NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Writing and Research Workshop

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Writing and Research Workshop

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Writing and Research Workshop Overview-

This writing course introduces students to discourse, research, and research writing for the purpose of proposing solutions to problems. Rather than learning about these subjects in the abstract, students will learn by engaging in both global, national and local problems and issues. To achieve this, students will learn how to:

- Develop an actionable central research question
- Propose a research project
- Conduct primary and secondary research
- Design an action-oriented research project for publication

This course will interest individuals who want to learn more about how to create change in the world through research and writing. This class will also interest those who want to learn how to compose in a digital environment. Students will directly learn about the power and pleasures of writing.

By engaging with local, national and global questions and problems, students will have the opportunity to enter into important discussions and possibly create meaningful changes in the lives of those around them. Proposing solutions to local, national, and global problems requires grounding research in the local context and communicating clear solutions and calls for action that are understandable and relevant to the intended audience(s). Students will learn how to conduct research, write about a particular issue, and construct a call to action based upon their research. Students will create a digital portfolio that enables them to publish and share

their research and writing and demonstrate what they have learned. Specifically, they will provide evidence that they have acquired the skills and knowledge taught during the course.

Features of Writing and Research Workshop-

Rhetorical Knowledge

Students in Writing and Research Workshop will engage with research-based writing as an active, rhetorical process. Sometimes this approach means that students will be encouraged to develop their own lines of inquiry entirely, working from them to discover various kinds of evidence and perspectives. At other times, students will be challenged to find a way into an ongoing academic conversation through immersion in an area. As students undertake extensive research, their questions will shift and change. They will need to, as writers so often do, negotiate multiple, conflicting perspectives on a particular issue.

Critical Thinking, Reading, and Writing

Working as researchers, students will read and write extensively as they develop and refine their inquiry projects in Writing and Research Workshop. They encounter a range of texts and learn to read source-based writing and other forms of written inquiry. For example, students may read texts written for a general audience as well as texts written for a highly specialized academic audience. With each reading encounter, they act as active readers willing to understand and interrogate the text at hand.

Students also consider the various rhetorical moves and research strategies that other writers use. They work to consider how others' ideas complicate and deepen their own understandings, often leaving them with a richer set of questions rather than "the" answer.

Knowledge of Process and Conventions-

The process of inquiry is driven by questions, and the product of an investigation is built around a response to others' ideas. In Writing and Research Workshop, students are introduced to the many ways that research is conducted—from gathering data and information within academic resources to initiating first-hand research of various kinds (e.g. interviews, observations, surveys, and so on).

Additionally and importantly, in Writing and Research Workshop students experience various ways of representing research in writing—from using research-based writing to add to or extend an ongoing conversation, to exploring what they think about a question or issue, to making a research-based assertion in some way. Students and instructors are encouraged to work in digital spaces as much as possible, and they are also pushed to consider how research-based genres work in a variety of settings.

A Final Note about the Activity of Writing and Research-

In Writing and Research Workshop students work within a community of writers and researchers in which they understand that membership implies engagement with each others' struggles to make meaning. They experience writing as a social interaction for a particular purpose, for knowledge is not created in isolation but through dialogue and writing which is shared with a real audience. The

writing classroom is an intellectual community that encourages students to think deeply, where difference is not only accepted but is also seen as an opportunity for learning—and for further inquiry.

Writing and Research Workshop Student Outcomes

Writing

- Students in writing classes continuously produce written work in short and long writings. This includes evaluated work, such as formal assignments and subsequent revisions, as well as informal and non-evaluated writing, such as research blog entries, annotated bibliographies, collaborative threaded discussions, in-class writing exercises, reflective logs and memos, rough drafts, and peer responses.

- Students can expect to write a considerable amount of informal and non-evaluated work from which their formal, evaluated work will grow.

- Throughout the semester, instructors generally assign three substantial, research-based projects, sometimes building from a particular theme or area of inquiry. Students produce the equivalent of approximately 15+ pages' worth of "final draft" material. As students work in digital spaces, the writing produced should be appropriate for those genres and media.

