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| Writing Effective Research Papers for English Language Arts |
| English Language Arts, High School, Grades 9-10 |
| The College and Career Readiness Writing Anchor Standard 7 (MA Curriculum Framework in English Language Arts and Literacy) asks students to “conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.” This unit, used along with the *Teacher and Student Guide for Writing Research Papers*, provides a guide for students to conduct sustained research projects. Building on the Grade 8 unit, *Research to Make a Point*, students select a topic, develop a thesis, and synthesize sources and ideas to support their claims, to create a well-crafted and properly-cited paper.  The research project will engage students in genuine inquiry related to themes in the curriculum not just as an academic exercise. The unit does not specify any topic, so it can be adapted to the themes of the course in which it is used. Goals, roles, and audiences may also be modified for students. Three timelines are included to accommodate different expectations and structures for when students write their papers. Expectations for citations may be aligned to Chicago, APA, or any other form. |

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

*Model Curriculum Units include lesson plans, embedded performance assessments, and resources. In using these units, consider the variability of learners in your class and adapt as necessary.*

This document was prepared by the   
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| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS**  **CCSS.ELA-Literacy W.9-10.1:** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **CCSS.ELA-Literacy W.9-10.1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  **CCSS.ELA-Literacy W.9-10.1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  **CCSS.ELA-Literacy W.9-10.1c:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  **CCSS.ELA-Literacy W.9-10.1d:** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  CCSS.ELA-Literacy.W.9-10.e Provide a concluding statement or section that follows from and supports the argument presented.  CCSS.ELA-Literacy W.9-10.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-Literacy.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CCSS.ELA-Literacy.W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS.ELA-Literacy.W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the usefulness of each source in answering research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  **CCSS.ELA-Literacy SL.9-10.1a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  **SL.9-10.1c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  CCSS.ELA-Literacy.L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. | ***Transfer*** | |
| ***Students will be able to independently use their learning to* T**   * Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand…***  U1. That an effective argument includes a thesis (claim), supporting evidence, and conclusions or implications.  U2. That a thesis should drive research.  U3. That credible sources must be synthesized to support a thesis.  U4. That sources must be cited to ensure the integrity of the research process. | **ESSENTIAL QUESTIONS Q**  Q1. What is the value of research?  Q2. What is a research paper?  Q3. Why are research papers written?  Q4. What makes an effective argument?  Q5. What makes a good source? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1. The process for writing high quality research papers.  K2. Formats for taking coherent notes.  K3. Techniques for analyzing and properly citing evidence.  K4. The basic conventions and elements of style.  K5. Relevant content vocabulary. | ***Students will be skilled at…* S**  S1. Collecting evidence.  S2. Interpreting sources.  S3. Evaluating sources.  S4. Developing and defending claims.  S5. Outlining arguments.  S6. Citing specific evidence to support their research.  S7. Writing well-researched papers with clear focus and logical development.  S8. Peer editing/self editing.  S9. Selecting and using appropriate technology. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| CEPA Rubric   * Audience and Purpose * Effective Explanation of Claims * Use of Sources * Conventions of Writing * Proper Format | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  As the culmination of a sustained inquiry process, students will write a polished research paper for a designated audience and purpose based on a teacher- and/or student-selected topic relevant to the content of the class. (Specific goals and requirements are dependent on the context of the research project.) | |
| Individual Assignment Rubrics within Appropriate Lessons | **OTHER EVIDENCE OE**   * Topic Approval Form/Thesis * Preliminary Bibliography (on Topic Approval Form) * Source Notes/Analysis * Outline * Rough Draft * Annotated Bibliography * Peer Edit Review Questions * Edits of Rough Draft | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  **Lesson 1: Introduction.** What is a research paper? Why write research papers? The teacher will demonstrate the importance of seeking evidence to support ideas and opinions.  **Lesson 2: Choosing a Topic.** Students will consider broad topics vs. narrow topics and formation of a thesis/claim. Variations the teacher can use: assigned topics vs. free choice. Students will complete the Topic Approval Form as part of this lesson.  **Lesson 3: Working with Sources.** Students will start the research process and begin collecting information. Students will learn the difference between primary sources and secondary works and be able to discern what makes a quality source. Students will analyze and take notes from sources and place them in proper citation format.  **Lesson 4: Writing Process.** In this lesson students will work to create an outline and organize the evidence to support their claims. This lesson will facilitate the creation of rough drafts scaffolded by their outlines and include peer response.  **Lesson 5: Concluding Steps.** Students will learn how to craft a solid conclusion. They will also work on giving credit to original sources and create an annotated bibliography.  **Lesson 6: Peer Editing.** Students will exchange rough drafts and complete a peer editing process.  **CEPA:** To create the finished research paper, students will follow a style guide and make final revisions, then complete the final drafts of their research papers. | | |
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# General Notes and Resources

**Timelines**

* This unit is designed to extend over a period of time to allow for developing, drafting, editing and completing a research paper. The options suggested below differ on when much of these steps and processes will occur.
* Several lessons are estimated to be 120 minutes in length over two days. The two days, however, should not necessarily be consecutive.
* With any timeline, adjust length expectations and mode of expression to accommodate student needs and capabilities.

**Timeline #1:** Use if students are to complete most of the written work on their own rather than as part of class time.

*Assignment Length Timeline*

Topic proposal 1-2 pages 5 days

Outline 1-2 pages 1-2 weeks

Rough draft 4-6 pages 3-4 weeks

Peer editing 2 pages 1-2 week

Final copy 7-9 pages 4-5 weeks

**Timeline #2:** Use if students are to complete some of the written work on their own and some during class time (to keep closer tabs on students’ progress but slowing down the process).

*Assignment Length Timeline*

1. Topic proposal 1-2 pages 7 days

2. Outline 1-2 pages 2 weeks

3. Rough draft 4-6 pages 4-5 weeks

4. Peer editing 2 pages 2 weeks

5. Final copy 7-9 pages 4-5 weeks

**Timeline #3:** Use if students are to complete most of the written work in class rather than on their own (to keep closer tabs on students’ progress but slowing down the process).

*Assignment Length Timeline*

1. Topic proposal 1-2 pages 2 weeks

2. Outline 1-2 pages 2 weeks

3. Rough draft 4-6 pages 4-5 weeks

4. Peer editing 2 pages 2-3 weeks

5. Final copy 7-9 pages 5+ weeks

**Research Paper Topic Examples**

*Note:* This list is not exhaustive, but is included to offer guidance for topic selection. Actual topics chosen for the unit should be connected to key themes in the course curriculum. This, or a customized list, can be turned into a handout for Lesson 2 (called Research Paper Topic Examples).

