

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Informative/explanatory writing examines a topic using multiple sources, to organize and convey information.</li><li>▪ Effective writers form questions and locate sources for information about a topic, leading to the development of a thesis.</li><li>▪ Good researchers pull from a variety of sources and properly credit sources in the context of their paper.</li><li>▪ Effective researchers develop a plan, generate appropriate notes, develop an outline, a rough draft, a final draft, and a work cited page.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ How does informative/explanatory writing examine topics and convey information?</li><li>▪ How do self-generated questions guide research when using several sources?</li><li>▪ How do the self-generated questions lead to developing a thesis?</li><li>▪ How does one quote or paraphrase researched information from several sources, and follow a standard MLA format of citation?</li><li>▪ How does one develop a plan to effectively generate notes?</li><li>▪ How does the organization of research into a formal outline, lead to a rough draft?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Writers understand that it is essential to rely on researched information to develop and support a thesis.</li><li>▪ Writers understand the importance of self-generated questions in guiding research.</li><li>▪ Writers recognize the importance of developing a research plan and organizing research into an outline, as parts of the writing process.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ informative/explanatory writing, thesis, topic sentence, note-taking, outline, work cited, parenthetical citation, plagiarism, paraphrasing, quotation</li></ul></li></ul>

<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Formulate questions to guide research.</li> <li>▪ Develop a research plan.</li> <li>▪ Collect and synthesize information.</li> <li>▪ 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).</li> <li>▪ Use information from the text to answer questions, to state the main/central ideas, or to provide supporting details.</li> <li>▪ Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within the text through charting, mapping, paraphrasing, summarizing, comparing/ contrasting, or outlining).</li> <li>▪ Conduct research in the library and electronically to involve a variety of sources.</li> <li>▪ Create a note taking system to organize and document relevant information.</li> <li>▪ Write an outline, write a rough draft, prepare a work cited page, prepare a final draft.</li> <li>▪ Distinguish the difference between primary and secondary sources.</li> <li>▪ Use appropriate and varied transitions to clarify and organize ideas and concepts.</li> <li>▪ Use precise language and topic-specific vocabulary to inform about or explain the topic.</li> <li>▪ Maintain a formal style of writing.</li> </ul>
<p><b>Related Maine Learning Results</b></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.</p> <ol style="list-style-type: none"> <li>a. Determine a purpose for writing.</li> <li>b. Decide which information is included to achieve the desired purpose.</li> <li>c. Revise drafts to improve focus, effect, and voice incorporating peer response when appropriate.</li> <li>d. Edit for grammar, usage, and mechanics.</li> <li>e. Write to achieve a specific purpose.</li> <li>f. Create legible final drafts.</li> </ol>

<p><b>Related Maine Learning Results</b></p>	<p>C. Research</p> <p>C1. Research</p> <p>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"><li>Determine the nature and extent of information needed.</li><li>Locate and access relevant information.</li><li>Demonstrate facility with note-taking, organizing information, and creating bibliographies.</li><li>Distinguish between primary and secondary sources.</li><li>Evaluate and verify the credibility of the information found in print and non-print sources.</li><li>Use additional sources to resolve contradictory information.</li><li>Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.</li><li>Present findings by paraphrasing, quoting sources, and using proper citation.</li><li>Use information ethically and legally.</li></ol> <p>D. Language</p> <p>D1. Grammar and Usage</p> <p>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <ol style="list-style-type: none"><li>Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.</li><li>b. Use compound complex sentences.</li><li>c. Use active and passive voices effectively.</li></ol> <p>D2. Mechanics</p> <p>Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</p> <ol style="list-style-type: none"><li>Use correct capitalization and punctuation including commas and semi-colons.</li><li>Correctly spell frequently misspelled words and common homophones.</li></ol>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Complete a research plan.</li><li>▪ Guide students through the note taking process by modeling.</li><li>▪ Model the outline graphic organizer to students, before they write an outline using notes.</li><li>▪ Revise, edit, and prepare a final copy using peer and adult edits. Read sample essays.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Evaluation of note taking skills.</li><li>▪ Evaluation of the outline.</li><li>▪ Evaluation of the MLA work cited page.</li><li>▪ Evaluation of final draft.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Write Source</u></li></ul></li></ul>