- Writing and Research Workshop is a revision-based writing course. At the end of the semester, students select at least three "final draft" projects to substantially revise and also write an intelligent summative evaluation of their newly-acquired composition understandings and need areas of future writings . Taken as a whole, the revisions and reflection demonstrate how students have met or exceeded the assessment scoring guide for Writing and Research Workshop. The final portfolio grade will account for a significant portion of students' grades.

Research

- Instructors assign at least four research-based projects that use multiple and varied sources of information. As many disciplines encourage writers to develop and refine a position, the culminating writing assignment requires students to take a perspective and/or build an argument utilizing deep, clear and logical thinking coupled with sound research utilizing an understanding of structured query-based language, keyword and advanced searching techniques.

- Students will engage in extensive practice with and reflection on text- and/or digitally-based academic research. They will also be encouraged to use multiple forms of research (e.g., observations, interviews, surveys) and to consider how researchers make conscious choices about research tools.

Course Community

- Writing courses are highly interactive and depend on frequent feedback, discussions, and in-class workshops. Attendance, in-class participation, and respect for submission deadlines are expected in writing classes.

Writing and Research Workshop   **Grade: 12**

Unit 1: The Writing and Research Process and Narrative Writing

Summary: Student writing and research processes are assessed as students **read** and **research** the descriptive narrative styles and techniques of a variety of successful authors and **examine** dialogue, multiple plot lines, precise descriptive language, style, tone, etc. and **write** a research paper detailing those effective styles and techniques. The pre-assessment is intended to direct not only large-group, but also individual instruction throughout the course.   Students will then write a personal narrative where they reveal the details of a particular subject or experience through complete intelligent observation and bring the subject to life in their lively narrative writings.

Pacing Guide: 4-6 weeks of study recommended.

Stage 1 Desired Results	
ESTABLISHED GOALS	*Transfer*
[CCSS.ELA-LITERACY.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,	*Students will be able to independently use their learning to…* Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. Carefully draft, write and edit a personal narrative which develops

	real experiences or events using effective technique, well-chosen details, and well-structured dramatic event sequences for various audiences and purposes.
and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	

Meaning	
UNDERSTANDINGS *Students will understand that…* Writing courses are highly interactive and depend on frequent feedback, discussions, and in-class workshops. Reading great literature is the key to a more true understanding of life. Writing skills are cumulative. The initial short research paper on narrative techniques provides an individual needs assessment. Writing provides an opportunity for people to communicate an experience precisely by utilizing narrative techniques while they relate their life experiences. Using standard conventions of language usage helps readers / audiences understand what is being communicated.	ESSENTIAL QUESTIONS How does a writing workshop operate? What can I learn about writing and life by closely reading a well-written personal narrative? How can I write an interesting and engaging personal narrative essay? What narrative techniques should I include in my personal narrative essay? What stylistic narrative techniques to successful writers utilize in their works? What is my purpose for writing a personal narrative essay? Who is my audience? How can I get and use peer or

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques

		teacher feedback to improve my writing?
to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and	Audience and purpose influence the structure, language and style. Successful writers utilize various stylistic narrative techniques in their works. Successful writing requires peer and teacher feedback during the writing process. Successful writers use a recursive process (planning, drafting, revising, editing, proofreading, …) in their crafting of a successful narrative essay. Writing growth and development can best be assessed in an electronic portfolio environment.	