*Inquiry Questions Possible Research Topics*

* Were Romeo and Juliet old enough to fall in love? Renaissance social norms, cross-cultural marriage customs, adolescent psychology
* What motivates Antigone to bury her brother? Ancient Greek social values, burial customs across cultures, civil disobedience
* Why do some authors present morally ambiguous characters? Traditional character types, narrative strategies, postmodernism in literature
* Are nonstandard dialects and slang legitimate forms of language? Linguistic perspective: dialect, African American English, artistic uses
* What moral lessons are found in traditional fairy tales? Oral literature in medieval societies, literary genres, psychological archetypes
* What Influences did Puritan authors have on American culture? Puritan sermons, histories, and poems; Protestant ethic; allusions to Puritan ideas
* What social contributions did Harlem Renaissance poets make? 20th century race relations, Civil Rights Movement, African American literature
* How does *tone* function in the works of Mark Twain? Literary concepts and rhetorical devices, satire as a genre, 19th century values
* How does young adult literature compare to the “classics”? Literary conventions, process of canon formation, archetypal themes in literature
* What is the role of religion in *The Grapes of Wrath*? Allusions to biblical characters and events, tenets of Christianity, liberation theology
* What narrative strategy is used in *The House on Mango Street*? Interviews with Sandra Cisneros, literary criticism, use of vignettes in literature
* How does *Night* compare to other accounts of the Holocaust? First-person Holocaust narratives, historical documents and images, poetry

**The Writing Process for Students**

* The time needed to engage in the research paper writing process depends on the comfort level your students already have with writing process. Classes with a strong base in essay structure may only need a reminder of the steps involved, while others may need a more in-depth lesson on supporting a thesis with evidence and elaboration.
* Breaking down the process into an organized outline should encourage students to make an outline themselves. Once this is done, they will have the foundation need to write an organized and thorough rough draft. If taken step by step, the process loses some of its daunting characteristics and is more accessible to them.
* The assigned length of the rough draft varies, but typically, 75% of the length of the final paper would be appropriate. The remaining 25% would be reserved for additions and adjustments based upon recommendations offered during the peer editing process.
* If students express or demonstrate confusion or anxiety about the writing process, review partial drafts earlier in the process.
* Writing workshop classes should include time for informal peer responses, including small-group sharing of drafts (for comments, questions, and suggestions on content and reasoning, not mechanics).

**Resources**

* The primary resource for information on research papers and the handouts used in this unit is: *Teacher and Student Guide for Writing Research Papers* Link TBD Note that the *Guide* is based upon MLA 7 but has been adapted to fit the needs of a specific group of students.

# Lesson 1: Introduction to Research Papers

**Brief Overview of Lesson:** Introduction to Research Papers: What is a research paper? Why write research papers? What is the value of research? The importance of seeking evidence to support ideas and opinions will be demonstrated. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Some experience researching a topic and writing.

**Estimated Time:** 60 minutes

**Resources for Lesson**

* Copies of the followingpages from *Teacher and Student Guide for Writing Research Papers* ([Link](http://www.doe.mass.edu/candi/model/units/HSSgHS-GuideResearchPapers.pdf) TBD)for each student:
  + What is a Research Paper? and Why write a Research Paper? (pages 4-5)
  + Step-by-Step Guide to Writing a Research Paper (page 5) and Step-by-Step Guide Notes (page 6)
* Copies of the CEPA Student Instructions, CEPA Research Paper Rubric, and a detailed timeline.

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** ELA, grades 9-10

**Lesson:** 1: Introduction

**Time:** 60 minutes

**Overview:** Introduction to Research Papers: What is a research paper? Why write research papers? What is the value of research? The importance of seeking evidence to support ideas and opinions will be demonstrated. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the usefulness of each source in answering research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy SL.9-10.1a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy SL.9-10.1c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q2. What is a research paper?

Q3. Why are research papers written?

**Objectives**

* Students will describe what a research paper is.
* Students will explain the process for writing research papers.

**What students should know and be able to do before starting this lesson**

* Have some experience researching a topic.
* Have experience writing an informational paper.

**Instructional Tips/Strategies/Notes for Teacher:**

* Prior to beginning this unit, select or develop a timeline for completion of the research paper, since some of the steps require considerable time for students to accomplish. How much time will depend on how much work is done in and outside of class. See the General Notes and Resources, Timelines section, for guidance.
* Students can complete the activities associated with this lesson individually, in small groups or as a single, large, class group.
* Make copies of the following pages from *Teacher and Student Guide for Writing Research Papers* (Link TBD) for each student:
  + What is a Research Paper? and Why write a Research Paper? (pages 4-5)
  + Step-by-Step Guide to Writing a Research Paper (page 5) and Step-by-Step Guide Notes (page 6)
* Make and distribute the CEPA Student Instructions, CEPA Rubric, and the detailed timeline for the paper that you have developed.
* Some students may need reassurance that support will be provided.

**Anticipated Student Preconceptions/Misconceptions**

* Students may believe that research papers are beyond their abilities.

**Formative assessment**

* The Exit Ticket (see Lesson Closing)

**Lesson Sequence**

**Lesson Opening**

* Start the class with a statement on the board, “Ricky Henderson is the all-time stolen base leader in Major League Baseball.” Or ask, “Who is the all-time stolen base leader in Major League Baseball?”
* Ask the students if they agree with the statement via a show of hands.
* Offer the statistics to support the statement/answer the question: Ricky Henderson, 1406 (stolen bases over career); Lou Brock, 938; Billy Hamilton, 912 (<http://www.baseball-almanac.com/hitting/hisb1.shtml>). Tell students that, based on the data, it is clear that Ricky Henderson is the stolen base leader.
* Ask the students to consider the statistics revealed and explain in one sentence why we know that Ricky Henderson is the stolen base leader.
* Then ask the following questions and have students discuss them briefly in pairs:
* Why would this discussion be difficult without the statistics I provided?
* Does it matter where I found these statistics?
* Ask for several students to share the substance of their brief discussions.

