, and provide a list of sources.</td>
</tr>
<tr>
<td><strong>Step 6:</strong> Create an outline with thesis statement, topic sentences, and related details for your research paper.</td>
<td>Checkpoint: Enter link to outline with topic sentences and details.</td>
<td>Putting together an outline and paper RACE Strategy Review RACES video (Powtoons)</td>
<td>I can (C3R2c) cite and analyze the information from literary or informational texts to support my reflection and research.</td>
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<tr>
<td><strong>Step 7:</strong> Compose a rough draft following your outline; include MLA formatted parenthetical citations and Works Cited page.</td>
<td>Checkpoint: Enter link to rough draft (12 point, Times New Roman font; 1 inch margins)</td>
<td>Powtoon Rough Draft Hints The Writing Process Citing Textual Evidence</td>
<td>I can (C3R1c) cite information from literary or informational text to support my reflection and research.</td>
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<td><strong>Step 8:</strong> Get feedback from a classmate. Feedback Protocol (save a copy for yourself)</td>
<td>Submit: Submit completed feedback protocol</td>
<td></td>
<td>I can (C3R1c) cite information from literary or informational text to support my reflection and research.</td>
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<tr>
<td><strong>Step 9:</strong> Revise your paper based on peer feedback.</td>
<td>Submit: Enter link to final draft of paper</td>
<td></td>
<td>I can (C2d-R1) use feedback from teachers and peers to develop and strengthen my writing.</td>
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<td><strong>Step 10:</strong> Do a video reflection and Self-Assessment of your work. Video Reflection: Flipgrid Self-Assessment Rubric (save a copy for yourself)</td>
<td>Submit: Enter link to video and Self-Assessment with completed rubric.</td>
<td></td>
<td>I can (C5R1) use appropriate eye contact, volume, and pronunciation when presenting information and ideas effectively.</td>
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