Acquisition	
Students will know…	*Students will be skilled at…*

style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA-LITERACY.CCRA.W.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.	The key elements of a successful personal narrative. How to locate pertinent information in print and online. How to critically evaluate sources and information for accuracy, objectivity, timeliness and proper accreditation. Dramatic style and structure and how it assists in providing tone and a framework for a successful personal narrative. The narrative techniques of successful authors. How to write a personal narrative.	Identifying elements of a successful narrative. Writing a successful personal narrative.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

		PERFORMANCE TASK(S):
Transfer	Elements of close reading skills.	Students will research and closely read selections from various published narratives and identify the successful elements of the personal narrative in terms of style, form structure, tone and other narrative techniques such as use of dialogue, multiple plot lines, etc. Students will then write on several different writing prompts on narrative style (intended as prewriting) and select a work or works/author(s)/ or genre of literature and locate relevant and pertinent information from varied sources for both primary and secondary source information in print and online. Students will analyze and synthesize the research and write a research-based literary analysis of their selected text(s) in M.L.A. Style rich with a highly descriptive discussion rich in detail about narrative style and techniques. Students will provide a self analysis of their writing and research processes in the areas of prewriting, drafting, revising, proofreading, publishing, thesis development or writing a claim, organizing or structuring, providing evidence or supporting their claim, logically analyzing the research, and using thoughtful, intelligent language conventions.
Acquisition	Elements of effective information research skills.	
Acquisition	Elements of narrative techniques.	
Acquisition	Elements of dramatic structure.	
Acquisition	Elements of dramatic style.	
Acquisition	Elements of M.L.A. Style.	
Acquisition	Elements of self-evaluation.	Students will then select an appropriate topic or purpose and audience and write a draft of a personal narrative by applying their understandings of narrative style, form and techniques and incorporating these elements into their writing. Students will self-evaluate their work, peer edit and then conference their narrative with the instructor. Students will revise their work accordingly and draft a final version for submission.
Meaning	Elements of peer-editing.	
Meaning	Elements of the recursive nature of the writing	

Transfer	process. CCSS Language Arts Narrative Writing Rubric 11-12	
		OTHER EVIDENCE: Suggested Assessments Include: Journal entries "Do Now" questions /openings Student observation Quizzes Exit slips Peer Evaluation Worksheet

Stage 3 – Learning Plan

Code	Pre-Assessment
	Student literary analyses will provide a writing sample to direct individual writing instruction.

	Summary of Key Learning Events and Instruction	Progress Monitoring

	Students will write a short (~500-750 words) literary research paper on a particular author's narrative writing style, form and techniques as a pre-assessment of their research writing skills and abilities.
	
	Suggested narrative close readings are intended to provide examples of narrative style, form and structure as well as various narrative techniques and to provide models for student writing. Areas of Narrative style, structure and techniques examined include:
	
	    engaging dialogue-
	    vivid description-
	    revealing actions-
	    purpose or focus-
	    conflict / tension-
	    pacing / sequencing-
	    tone / mood-
	    diction / varied vocabulary-
	    plot lines-
		Suggested Assessments Include:
		
		Journal Entries
		"Do Now" Writing Prompts
		Participation in Classroom Discussions
		Student Observations
		Homework
		Quizzes
		Exit slips
		Peer Evaluation Worksheet

rhetorical devices-
style and form-
clarity of content-

Students will also respond to various writing prompts in their journals and will then select a topic to further develop into a formal personal narrative utilizing narrative style, form structure and techniques.

Students will compose a rough-draft of a personal narrative on a topic of their choice.

Students will conduct a self-assessment of their narrative writing skills from their rough draft as well as their pre-assessment essay and will conference with the instructor.

Students will also complete a peer editing review sheet to provide other student writers with feedback on their narratives as they receive similar feedback.

Students will participate in class discussions about student writings.

Students will revise their personal narratives accordingly.

Students will submit a final draft of their personal narratives.

Suggested Resources:

King, Stephen. *On Writing: A Memoir of the Craft*. New York: Scribner. 2010.

O'Brien, Tim. *The Things They Carried*. New York: Houghton Mifflin Harcourt. 2009.

"OWL: Purdue Online Writing Lab". *Purdue University*. 2017. https://owl.english.purdue.edu/owl.
30 June, 2017.

Plato. "An Allegory of the Cave." *The Republic.*

Writing and Research Workshop   **Unit 2: Informative / Explanatory Writing**

Grade: 12

Summary: This unit extends students' primary source research process from Unit 1 to include secondary source research in their expository writings. In this unit, students will read and /or examine works of both fiction and nonfiction, research, and write informative and expository texts in M.L.A. Style.