**During the Lesson**

* Explain that this, in a basic form, is what research is about: being able to support the statements/claims we make and answer the questions we pose with facts and expert opinions.
* Divide the students into two groups to answer one of the Essential Questions. Have students write all of their ideas on the board.
* Group A is given Essential Question 1: What is the value of research?
* Group B is given Essential Question 2: What is a research paper?
* Once all the contributions have been made, facilitate the sharing of student responses.
* Give students a copy of What is a Research Paper? from the *Teacher and Student Guide for Writing Research Papers*. Ask them to read it (or it can be divided up into small sections and assigned to rows or small groups).
* Students should then make any additions to the “What is Research Paper?” section of the board.
* Once all the contributions have been made, the teacher should facilitate the sharing of additional student responses.
* Give students the handout of Why Write a Research Paper? from *Teacher and Student Guide for Writing Research Papers*.
* Ask students to read it, or divide it up into small excerpts and assign each to a row or small group.
* Ask them to make any additions to the “What is the value of research?” section of the board.
* Once all the contributions have been made, facilitate the sharing of additional student responses.
* Ask students to make individual lists of steps they believe are involved in writing a research paper; then ask them to share steps from their lists and compile a list on the board. Continue the list as long as it is productive.
* Distribute the Step-by-Step Guide Notes (blank). Students should write in what each step means and why it is important to creating a high-quality paper; then have them share their responses in small groups, and have each small group report out to the whole class on a step. Once the responses have been received and discussed, if necessary, hand out the Step-by-Step Guide to Writing a Research Paper review the items with the class.

**Lesson Closing**

* End the class by distributing the CEPA Student Instructions, Research Paper Rubric, and a detailed timeline of this project (see Instructional Notes).
* *Exit ticket*: Tell students to write on the slip provided, in one or two words describing why research papers are important, write their names on the slip and turn it in as they leave the classroom.
* Preview outcomes for the next lesson: Students will learn about possible topics in the next lesson and begin the process of choosing a topic.

# Lesson 2: Choosing a Topic

**Brief Overview of Lesson:** This lesson is the first step towards creating a research paper. Students will be asked to examine possible research topics with a critical eye and choose an appropriate topic of interest to write about. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students need a general knowledge of computer skills and Internet search skills, and have some experience writing a proper thesis statement (claim).

**Estimated Time:** 120 minutes (probably 2 days)

**Resources for Lesson**

* Access to the Internet
* Copies for students of the Research Paper Topic Examples handout (see the second section of the General Notes and Resources)
* Copies of the followingpages from *Teacher and Student Guide for Writing Research Papers* ([Link](http://www.doe.mass.edu/candi/model/units/HSSgHS-GuideResearchPapers.pdf) TBD) for each student:
* Research Topic Approval Form
* Choosing a Paper Topic
* Thesis Statement

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** Grades 9-10, ELA

**Lesson 2**: Choosing a Topic

**Time:** 120 minutes

**Overview:** This lesson is the first step toward creating a research paper. Students will be asked to examine possible research topics with a critical eye and choose an appropriate topic of interest to write about. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy W.9-10.1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy SL.9-10.1a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy SL.9-10.1c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q3. What is a research paper?

Q5. What makes a good source?

**Objectives**

* Students will judge the value and quality of individual topics for research.
* Students will develop research topics from their personal areas of interest and inquiry questions.
* Students will analyze an argument and choose a side to support based upon research.

**Instructional Tips/Strategies/Notes for Teacher**

* Decide how to divide the time based on your students and the time you have with them.
* To make the research project more authentic, guide students toward topics related to themes in the course. Depending on the needs of the students in the class, students could explore their options individually, or with more help from you to remain focused on the questions for evaluating topics. If the latter approach is used, it could extend the time needed to complete this lesson.
* Students may begin by choosing topics of interest that lacks a deep controversial argument to explore or adequate sources. A paper on Shakespeare’s theater, while interesting, may not address the need for argument, and the topic could be one-dimensional. Topics related to works by online authors may contain the multiple dimensions needed for a paper, but sources on the topic may be limited due to the subject’s relative newness.
* You may also want to ask students to avoid topics that could have a negative impact on the class or individuals within it. Topics can be screened through the Research Topic Approval Form (see next bullet).
* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* (see [(Link TBD)](http://www.doe.mass.edu/candi/model/units/HSSgHS-GuideResearchPapers.pdf)must be provided for each student:
* Research Topic Approval Form (page 50)
* Choosing a Paper Topic (pages 8-9)
* Thesis Statement (pages 16-17)
* Day 2 of Lesson 2 -- Lesson 3: Review the Research Topic Approval Form submitted on Day 2 and ask for revisions as needed.

**Formative assessment**

* Students’ thesis statements: Either the ready/not ready rubric listed in the Day 2 Lesson Closing can be used, or the following rubric:
* 4: Thesis makes a clear claim, has the potential to be supported by significance evidence, and is ready to direct to student research.
* 3: Thesis makes a claim, has the potential to be supported by evidence, and is ready direct to student research with some minor changes/additions.
* 2: Thesis makes a weak claim, may be difficult to support with significance evidence, and is not ready direct to student research without changes.
* 1: Thesis makes a weak claim or no claim at all, may be difficult to support with evidence, and is not ready direct to student research without major changes.

**Lesson Sequence**

**Day 1: Lesson Opening**

* Start a discussion of the process of choosing a topic. Keeping in mind the understanding of research covered in Lesson 1, ask students to consider their own areas of interest.
* Ask them to write down three to five subjects or personal areas of interest and related inquiry questions they could use to begin their search on a topic. These will not be topics themselves, but starting points (e.g., graphic novels; are Shakespeare’s plays based on true stories?). Personal areas of interest may be those that a student could consider as a college major or career path.

**During the Lesson**

* Once the lists are created, facilitate a discussion in which students offer a chosen area of interest, then the class discusses possible topics that might include (e.g., if a student is interested in the historical roots of Shakespeare’s plays, other students might suggest a topic such the sources of *Romeo and Juliet*. This topic contains an argument since there is the realistic opportunity to support different positions).
* Hand out the list of criteria for identifying a proper topic, Choosing a Paper Topic. Discuss important details such as broad and narrow topics to help students choose a worthwhile topic.
* Ask students to write two or three topics for each area of interest they previously listen and begin to prioritize their lists in order of interest. Circulate during this portion of the assignment to offer aid to struggling students.
* Once each student has a prioritized list, instruct students to explore their possible topics. Simple Internet searches are often a starting point where students can familiarize themselves with some details of their topics and use the criteria on the handout to eliminate inappropriate topic.

**Day 2: Lesson Opening**

* Have students select one of their topics to move forward with. The topic will need to have considerable research available in local libraries or Internet databases. Check in with students to ensure their selected topics meet the criteria listed in Choosing a Paper Topic.

