### Standard Elements

**Standards:**

**ELA7W3** The student uses research and technology to support writing. The student

**Standard Elements**

a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.  
b. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.  
c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).  
d. Documents sources.  
e. Uses electronic media to locate relevant information.

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### Enduring Understandings:

What will students understand as a result of the unit?  

"**Students will understand that...**"

- Students will understand the impact of research in their lives.  
- Students will know the steps of the process and be able to use them in all situations involving research.

### Essential Question(s):

What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

- How can a writer locate, gather, understand, and present research information?  
- Why research?  
- How can I use my own words?  
- How do I select a topic?

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### Students will know...

What is the key knowledge needed to develop the desired understandings? What knowledge relates to the content standards on which the unit is focused?

- How to gather reliable information from various reference materials.  
- How to document sources using the MLA standard

### Students will be able to...

What is the key skill needed to develop the desired understandings? What skill relates to the content standards on which the unit is focused?

- **Pre-Writing**  
  - Develop a specific topic  
  - Locate and evaluate reliable sources.  
  - Understand how to use reference materials: encyclopedias, atlases, almanacs.
• How to distinguish differences between thesis and main idea.
• Organizational strategies.
• How to use a variety of note-taking skills.
• How to document and present research information.

Stage 2 – Assessment Evidence

Performance Task(s):

Goal: Research and present expository information.
Role: Curator of the Smithsonian Institute.
Audience: Patrons of the museum.
Situation: New artifacts have come into the museum and curator must research artifact to present to patrons.
Product: 3D Model and Presentation/Paper
Standard: School-wide writing rubric/Weighted Checklist

Other Evidence:

• Evaluating websites (gov, edu, org, com, net)
• Identify primary sources versus secondary sources.
• Develop source cards (create a bibliography)
• Gather information, format, and compose note cards.
• Distinguish types of notes (paraphrasing, summarizing, direct quotes).
• Create a thesis statement.
• Utilize note cards to develop outline.
• Use outline to organize information for presentation/paper.
• Present topics to audience.

• DOL
• Vocabulary
• Compare/Contrast on research writing/biography writing
• Practicing thesis statements
• Note cards
• Source cards
• Outline
• Inspiration web
• One-page paper/summary
**Stage 3 - Learning Plan**

**Teacher/Student Resources:** WAG: Writing & Grammar  
    RP: Writing a Research Paper by Phylllis Goldenberg

*This UBD can be found in the AWTREY Stfdrive – Teachers – 7th Grade UBDs NETWORK SYSTEM*

*This UBD Unit contains many HYPERLINKS for use in the classroom. If you are using the UBD on your computer, simply click the icon (ctl, click) and it will send you to the MICROSOFT document.*

*We have also included a POWERPOINT link to use during the unit to present/review information.*

**Week One:**

- **Introduce Unit** with Essential Question and Vocabulary from Word Wall
  - Review project requirements.
    - [Research Unit documents\Sorting NoteCards & Making an OUTLINE.doc](#)
  - **Take notes** on research process-
    - WAG 223, 228, 230-240.
  - Discuss **TOPIC** choosing.
    - RP 8, 10.
  - **Thesis Statement**
    - Creating a thesis from a topic
      - RP 53, 54
      - WAG 232
      - [Research Unit documents\How to Write a THESIS Statement.doc](#)
  - What are **source cards**?
      - WAG 231
      - R.P. 29, 30
      - R.P. 34 –Practice
    - [Research Unit documents\Source card SAMPLES.doc](#)
  - **Documenting Sources** (MLA)
    - RP 31-34
    - WAG 761
    - Sample ways to document sources
      - [Research Unit documents\Bibliography Cheat Sheet.doc](#)
  - *Evaluating Websites*
    - WAG 750, WAG 245
Week Two:

- **Media Center** Visit-source cards
- **Note-taking**-**note cards**-What are note cards?
  - **Types of notes**
    - RP 42-45
    - Paraphrase
    - Summarizing
    - Direct Quotes
  - **Format of Note cards**- WAG 231, RP 40, 41
    - Research Unit documents\HOW TO write NOTE CARDS.doc
  - **Organize and sort note cards**
    - RP 48-49
    - WAG 232
    - Research Unit documents\Sorting NoteCards & Making an OUTLINE.doc
  - Create **outline** (from note cards)
    - RP 37, 38, 59-62
    - WAG 234-5
  - *Rough draft/blurb*

Week 3:
- **Computer Lab/Dell**
  - **Type outline** “Inspiration” or
  - Graphic Organizer
- **Draft/Plan** model/board
  - Sample Tri-board or Bi-Board planning sheets
    - Research Unit documents\Triboard.doc
  - Work on paper or board

Week 4:
- Bibliography-MLA- (teach, practice, draft)
  - WAG 761
  - RP 95-97
  - RP 31-36
  - Lesson on how to organize source cards (cut out overhead) in alphabetical order to create FINAL BIBLIOGRAPHY
    - Research Unit documents\Bibliography Lesson.doc

Week 5:
- **Oral Share**
  - Research checklist
    - Research Unit documents\Research Project Grading Sheet2.doc
- **Student SELF-REFLECTIONS**
  - Research Unit documents\Research Project Self.doc
Formal assessment (test)
Research Unit documents\Research Process Test.doc

PowerPOINT for Research Unit
Once you open the attached link, OPEN, then go to Stfdrive – Teachers – 7th Grade UBDs – research – Research 101 PPT file
Research Unit documents\Research 101.ppt