Pacing Guide: 8-10 weeks of study recommended.

Stage 1 Desired Results	
ESTABLISHED GOALS CCSS.ELA-LITERACY.W.11-12.2	*Transfer*
	Students will be able to independently use their learning to…
Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization	Think critically about information and claims encountered in their world by seeking clarity, accuracy, sound evidence, good reasoning, logic, and objectivity.
	Locate pertinent information from varied sources (print, on-line; primary, secondary).
CCSS.ELA-LITERACY.W.11-12.2.A	Critically evaluate sources and information for accuracy, objectivity, timeliness and proper accreditation.
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Effectively communicate for different purposes and varied audiences using appropriate media. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	*Meaning*	
	UNDERSTANDINGS *Students will understand that…* Critical reading is the key to a more true understanding of life. Writing provides an opportunity for people to communicate their understanding of a particular topic.	ESSENTIAL QUESTIONS What is the connection reading and writing? What stylistic techniques to successful writers utilize in their works?

CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CCSS.ELA-LITERACY.CCRA.	Writing is a knowledge-creating activity. Audience and purpose influence the structure, language and style. Successful writers utilize various stylistic techniques in their works. Successful writing requires peer or teacher feedback during the writing process. Successful writers use a recursive process (planning, drafting, revising, editing, proofreading, …) in their crafting of a successful piece of writing.	What is my purpose for writing an informative / expository essay? Who is my audience? How can I get and use peer or teacher feedback to improve my writing?

| W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.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.		
	Acquisition	
	Students will know…	*Students will be skilled at…*
	How to locate pertinent information from both primary and secondary sources in print and online.

How to critically evaluate sources and information for accuracy, objectivity, timeliness and proper accreditation.

How to integrate source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. or A.P.A. bibliographic entries.

How to ascertain and identify root causes or the ability to trace primary issues of a particular issue. | Writing a well-organized essay that offers a clear thesis and effectively supports and develops that thesis.

Demonstrating a knowledge of common patterns of organization appropriate to different occasions, purposes and audiences, such as chronological, deductive and inductive reasoning, and climactic order.

Demonstrate an understanding of basic principles for integrating source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. or A.P.A. bibliographic entries. |

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Transfer	Elements of close reading skills.	PERFORMANCE TASK(S):
Acquisition	Elements of effective information research skills.	Students in Writing and Research Workshop will engage in research-based writing as an active, rhetorical process. Sometimes this approach means that students will be encouraged to develop their own lines of inquiry entirely, working from them to
Transfer	Elements of critical analyses.	discover various kinds of evidence and perspectives. At other times, students will be challenged to find a way into an ongoing
Meaning	Elements of peer-editing.	academic conversation through immersion in an area. As students undertake extensive research, their questions will shift and
Meaning	Elements of the recursive nature of the writing process.	change. They will need to, as writers so often do, negotiate multiple, conflicting perspectives on a particular topic and compose text in the following suggested areas:
Acquisition	Elements of proper accreditation of source materials into their writing.	Cause and Effect- ● Students will conduct effective and appropriate research to find causal evidence of the source of a global, national or local issue and write about the logical effects of the

		problem.
Acquisition	Elements of proofreading, editing and revision.	Compare and Contrast-
		● Students will conduct effective and appropriate research where they will compare and contrast two issues or solutions and find both similarities and dissimilarities and provide a cost / benefit analysis.
Acquisition	Elements of self-evaluation.	
Transfer	CCSS Language Arts Informational Writing Rubric 11-12	Writing for Career and Vocational Readiness-
		● Students will research various career choices and write an informational essay on a self-selected career choice.
Transfer	N.M.H.S. Problem-Solving Rubric	● Students will search for and research a job of their choice and write a letter of introduction for the particular job. Variations may include responding to written prompts for electronic applications with submission word limits, writing for "dream" jobs or real jobs, writing resumes and / or requesting/writing letters of recommendation.
Acquisition	Clear identification of root elements of a particular issue.	
Acquisition	Clear identification of most important comparative elements of two separate issues to analyze.	Critical Literary Writing- ● Students will write critical literary analyses in M.L.A. Style of either print and/or audio-visual media and how the particular work affects people and the world at large. Technical Writing- ● Students will research, write and present how to accomplish a specific, sophisticated task with carefully researched and detailed step-by-step instructions.
Transfer	Understanding the	