**During the Lesson**

* Once students have chosen their topics, they should search for and record possible sources to use.
* Sources should be listed under Question 3 of the handout of the Research Topic Approval Form. (The number of sources needed is at your discretion, but five to ten are typically needed at this point.).
* The last step of choosing a topic is creating the first draft of the thesis statement. Pass out the Thesis Statement handout*.* (Depending on your experiences with your students, reviewing the purpose of a thesis statement and the techniques for writing one may vary between a brief reminder to an entire lesson.)
* Using the solar energy example in the Thesis Statement handout, ask students to suggest why they would support advancing the use of solar energy. Write their answers on the board under the heading “Reasoning.” The reasons should then be combined with the pro-solar energy topic to create a usable thesis statement on the board.
* Repeat this process, choosing another example from another student and noting new examples for Reasoning list on the board and creating a new thesis statement. Repeat the process until students understand the process.
* Having begun collecting information on their own topics, students should now choose a position to take and create a first draft of a thesis statement or claim under Question 2 of the Research Topic Approval Form. (As they work on this assignment, check with students about whether their work meets the criteria of a proper thesis statement.)
* Once the Research Topic Approval Form is complete, collect and review each student’s form for adherence to the definition of topic and the likelihood of its success in future lessons. Students should not be allowed to continue without an approved research topic.

**Lesson Closing**

* *Exit Ticket*: Have students complete the Research Topic Approval Form to demonstrate their understanding how to choose a topic for the eventual research paper.
* Return to students using the following designations:
* READY: Form is complete, provides a thesis, and shows the availability of sources on the topic. This form is ready to be signed by the teacher.
* NOT READY: Form is incomplete, provides a thesis in need of changes and shows the availability of limited/no sources on the topic. This form is not ready to be signed by the teacher.
* Preview outcomes for the next lesson: Students will begin the process of working with and evaluating sources.

# Lesson 3: Working with Sources

**Brief Overview of Lesson:** In this lesson students will work with sources for their research papers. The lesson will include information on identifying quality sources, working with sources and avoiding plagiarism. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students should have selected a topic and have a signed topic approval form.

**Estimated Time:** 120 minutes (over 2 days)

**Resources for Lesson:**

* Copies of the followingpages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Sources (pages 22-25)
* Citing Sources Made Easy (page 32)
* Source Notes (page 26)
* Is This Source Reliable? (page 28)
* Quote Examples (page 34)
* Copies of Questioning the Reliability of Sources, for each student (see the end of Lesson 3)

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** Grade 9-10, ELA

**Lesson** **3:** Working with Sources

**Time:** 120 minutes, over 2 days

**Overview:** In this lesson students will work with sources for their research papers. The lesson will include information on identifying quality sources, working with sources and avoiding plagiarism. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy W.9-10.1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

CCSS.ELA-Literacy.W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the usefulness of each source in answering research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy SL.9-10.1a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q4. What makes an effective argument?

Q5. What makes a good source?

**Objectives**

* Students will identify the differences between primary sources and secondary works.
* Students will identify the different types of sources, e.g., website, periodical, book.
* Students will properly cite the work of others.

**Instructional Tips/ Strategies/Notes for Teacher:**

* Make copies of the following pages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Sources (pages 22-25)
* Citing Sources Made Easy (page 32)
* Source Notes (page 26)
* Is This Source Reliable (page 28)
* Using Sources (page 33)
* Quote Examples (page 34)
* Copy Questioning the Reliability of Sources for each student (at the end of this lesson).
* Review student progress on source notes regularly and provide extra attention to students whose notes need improvement before they progress to the next lesson.

**Formative assessment**

* Informal review of student notes on sources. Rubric for completed Source Notes:
* Proficient: The student gathered multiple reliable sources relevant to the topic; taken extensive meaningful notes using paraphrase, embedded quotations, and block quotations; and documented sources and quotations thoroughly and accurately.
* Needs improvement: The student gathered a few sources of variable quality or relevance to the topic; taken a limited number of notes that leaves unclear the exact words of the source; and/or omitted or left incomplete documentation of sources and quotations.

**Lesson Sequence**

**Day 1: Lesson Opening**

* Give students, working with a peer, the following question: If you wanted to know about the lunch at school yesterday, what do you think you could learn by asking each of the following people?
  + A student who brought lunch from home and ate it in the cafeteria.
  + A teacher at who ate the school lunch.
  + A cafeteria worker.
  + A student at another school whose brother always eats school lunch.
  + The parent of a student who ate school lunch yesterday.
  + A student who ate lunch at your school yesterday.
* Discuss each item:
  + A student at your school who brought lunch from home and ate it in the cafeteria: Although this student was in the café and saw the lunch (maybe smelled it), she did not actually sample the food. This student may be able to comment on what others said about the lunch, but may only remember the most negative (or positive) comments.
  + A teacher at your school who ate the school lunch: Adults may not have the same opinion as students concerning the lunch; therefore, although this person actually ate the food he is not part of the student body.
  + A cafeteria worker at your school: This person may not have sampled the food. She may be able to explain in great detail the ingredients and preparation of the food. Although this person is an authority on the contents of the food, she may not be able to on comment on taste.
  + A student at another school who always eats school lunch: This person can comment on school lunch but not at your school.
  + The parent of a student who ate school lunch yesterday: The parent, similar to the student who brought her lunch, can only comment on what he was told concerning the taste of the food.
  + A student who ate lunch at your school yesterday: This student can offer direct comments concerning the school lunch, but her personal tastes may influence her opinion.

**During the Lesson**

* Remind students why finding the right source is important.
* Remind students of the difference between types of sources.
  + Primary source: This source was written by someone who was there and experienced the event. The strength of the source can vary based on how direct his/her experience was. No sources can be found prior to a primary source.
  + Secondary source: This source is based on several sources, both primary and other secondary sources. This source uses numerous primary sources to try to create a clearer picture of a particular event.
* Ask the students to decide if the sources used for information about the school lunch were primary or secondary.
* Distribute the handout on Sourcesfrom *Teacher and Student Guide for Writing Research Papers*. Have examples prepared of most of the types of sources outlined in the handout to share with the class.
* Put students in groups of two or three. Ask them to come up with an example for each of the sources outlined in the Sources handout.
* Facilitate the sharing of group responses with the entire class.

**Lesson Closing**

* Give students the Source Notes.
* Give students time to write in their own words the advantages and disadvantages if each type of source they have listed for the topics they are researching.

**Day 2: Lesson Opening**

* Distribute the handout, Citing Sources Made Easy.
* Ask students to find a *new* source of each type (book, magazine, newspaper, and website) and fill in the blanks provided. (This process will take time. Guide students who are having difficulty and encourage those who are moving along.)
* Using either the Judging the Reliability of Sources worksheet or the list of reliability questions, review how to evaluate the quality of sources, either through an extended assignment (using the worksheet) or an overview or review using only the questions.

