

11.3.3**Unit Overview****Synthesizing Research and Argument
Through the Writing Process**

Text(s)	Student texts (research sources) will vary. By Unit 3, students will have chosen texts for research based on their individual problem-based questions.
Number of Lessons in Unit	12

Introduction

In this unit, students synthesize their research and articulate their conclusions in a written argument. As part of the writing process, students engage in a writing cycle in which they edit their drafts, provide peer review, and continually revise their work. Students explore topics related to the writing process, including:

- Creating outlines
- Organizing claims, counterclaims, and evidence in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Observing hyphenation conventions
- Adhering to Modern Language Association (MLA) citation conventions
- Writing in a formal, objective tone
- Adhering to conventions of argument writing

No new texts are introduced in this unit. Instead, students focus on analyzing the sources they collected for their Research Portfolios in Unit 11.3.2, delving more deeply into these sources as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research-based argument paper. In the final lesson of this unit, students have the opportunity to outline, draft, revise, and edit their papers. They then submit their final papers for assessment against the 11.3.3 Rubric and Checklist, which students use throughout the unit to guide their writing process.

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Literacy Skills and Habits

- Collect and organize evidence from research to support analysis in writing.
- Analyze, synthesize, and organize evidence-based claims.
- Write effective introduction, body, and conclusion paragraphs for a research-based argument paper.
- Use proper MLA citation methods in writing.
- Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling.
- Use formal style and objective tone in writing.
- Adhere to the conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.).
- Write coherently and cohesively.
- Vary syntax for effect.

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Standards for This Unit

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CCS Standards: Writing	
W.11-12.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	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.
W.11-12.7	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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CCS Standards: Speaking & Listening

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CCS Standards: Language

L. 11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L. 11-12.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L. 11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	W.11-12.4, W.11-12.5, W.11-12.9
Description of Assessment	Varies by lesson, but lessons focus on elements of producing a clear and coherent argument paper and developing and strengthening writing by editing, rewriting, and incorporating peer and teacher feedback.

End-of-Unit Assessment	
Standards Assessed	W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3
Description of Assessment	Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguish claims from alternate and opposing claims, and use language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should demonstrate control of the conventions of written language and maintain a formal style and objective tone.

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Unit-at-a-Glance Calendar

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Lesson	Text	Learning Outcomes/Goals
1	Research Portfolio Texts	Students are introduced to the process of drafting a research-based argument paper. Students learn how to develop their research-based argument paper using the foundation of the Evidence-Based Perspective they completed in the previous unit (11.3.2 Lesson 15). Students organize their supporting claims and evidence for each claim on the Outline Tool, and decide which evidence best supports each claim.
2	Research Portfolio Texts	Students continue to plan for their argument-based research papers by completing the Outline Tool introduced in the previous lesson. Students create a counterclaim in opposition to the central claim developed in the previous lesson. Students address the strengths and limitations of their central claims by developing supporting claims for the counterclaim.
3	Research Portfolio Texts	Students learn how to selectively and effectively integrate information into writing to maintain the flow of ideas. Students learn MLA conventions for in-text citation as well as for the Works Cited page. Students draft a Works Cited page.
4	Research Portfolio Texts	Students begin to write their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their outline tool. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understanding of how to write an effective introduction.
5	Research Portfolio Texts	Students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and the relationships among evidence, claims, and counterclaims within their papers.

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Lesson	Text	Learning Outcomes/Goals
6	Research Portfolio Texts	Students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words, phrases and connecting ideas contribute to and shape reasoning by developing the closing statements of their research-based argument papers.
7	Research Portfolio Texts	Students learn how to identify and use formal style and objective tone when writing the research-based argument paper. After reviewing formal style and objective tone, students use the first drafts of their papers to participate in peer review and teacher conferences.
8	Research Portfolio Texts	Students learn how to revise for formal tone and conventions in argument writing. After considering the norms and conventions of research-based argument writing, students participate in peer review and teacher conferences on the first drafts of their papers.
9	Research Portfolio Texts	Students continue to refine and revise their research papers for flow and cohesiveness. Students continue to conference with the teacher. Students also provide peer feedback using a peer feedback rubric and checklist to guide their review, and to guide their revisions to their own papers.
10	Research Portfolio Texts	Students continue to edit and revise their papers. Students are introduced to common hyphenation conventions and continue the peer review process by editing for capitalization, punctuation, and spelling.
11	Research Portfolio Texts	Students participate in a peer review activity during which they offer constructive feedback to their classmates about the research-based argument paper. Students review their peers' papers for elements of W.11-12.1.a-e, which are introduced earlier in this unit. Additionally, students peer review for command of English grammar and usage and writing conventions.

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Lesson	Text	Learning Outcomes/Goals
12	Research Portfolio Texts	In this last lesson of the unit, the End-of-Unit Assessment, students work in class to finalize the research-based argument papers, editing, polishing, and rewriting as necessary. Students are assessed on the alignment of the final draft to the criteria of the 11.3.3 Rubric.

Preparation, Materials, and Resources

Preparation

- Review the 11.3.3 Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials/Resources

- Research Portfolios
- Sticky notes
- Writing utensils including colored pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the 11.3.3 Rubric and Checklist

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