

Essential Understandings	<ul style="list-style-type: none">▪ Informative/explanatory writing examines and develops a topic using multiple sources.▪ Effective researchers form questions about a topic to guide research and locate sources.▪ Good researchers use a variety of sources and properly credit sources in their paragraphs.▪ Good researchers narrow the focus of topics into smaller sub-topics before researching.▪ Effective researchers develop a plan, generate appropriate notes, organize information, develop rough drafts, final drafts, and a work cited page.
Essential Questions	<ul style="list-style-type: none">▪ How does informative/explanatory writing examine topics and convey information?▪ How do self-generated questions of where, when, and why guide research when using multiple sources?▪ How does one paraphrase researched information and follow a standard MLA format of citation?▪ How does one develop a research plan to effectively generate notes?▪ How does the organization method of note-taking transfer into cohesive paragraphs, where information is paraphrased?
Essential Knowledge	<ul style="list-style-type: none">▪ Writers understand the essential element of relying on researched information about a particular topic.▪ Writers understand the importance of formulating questions about topics to guide research.▪ Writers understand the importance of narrowing the focus of topics into smaller sub-topics.▪ Writers recognize the importance of developing a research plan and organizing notes, as part of the writing process.
Vocabulary	<ul style="list-style-type: none">▪ <u>Terms:</u><ul style="list-style-type: none">○ informative/explanatory writing, topic sentence, note taking, work cited, parenthetical citation, plagiarism, paraphrasing, quotation

<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Narrow the focus of topics into sub-topics. ▪ Formulate self-generated questions to guide research. ▪ Develop a research plan. ▪ Obtaining information from text features (e.g. table of contents, glossary, index, transition words/phrases, bold or italicized words/phrases/texts, headings, subheadings, graphic organizers, charts, graphs, or illustrations). ▪ Use information from the text to answer questions related to main/central ideas or key details. ▪ Organize information to show understanding (e.g. represent main/central ideas or details within text through clarifying, mapping, paraphrasing, summarizing, or comparing/contrasting). ▪ Collect and synthesize information. ▪ Conduct research in the library and electronically. ▪ Use a note-taking system to organize and document information relevant to topic. ▪ Write rough drafts of paragraphs through paraphrasing, cite work, develop a work cited page and develop a final draft. ▪ Use appropriate transitions to clarify the relationships among ideas and concepts. ▪ Use precise language and topic specific vocabulary to inform about or explain the topic. ▪ Maintain a formal style of writing.
<p>Related Maine Learning Results</p>	<p><u>English Language Arts</u> B. Writing B1.Interconnected Elements Students use a writing process to communicate for a variety of audiences and purposes. a. Determine a purpose for writing. b. Decide which information is included to achieve the desired purpose. c. Revise drafts to improve focus, effect, and voice incorporating peer response when appropriate. d. Edit for grammar, usage, and mechanics. e. Write to achieve a specific purpose. f. Create legible final drafts. B3.Argument/Analysis Students write academic essays that state a clear position, supporting the position with relevant evidence. a. Summarize and paraphrase and/or explain information from reading, listening, or viewing. b. Write essays that support an idea and build a logical argument excluding extraneous information and differentiating between facts and opinions.</p>

<p>Related Maine Learning Results</p>	<p>C. Research C1.Research Students propose and revise research questions, collect information from a wide variety of primary/and or secondary sources; and follow conventions of documentation to communicate findings.</p> <ol style="list-style-type: none"> Determine the nature and extent of information needed. Locate and access relevant information. Demonstrate facility with note-taking, organizing information, and creating bibliographies. Present findings by paraphrasing, quoting sources, and using proper citation. Use information ethically and legally. <p>D. Language D1.Grammar and Usage Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <ol style="list-style-type: none"> Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly. b. Use compound complex sentences. c. Use active and passive voices effectively. <p>D2.Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</p> <ol style="list-style-type: none"> Use correct capitalization and punctuation including commas and semi-colons. Correctly spell frequently misspelled words and common homophones.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Model an effective research plan. ▪ Model how to formulate self-generated questions pertaining to a specific topic. ▪ Model and complete a note-taking sheet, which uses questions as the guiding principles for research. ▪ Model and guide the break down of topics into smaller sub-topics. ▪ Model and guide the organization of notes. ▪ Model and guide the transition of taking researched notes and paraphrasing using cohesive language and parenthetical citations. ▪ Read sample paragraphs. ▪ Revise, edit, and prepare a final copy using peer and adult edits.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of note taking skills. ▪ Evaluation of MLA work cited page. ▪ Evaluation of individual paragraph final draft. ▪ Evaluation of the travel journal blog as a whole.

Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ Son of citation machine.
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