**During the Lesson**

* Students should go to an area where they can work on their research (library, computer lab, resource center. In the absence of these, students could bring sources to class or you could provide sources from a local public library).
* Once all the students have selected the four sources, they should pick out *one* paragraph/section/chart/etc. from one source that they would like to use in their paper. They should then write down, in bullet point form, the information they want to use from the portion they selected.
* Give students the handout Using Sources. After reading it, have each student use the portion s/he selected from the source (above) to create three short passages: a paraphrase; one with an embedded quotation; and one that uses a block quotation (all modeled in the handout). (Check in with students as they do this and offer assistance as needed.
* Once students have completed this activity, some of their examples should be shared with the class.
* Hand out the Quote Examples. Use it to offer an example of each of the styles the students just generated and point out why the last example is plagiarism. Also point out that most of their papers should use the paraphrase style, possibly with embedded quotations of particularly important items, and very few block quotations which should only be used for the rare item that is more powerful and needs attention called to it.

**Lesson Closing**

* In class or for homework: Tell students how the remaining research and note-taking will be accomplished – entirely in class, entirely outside of class, or some combination of the two. Establish a timeline for completing research and notes and provide checkpoints to monitor student progress.
* Preview outcomes for the next lesson: Students will use the sources they are working with to create an outline and rough draft in the next lesson.

Questioning the Reliability of Sources

**Print Sources**

1. What are the credentials of the author?
2. Where was s/he educated?
3. Has s/he published any additional works?
4. Is s/he currently/formerly employed in a field related to the topic of the source? Where?
5. Is the author qualified to write on this topic?
6. Were any sources cited in this book or article?
7. What types of sources were used? Offer a sampling of these sources.
8. Was the author clear or disorganized in his/her writing? Offer an example to support your view.
9. What errors, content or typographical, has the author made? Is the writing style formal or casual?
10. Have other reviewers made comments about this book? Positive or Negative? Do you agree or disagree?

**Web-based Sources**

1. What are the credentials of the author?
2. Has s/he published any additional works?
3. Where was s/he educated or trained?
4. Is s/he currently or formerly employed in a field related to the topic of the source? Where?
5. Is the author qualified to write on this topic?
6. What is the web address and domain name (.com, .org, etc.)? Is the website “official”? Is it for a company attempting to sell related products?
7. When was the site last updated?
8. What errors, content or typographical, has the author made? Is the writing style formal or casual?
9. Does the site offer any additional sources to support its statements or items for further reading? Offer a sampling of these sources.

# Lesson 4: The Writing Process

**Brief Overview of Lesson:** At this point the students will learn to outline their research papers to organize their approaches and move into their first draft of writing. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students should already have chosen topic for their paper and begun the research process outlined in previous lessons.

**Estimated Time:** 180 minutes (over about 3 days)

**Resources for Lesson**

* Copies of the followingpages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Outlining Your Paper (pages 10-11)
* Outline Example (page 12)
* Sample Outline (page 13)
* Outline Notes (pages 14-15)

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** ELA, Grades 9-10

**Lesson** **4**: The Writing Process

**Time:** 180 minutes (over approximately 3 days)

**Overview:** At this point the students will learn to outline their research papers to organize their approaches and move into their first draft of writing. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**CCSS.ELA-Literacy W.9-10.1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy W.9-10.1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

**CCSS.ELA-Literacy W.9-10.1c:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the usefulness of each source in answering research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy SL.9-10.1c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q2. What is a research paper?

Q4. What makes an effective argument?

Q5. What makes a good source?

**Objectives**

* Students will properly organize and categorize components of a research paper.
* Students will support thesis statements with evidence.
* Student will elaborate on major ideas.
* Students will make connections between similar topics.

**Instructional Tips/Strategies/Notes for Teacher**

* The time needed to engage in the research paper writing process depends on the comfort level your students already have with writing process. Classes with a strong base in essay structure may only need a reminder of the steps involved, while others may need a more in-depth lesson on supporting a thesis with evidence and elaboration.
* Review the General Notes and Resources section called “The Writing Process.”
* Make copies of the following pages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Outlining Your Paper (pages 10-11)
* Outline Example (page 12)
* Sample Outline (page 13)
* Outline Notes (pages 14-15)
* For writing of a rough draft, student access to computers is preferable.
* Writing the rough draft will take more than one class to complete. Decide in advance how much of the writing process to have students complete in class and assign the rest for homework or offer to keep a computer lab open after school for students with limited access to a computer. The length of the rough draft and the amount of time spent working on it in class will dictate the due date of the rough draft.

**Anticipated Student Preconceptions/Misconceptions**

* Students may be intimidated and/or discouraged by the length of a research paper.

**Formative assessment:**

* Exit Ticket (Day One): Complete the research paper outline. Research Paper Outline Rubric:
* 4: Outline sets several major topics, supported by subtopics and ready to direct the writing process.
* 3: Outline sets several major topics, supported by a limited number of subtopics, and needs further development to be ready to direct the writing process.
* 2: Outline sets few major topics, supported by a limited number of subtopics, and needs further development to be ready to direct the writing process.
* 1: Outline sets few major topics, offers little/no support by subtopics, and needs major revisions to be ready to direct the writing process.

**Lesson Sequence**

**Day 1: Lesson Opening**

* Students should have already chosen paper topics, created thesis statements, and completed most of their research. Now they will begin creating an outline.
* Pass out copies of: Outlining Your Paper, Outline Example, Sample Outline, and Outline Notes to all students. Review the processes outlined in the handouts.
* The steps to creating an outline are delineated in “What are the Steps to Create an Outline” section in the Outlining Your Paper handout. Start by defining the “Major Topic” on the board as the key points within a thesis statement that can be proven and supported by evidence and examples.
* Review the steps, asking for examples from the class to use when discussing the process. Highlight the support needed to create a proper outline.

**During the Lesson**

* Using the Outline Notes as a guide, ask students to focus on supporting their thesis statements with the major topics first. (Circulate during this process to offer help as needed.)
* Remind students that the major topics should be defendable thoughts that came up while they worked on researching their thesis statements in previous lessons.
* Once students have listed the major topics that support their thesis statements, they can move on to finding subtopics that explain the major topics. On the board, define “Subtopics” as, lesser points that combine to support major points by forming patterns of thinking and clusters of related evidence.
* Have students add subtopics to their major topics based upon the research they have already completed.
* Once the students have created major topics and subtopics, they should meet in response groups to share and to give and receive suggestions.
* Students may need to revise their outlines as they continue to gather and analyze sources. If so, direct students back to the Outline Example and Sample Outline to help them remain on track.
* Students can use their research notes to start adding specific examples supporting their subtopics and major topics. (This may be an incomplete list, since more research will reveal more examples. The more examples a student has, the more likely he or she is to be ready to turn the outline into a rough draft.)

**Lesson Closing**

* Assigned completion of the outlines for homework. (Check students’ progress during an upcoming class before the assignment is due.)
* Tell students that on the due date, the outline will be collected, graded (using the Research Paper Outline Rubric in the Formative Assessment section) and returned before moving on with the lessons.
* Once each student has created an outline, direct the students to work on a rough draft. Also, additional peer response opportunities should be provided.