Acquisition	intrinsic value of meaningful career pursuits. Elements of successful communications design in their resumes.	Journalistic Writing- ● Students will write a well-researched editorial or feature article in Associated Press Style where students integrate their sources into the text of their writing.
Meaning	Use of an active voice in their writing.	
Acquisition	Elements of journalistic style such as the inverted pyramid style	

		OTHER EVIDENCE:
		Suggested Assessments Include:
		Journal entries "Do Now" questions /openings Student observation Quizzes Exit slips Peer Evaluation Worksheet

Stage 3 – Learning Plan

Code	*Pre-Assessment* **Students will respond to an SAT-Style prompt where they will demonstrate their logic and critical thinking skills, their initial understanding of the elements of successful expository and informative writing and the secondary research process utilizing M.L.A. Style.**

	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will respond to an SAT-Style prompt where they will demonstrate their logic and critical thinking skills, their initial understanding of the elements of successful expository and informative writing and the secondary research process utilizing M.L.A. Style. A variety of expository / informative essays will be assigned for a variety of purposes and audiences.	Suggested Assessments Include: Journal Entries "Do Now" Writing Prompts Participation in Classroom Discussions Student Observations

	Students will also respond to various writing prompts in their journals and will then select a topic to further develop into a formal prose. Students will compose an annotated bibliography on their topic. Students will compose a rough-drafts on a topic of their choice within the suggested writing genre. Students will complete a peer editing review sheet to provide other student writers with feedback on their narratives as they receive similar feedback. Students will conference their rough drafts with the instructor. Students will participate in class discussions about student writings. Students will revise, edit and proofread their papers accordingly. Students will submit a final draft of their writings.	Homework Quizzes Exit slips Peer Evaluation Worksheet

Writing and Research Workshop   **Unit 3: Argumentative Writing**   **Grade: 12**

Summary: This unit fortifies students' understanding of utilizing both primary and secondary source research from Units 1 and 2 to include secondary source research in their argumentative writings. In this unit, students will read and /or examine works of nonfiction, research, and write argumentative texts in M.L.A. Style. Additionally, students will build an argument utilizing deep, clear and logical thinking coupled with sound research utilizing an understanding of structured query-based language, keyword and advanced searching techniques.

Pacing Guide: 4-6 weeks of study recommended.

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY. W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),	*Students will be able to independently use their learning to…* Select an authentic topic / problem. Craft questions that guide research, making their process manageable and likely to yield insights. Take a perspective and/or build an argument utilizing deep, clear and logical thinking coupled with sound research utilizing an understanding of structured query-based language, keyword and advanced searching techniques. Demonstrate an understanding of basic principles for integrating source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. bibliographic entries. Write arguments to support claims utilizing an appropriate organization, development, substance and style in an analysis of substantive topical concerns while using valid reasoning with relevant and sufficient evidence.

Meaning	
UNDERSTANDINGS *Students will understand that…* Critical reading is the key to a	ESSENTIAL QUESTIONS *Students will keep considering…* How are successful arguments

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counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create	more true understanding of life. Writing provides an opportunity for people to communicate their understanding of a particular topic. Writing is a knowledge-creating activity. Audience and purpose influence the structure, language and style. Successful writers utilize various stylistic techniques in their works. Successful writing requires peer or teacher feedback during the writing process. Successful writers use a recursive process (planning, drafting, revising, editing, proofreading, …) in their crafting of a successful piece of writing.	structured? What is the connection reading and writing? What stylistic techniques to successful writers utilize in their argumentative works? What is my purpose for writing an argumentative essay? Who is my audience? How can I get and use peer or teacher feedback to improve my writing?

