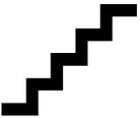


8th Grade ELA Unit 2: Research (Nov. - Dec.)

	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 : <ul style="list-style-type: none">• 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.



=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

Sources and resources	Relevant	Summarize	Paraphrase
Research	Evidence	Central idea	Print and digital sources
Reliable	Credible	Citing	Works cited
Support	Reflection	Analyze	Informational texts
Annotated bibliography	Thesis	Outline	Revise/revision
			Edit

Be on the lookout for a Quizlet in Google Classroom

Steps for Task	Evidence of Mastery	Resources for Support	Learning Targets
<p>Step 1:</p> <ul style="list-style-type: none"> 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. 	<p>Checkpoint: Research Plan Template (save a copy for yourself; enter links to your personalized and completed document below).</p>	<p>Developing a Research Question Thesis Statement</p> <div style="text-align: right;"></div>	<p>I can (C2R1a) conduct research using reliable sources that provide relevant information in research.</p>
<p>Step 2: Locate 3-5 relevant and reliable resources for information. Create an annotated bibliography with correct citations and summaries of each source.</p>	<p>Checkpoint: Enter link to annotated bibliography (12 point, Times New Roman font; 1 inch margins)</p>	<p>How to Annotated Bibliography Determining Trustworthiness EasyBib: Evaluating Resources Easybib: Hyperlink Evaluator Claims, Evidence, and Reasoning</p> <div style="text-align: right;"></div>	<p>I can (C2R2a) conduct research using multiple sources to build knowledge of different aspects of a topic.</p>
<p>Step 3: Take notes using note card form and organize notecards into chunks of related information.</p>	<p>Checkpoint: Show notes/note cards to your teacher.</p>	<p>How To Notecards</p>	<p>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.</p>
<p>Step 4: Create a topic sentence (summary) for each chunk of information.</p>	<p>*Topic sentences are NOT the questions, but the answers.</p>	<p>How to Write a Topic Sentence Main Idea and Supporting Details Finding Theme</p> <div style="text-align: right;"></div>	<p>I can (C1R1b) Summarize text by determining theme and central ideas.</p>

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