**Days 2 and 3: Writing the rough draft**

* Begin by returning the graded student outlines and discussing the importance of following the outlines when creating the rough draft.
* Discuss the process of expanding the phrases used in the rough outline into properly-phrased paragraphs. By taking each sub-topic and converting it into sentence form, the rough draft should come evolve quickly.
* Once the major topics and subtopics have been written in sentence form, ask students to start adding evidence and citations from their research based on previous lessons on citations.
* As students write their rough drafts, circulate to offer help and suggestions on the writing process. Reassure students that drafting is a recursive process -- revisiting earlier work in order to move forward. This is normal.
* Preview outcomes for the next lesson: In the next lesson students will work to create solid conclusions to their rough draft.
* *Exit Ticket* (Day 1): Complete the research paper outline. Use the Research Paper Outline Rubric.

# Lesson 5: Conclusions and Bibliographies

**Brief Overview of Lesson:** Students will work on concluding their papers, formatting their bibliographies, and creating annotated bibliographies. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Estimated Time:** 120 minutes, over 2 days

**Resources for Lesson**

* Copies of the followingpages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Bibliography (page 43)
* Example Bibliography (page 44)
* Bibliographic Citation Examples (page 45)

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** ELA, Grades 9-10

**Lesson 5**: Conclusions and Bibliographies

**Time:** 120 minutes, over 2 days

**Overview:** Students will work on concluding their papers, formatting their bibliographies, and creating annotated bibliographies. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

CCSS.ELA-Literacy.W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q2. What is a research paper?

Q5. What makes a good source?

**Objectives**

* Students will write a strong and coherent conclusion.
* Students will create a bibliography for the research paper.
* Students will create an annotated bibliography.

**Instructional Tips/Strategies/Notes for Teacher**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* must be provided for each student:
* Bibliography (page 43)
* Example Bibliography (page 44)
* Bibliographic Citation Examples (page 45)
* Student rough drafts should be returned in preparation for this lesson.

**Formative assessment**

* An annotated bibliography. Rubric:
* 4: Annotated bibliography is complete, free from formatting errors, and shows a critical understanding of the importance of four sources.
* 3: Annotated bibliography is complete, has minor formatting errors, and shows an understanding of the importance of three/four sources.
* 2: Annotated bibliography is complete, has formatting errors, and shows a limited understanding of the importance of three/four sources.
* 1: Annotated bibliography is incomplete, has majoring formatting errors, and shows little or no understanding of the importance of three/four sources.

**Lesson Sequence**

**Day 1: Lesson Opening**

* Students should come to class with (or receive) copies of their research paper drafts.
* Write “the end” on the board and pose these questions:
  + The end of what?
  + Who is saying “the end”?
  + What happens next?
  + Who cares?
  + Is this an engaging or interesting way to end a story?
* Remind students that the conclusion for their research papers should be succinct but also leave the reader with a positive impression.

**During the Lesson**

* In order to get started on the steps to complete their research papers, ask students to make a list of questions a conclusion should answer. Some might be:
  + What did I research?
  + What was my thesis?
  + Did I support my thesis with evidence?
  + How strong is my evidence?
  + How strong were the counter-arguments?
  + What other information may be coming out in the future?
* Ask students to use these guiding questions (or that you provide) to draft a conclusion to their research paper. (Circulate as they write drafts of their conclusions and help as needed.)
* A brief peer response session may be useful at this point.
* Once it appears students have completed their drafts, any questions or concerns should be addressed.
* Give students the handouts -- the Bibliography and Example Bibliography from *Teacher and Student Guide for Writing Research Papers.* Asked to review them. Review the “set up” section.
* Hand out the Bibliographic Citation Examples (of the chosen style). Ask students to begin creating the bibliographies for their research papers. If needed, highlight some differences in citations such as multiple authors, magazines vs. newspapers, and websites. (Circulate as students work on formatting their bibliographies.)

**Day 2: Lesson Opening**

* Once students have made significant progress on their bibliographies, ask them to pick out their four best sources.
* Then ask students to answer the following questions in writing about one of those sources:
* What is the source about?
* Why is it a good source?
* What does it contribute to the paper?
* Is the author of particular significance?
* Ask each student to work with a peer nearby. They should tell each other about the source each picked, going through their answers to these for questions.

**During the Lesson**

* Direct the students back to the Bibliography handout and ask them to reread the section called, “What is an annotated bibliography?” Also direct them back to the Example Bibliography handout.
* Ask them to use the answers to the questions listed in step 10 to create one paragraph to serve as an annotation for the source.
* Once the paragraph is complete, have them place the bibliographic citation for the source, in proper format, above the paragraph.
* The teacher should solicit student examples to share with the class.
* Students should continue this process on the three remaining sources they selected and place them under the heading of “Sample Annotated Bibliography.”
* Give students time either in class or for homework to finish their sample annotated bibliography.
* Optional: You might require all sources in a student’s bibliography to be annotated.

**Closing the Lesson**

* Preview outcomes for the next lesson: Ask students to bring the rough draft of the entire research paper to the start of the next lesson.

# Lesson 6: Peer Editing

**Brief Overview of Lesson:** Students will review and edit the rough drafts of their classmates and suggest possible changes while having their own work reviewed. The process will help students recognize errors in their texts as well as address any confusion in style or phrasing that the audience may encounter. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students must have a grasp of the conventions of Standard English grammar, structure, style, and essay writing technique.

**Estimated Time:** 120 minutes, over 2 days

**Resources for Lesson**

* Copies of the followingpage from *Teacher and Student Guide for Writing Research Papers* for each student: Use the Research Paper Final Checklist (page 51) as Peer Edit Review Questions.
* CEPA Rubric distributed in Lesson 1, plus the CEPA Research Paper Final Checklist

**Unit:** Writing Effective ELA Research Papers

**Content Area/Course:** ELA, Grades 9-10

**Lesson** **6**: Peer Editing

**Time:** 120 minutes, over 2 days

**Overview:** Students will review and edit the rough drafts of one or more classmates and suggest possible changes while having their own work reviewed. The process will help students recognize errors in their texts as well as address any confusion in style or phrasing that the audience may encounter. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Standard(s)/Unit Goal(s) to be addressed in this:**

**CCSS.ELA-Literacy W.9-10.1d:** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**Essential Question(s) addressed in this lesson:**

Q1. What is the value of research?

Q2. What is a research paper?

Q3. Why are research papers written?

Q4. What makes an effective argument?

Q5. What makes a good source?