Acquisition	
Students will know…	*Students will be skilled at…*

cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.	How to generate an authentic topic / problem for their topic. How to locate pertinent information from both primary and secondary sources in print and online. How to critically evaluate sources and information for accuracy, objectivity, timeliness and proper accreditation. How to integrate source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. or A.P.A. bibliographic entries. How to structure and write a successful argument utilizing the Toulmin Method (claim, data, warrant, counterclaim, and rebuttal). How to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners	Writing a well-organized essay that offers a clear thesis and effectively supports and develops that argumentative. Demonstrating a knowledge of common patterns of organization appropriate to different occasions, purposes and audiences, such as chronological, deductive and inductive reasoning, and climactic order. Demonstrate an understanding of basic principles for integrating source materials into their writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. or A.P.A. bibliographic entries.

	can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**

Transfer	Elements of close reading skills.	PERFORMANCE TASK(S):
Acquisition	Elements of effective information research skills.	Students will select an appropriate authentic topic and audience to research and write an argumentative essay utilizing the Toulmin Method. Students will evaluate their sources utilizing the C.R.A.P. Test (currency, reliability, authenticity and purpose / point of view). Students will utilize peer, self, and teacher evaluations to revise and edit their work. Students will produce prose without surface-level convention errors that distract readers from attending to the meaning and purpose of the writing. Students will then present their arguments to their intended audience(s).
	Elements of critical analyses.	
Transfer		
	Elements of peer-editing.	
Meaning		
	Elements of the recursive nature of the writing process.	
Meaning		
	Elements of proper accreditation of source materials into their writing.	
Acquisition		
	Elements of proofreading, editing and revision.	
Acquisition		
	Elements of self-evaluation.	
Acquisition	CCSS Language Arts Argumentative Writing Rubric 11-12	
Transfer		
	N.M.H.S. Problem-Solving Rubric	
Transfer		

		OTHER EVIDENCE:
		Suggested Assessments Include: Journal entries "Do Now" questions /openings Student observation Quizzes Exit slips Peer Evaluation Worksheet

Stage 3 – Learning Plan	
Code	*Pre-Assessment*
	Students will present their argumentative topics to the rest of the class to check for appropriateness of topic and / or areas of critical interest or concern regarding their selected topic.
	Summary of Key Learning Events and Instruction Students will select an authentic topic / problem. Students will craft questions that guide research, making their process manageable and likely to yield insights. Students will take a perspective and/or build an argument utilizing deep, clear and logical thinking coupled with sound research utilizing an understanding of structured query-based language, keyword and advanced searching techniques. Students will write arguments to support claims utilizing an appropriate organization, development, substance and style in an analysis of substantive topical concerns while using valid reasoning with relevant and sufficient evidence. Students will demonstrate an understanding of basic principles for integrating source materials into their	Progress Monitoring Suggested Assessments Include: Journal Entries "Do Now" Writing Prompts Participation in Classroom Discussions Student Observations Homework Quizzes Exit slips Peer Evaluation Worksheet

writing, including a) the ability to use quotations and paraphrases without violating principles of fair usage and b) the ability to provide in-text documentation and M.L.A. bibliographic entries.

Students will compose an annotated bibliography on their topic.

Students will compose a rough-drafts of their argumentative writing.

Students will complete a peer editing review sheet to provide other student writers with feedback on their narratives as they receive similar feedback.

Students will conference their rough drafts with the instructor.

Students will participate in class discussions about student writings.

Students will revise, edit and proofread their papers accordingly.

Students will submit a final draft of their writings.

Suggested Resources:

M.L.A. Handbook: Eighth Edition. Modern Language Association. 2016.

"OWL: Purdue Online Writing Lab- Organizing Your Argument". *Purdue University*. 2017.
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