**Objectives**

* Students will be able to analyze all aspects of a research paper.
* Students will recognize errors in style and grammar and offer alternative options.
* Students will adjust/edit their writing for an appropriate audience and purpose.

**Instructional Tips/Strategies/Notes for Teacher**

* Prior to this lesson students should have completed rough drafts of their research papers and been asked to bring paper copies to class to exchange with peers.
* This lesson is scheduled for over two days. These
* Prior to class decide upon peer pairings. The success of the lesson will be based upon the feedback offered by each member of the pairing. Facilitating effective and constructive pairings is of the greatest importance.
* Depending upon the makeup and personality of your class, an alternative approach to the peer discussions about editing would be to simply ask students to exchange papers and return to their seats without conversation. This removes any opportunity to influence the editor before s/he begins to read the paper. However, it may also make the topic less accessible to the editor upon first reading the text.
* Be careful not to delve into the research, findings, or problems encountered to this point. (Discussion of those topics may invalidate the process by inadvertently offering clarifications that would otherwise be unclear to a new reader.)
* Remember that asking students to review the work of their peers brings unique challenges. Before matching students with partners, consider the strengths and weaknesses of each member of the pair as well as the personality of each student.
* To make the peer editing process successful, offer opinions and guidance throughout the editing process and in the post-edit peer-review meeting.
* Direct students to focus on the substance and style of the rough draft of their peer rather than grammar or usage issues.
* Have students find the Research Paper Rubric that was previously distributed.
* Copy the following page from *Teacher and Student Guide for Writing Research Papers* for each student: Research Paper Final Checklist, used as Peer Edit Review Questions.
* After the peer editing review meeting has taken place, consider collecting the edited rough draft and Peer Edit Review Questions in order to grade and give credit to the students for their work on the rough draft, the edits made by the peer editor, and the completion of the Peer Edit Review Questions. If any work is collected, return it to the students as soon as possible as the next lesson cannot be started without it.

**Anticipated Student Preconceptions/Misconceptions:**

* Students may have the misconception that they do not have a strong enough grasp on research papers to judge a peer’s work.

**Formative assessment**

* Completed rough draft, completion of edits/revisions, completed Peer Edit Review Questions.
* Rough Draft Rubric:
* 4: Draft represents 5-7 pages of the research paper, employs evidence to support claims, and is ready to move forward with no major changes.
* 3: Draft represents 3-4 pages of the research paper, employs some evidence to support claims, and is ready to move forward with some changes.
* 2: Draft represents 1-2 pages of the research paper, employs little evidence to support claims, and is ready to move forward with some major changes.
* 1: Draft represents 1-2 pages of their research paper, employs little or no evidence to support claims, and cannot move forward without several major changes.
* Peer Edit Review Questions Rubric:
  + 4: Questions are complete and offer important, constructive advice to the writer.
  + 3: Questions are mostly complete and offer some constructive advice to the writer.
  + 2: Questions are partially complete and offer little constructive advice to the writer.
  + 1: Questions are mostly incomplete and offer little or no constructive advice to the writer.

**Lesson Sequence**

**Day 1**

* Ask students to partner with the peers according to your plan. If possible, have the pairs find a space in the classroom away from other pairs to allow for discussion without interrupting others. Directions for students’ peer editing process:
* Begin by one of the pair offering a brief explanation of the thesis of his/her paper and the reasoning for choosing that as a subject to research.
* Read and edit your peer’s paper for any and all areas that need clarification or adjustment. Students should look for usage and grammatical errors as they go, but pay closest attention to issues concerning the structure of the paper and clarity of the argument and research. Students should make notes of problems directly on the paper and offer possible alternatives to guide the author in future rewrites.
* During the peer editing process, circulate to check on the progress of each student. While you may offer help, do not to unduly influence the editing process.
* Before the end of class, distribute the handout called Peer Edit Review Questions (Research Paper Final Checklist) and ask students to complete it before the next class period.
* Depending on the length of the rough draft, editing will probably need to continue after the class has ended and need to be assigned for homework.

**Day 2**

* After sufficient time has been given to complete the editing process and Peer Edit Review Questions, instruct the class to return to their peer editing pairs with their completed edits and the Peer Edit Review Questions.
* Instruct students to take turns reviewing any errors and areas of concern and confusion they found in editing their peer’s paper. They should discuss the concerns they have and offer suggestions that could address those issues.
* They should also review the findings they compiled for the Peer Edit Review Questions to help guide the revision of the rough draft.
* During this process, offer opinions and clarifications to the pairs concerning the proposed edits. A peer editor may recognize issues but not have a proposed solution, requiring guidance to create a solution.)

# Curriculum Embedded Performance Assessment (CEPA)

# Teacher Instructions

The final version of the paper is the culmination of the process of writing a research paper. Students start the process as part of Lesson 2 and continue learning about additional components throughout the rest of the lessons. The teacher should review the checklist included with the CEPA Student Instructions to ensure that all the items have been satisfactorily taught and that students are ready to submit a final copy.

The paper should be assessed in five areas (see CEPA Rubric):

1. Audience and purpose: Authentic research projects are conducted for real audiences and purposes. A student must choose a relevant topic and anticipate the needs of the designated audience in order to establish a clear purpose for the research paper. Components of this criterion were introduced in Lessons 1, 4, and 6.
2. Effective explanation of claims: A student must be able to use evidence to back up his/her ideas. This area of the rubric covers the quality of the thesis, the level of evidence employed, and the support toward the conclusion. Components of this criterion were introduced in lessons 2, 3, 4, and 6.
3. Use of sources: A student must be able to interpret sources in order to effectively use them in constructing an argument. This area of the rubric covers the quality and application of sources. This area also considers the possibility of overreliance on any one source. Components of this criterion were introduced in Lessons 4 and 5.
4. Conventions of writing: A student must be able to use all the standard conventions of Standard English in order to write an effective research paper. This area of the rubric covers spelling, grammar, sentence structure and basic standards of writing. Components of this criterion were introduced in Lessons 4 and 6.
5. Proper format: A student’s ability to follow a style guide is essential as they move forward in their educational careers. This area of the rubric covers items related to the proper format of citations, title page, and bibliography. Components of this were introduced in Lessons 2, 3, 4, 5 and 6.

**Standard(s)/Unit Goal(s) to be addressed in this CEPA:**

**CCSS.ELA-Literacy W.9-10.1:** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy W.9-10.1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy W.9-10.1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

**CCSS.ELA-Literacy W.9-10.1c:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-Literacy W.9-10.1d:** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy W.9-10.4 Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the usefulness of each source in answering research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

# CEPA Student Instructions

Over the next several weeks, you will conduct a research project on a topic of your own choosing relevant to an important theme in this course. Through a series of lessons, you will learn the purpose of research and learn all of the steps involved in writing an effective research paper. The booklet *Teacher and Student Guide for Writing Research Papers* will serve as your guide.

Your paper will be assessed based on your performance in five areas:

1. Audience and purpose: Authentic research projects are conducted for real audiences and purposes. Choose a relevant topic and anticipate the needs of the designated audience in order to establish a clear purpose for the research paper. Components of this criterion are introduced in Lessons 1, 2, 4, and 6.
2. Effective explanation of claims: Use evidence to back up your ideas. This part of the CEPA Rubric covers the quality of the thesis, the level of evidence employed, and the support toward the conclusion. Components of this area are introduced in Lessons 2, 3, 4, and 6.
3. Use of sources: You must be able to interpret sources to use them effectively to construct an argument. This area of the CEPA Rubric covers the quality and application of sources, and also evaluates possible overreliance on any one source. Components of this criterion are introduced in Lessons 4 and 5.
4. Conventions of writing: Use the standard conventions of Standard English in order to write an effective research paper. This area of the Rubric covers spelling, grammar, sentence structure and basic standards of writing. Components of this area are introduced in Lessons 4 and 6.
5. Proper format: The ability to follow a style guide is essential as you move forward in your educational career. This area of the Rubric covers items related to the proper format of citations, title page, and bibliography. Components of this are introduced in Lessons 2, 3, 4, 5 and 6.

You will submit a series of worksheets and drafts while working on the paper, and you will have opportunities for peer feedback and editing. Complete all needed revisions on your research paper before you prepare it for final submission. Use the Research Paper Final Checklist (following this page) before submitting your research paper.

Your final paper should be formatted as follows:

* Font: Times New Roman
* Font size: 12 point
* Double space
* No extra spaces between paragraphs
* Indent: Five space for each paragraph
* Margin: One inch on each side of the paper
* Color: Print in black
* Number every page after the first on the upper right or bottom middle of the page
* Staple in the top left corner
* Include a title page

CEPA Research Paper Final Checklist

Does your chosen topic fall between too broad and too narrow? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is your first sentence interesting and unique? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have a thesis statement? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does your thesis clearly present your argument? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does your thesis present the points you intend to use for proof? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you use vocabulary appropriate for the audience and purpose? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is your tone/voice appropriate for the audience and purpose? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you follow the rules of capitalization? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does your paper fit into the rules of punctuation? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does your paper fit into the rules of spelling and usage? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you use enough sources? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are all your sources valid and appropriate? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you properly cite every source? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have a complete bibliography? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you provide an annotated bibliography (if required)? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are your bibliography and footnotes done in proper format? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is your paper properly formatted? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have the proper title page/heading? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you proofread for errors? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you have a peer edit your work? Yes □ No □ Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# CEPA Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **4: Advanced** | **3: Proficient** | **2: Average** | **1: Needs Improvement** |
| **Audience and Purpose** | Paper addresses a valid topic relevant to course themes and reflects a clear sense of audience and purpose in arguments, selection of details, and writing style. | Addresses a valid topic relevant to course themes and is adapted to a particular audience and purpose in arguments, selection of details, and/or writing style. | Focuses on a topic related to course themes and addresses a general audience and purpose in arguments, selection of details and/or writing style. | Considers a topic related to course themes but shows a vague sense of audience and purpose in arguments, selection of details, and/or writing style. |
| **Thesis and Explanation of Claims** | Thesis makes a clear claim that is supported by numerous pieces of compelling evidence and elaborated on to fully develop a convincing argument that leads to a rich conclusion. | Makes an adequate claim supported by pieces of evidence and elaborated on to develop an argument that leads to a solid conclusion. | Makes a rudimentary claim vaguely supported by pieces of evidence and minimally elaborated on to develop an argument that leads to a conclusion. | Makes a minimal or irrelevant claim (or no claim) with little or no support from evidence and is not fully developed. |
| **Use of Sources** | A variety of sources is used without dependence on a single source. Citations of all material are in parentheses or footnotes/endnotes and in Works Cited/bibliography. | A variety of sources is used. Citations of almost all material are in parentheses or footnotes/endnotes and Works Cited/bibliography. | Dependent on one or two sources. Citations of most material are in parentheses or footnotes/endnotes and Works Cited/bibliography. | Heavily dependent on a single source. Citations of some material are in parentheses or footnotes/endnotes and Works Cited/bibliography. |
| **Conventions of Writing** | Control of sentence structure, grammar and usage, and mechanics. The length and complexity provide opportunity for student to show control of standard English conventions. | Errors do not interfere with audience understanding. Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics. | Errors interfere somewhat with communication. Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics. | Errors seriously interfere with communication. Little control of sentence structure, grammar and usage, and mechanics is demonstrated. |
| **Proper Format** | Few/no errors exist related to proper spacing, citations and/or form and style. | Minor errors exist relating to proper spacing, citations and/or form and style. | Some errors exist relating to proper spacing, citations and/or form and style. | Major errors exist relating to proper spacing, citations and/or form and style. |

# Unit Resources

The primary resource for information on research papers and the handouts used in this unit is: *Teacher and Student Guide for Writing Research Papers* [(Link](http://www.doe.mass.edu/candi/model/units/HSSgHS-GuideResearchPapers.pdf) TBD).

**Lesson 1**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* (Link TBD) for each student:
  + What is a Research Paper? and Why write a Research Paper? (pages 4-5)
  + Step-by-Step Guide to Writing a Research Paper (page 5) and Step-by-Step Guide Notes (page 6)
* CEPA Student Instructions
* CEPA Rubric

**Lesson 2**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* (see (Link TBD) must be provided for each student:
* Research Topic Approval Form (page 50)
* Choosing a Paper Topic (pages 8-9)
* Thesis Statement (pages 16-17)

**Lesson 3**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Sources (pages 22-25)
* Citing Sources Made Easy (page 32)
* Source Notes (page 26)
* Is This Source Reliable (page 28)
* Using Sources (page 33)
* Quote Examples (page 34)
* Questioning the Reliability of Sources (at the end of Lesson 3)

**Lesson 4**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* for each student:
* Outlining Your Paper (pages 10-11)
* Outline Example (page 12)
* Sample Outline (page 13)
* Outline Notes (pages 14-15)

**Lesson 5**

* Copies of the following pages from *Teacher and Student Guide for Writing Research Papers* must be provided for each student:
* Bibliography (page 43)
* Example Bibliography (page 44)
* Bibliographic Citation Examples (page 45)

**Lesson 6**

* Copies of *Teacher and Student Guide for Writing Research Papers* handout:Research Paper Final Checklist (Peer Edit Review Questions)
* CEPA Rubric
* CEPA Research Paper Final Checklist