

12.3.2**Unit Overview**

Synthesizing Research and Argument Through the Writing Process

Text	Student texts (research sources) vary. By 12.3.2, students have chosen texts for research based on their individual problem-based questions.
Number of Lessons in Unit	11

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 continually revise and edit their own work and provide peer review. Students explore practices 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 English grammar and usage conventions
- Observing correct English capitalization, punctuation, and spelling
- 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 12.3.2. Instead, students focus on analyzing the sources they collected for their research in 12.3.1, delving more deeply into these sources throughout the writing process.

The formal assessment for 12.3.2 is the final draft of the research-based argument paper. Throughout the lessons in 12.3.2, students have the opportunity to outline, draft, revise, and edit their papers. In the final lesson of 12.3.2, students submit their final papers for

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assessment using the 12.3.2 Rubric and Checklist, which students use throughout 12.3.2 to guide the writing process.

Literacy Skills and Habits

- Create an outline to organize collected evidence.
- 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 language conventions, including using hyphens and correct capitalization, punctuation, and 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.).
- Demonstrate clarity and cohesion in writing.
- Vary syntax for effect.

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Standards for This Unit

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College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading – Literature	
None.	
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> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.

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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.
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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) 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.

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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.
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.

Note: Bold text indicates targeted standards that will be assessed in the unit.

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Unit Assessments

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Ongoing Assessment	
Standards Assessed	W.11-12.4, W.11-12.5, W.11-12.9
Description of Assessment	Varies by lesson; lessons focus on 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 their final drafts of their research-based argument papers. 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 transitional 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	Individual research texts	In this first lesson of the unit, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, peer review, and edit this paper over the course of 12.3.2. Students learn how to develop their research-based argument paper from the evidence-based perspective they completed in the previous lesson, 12.3.1 Lesson 27. Students determine a central claim from their research frame and evidence-based perspective and begin to construct an outline for the research-based argument paper. To complete the outline, students develop an individualized process for organizing their supporting claims and evidence for each claim while providing reasoning to support each claim.
2	Individual research texts	In this lesson, students continue to plan for their research-based argument papers by completing the outline they began in 12.3.2 Lesson 1. Using their outlines, students develop a counterclaim in opposition to the central claim developed in 12.3.2 Lesson 1. Students then address the strengths and limitations of the counterclaim.
3	Individual research texts	In this lesson, students learn how to integrate citation information into their research-based argument papers effectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a works cited page.
4	Individual research texts	In this lesson, students begin writing their research-based argument papers. The lesson begins with a peer review of the in-text citations students inserted in their outlines. 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.

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Lesson	Text	Learning Outcomes/Goals
5	Individual research texts	In this lesson, students focus on making sure their writing is cohesive and clear as they continue to draft their research-based argument papers. Students improve the effectiveness of their writing by focusing on the use of transitional words and phrases and establishing strong relationships among evidence, claims, and counterclaims. In addition, students focus on using varied syntax to enhance the rhythm and flow of their sentences and paragraphs.
6	Individual research texts	In this lesson, students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text.
7	Individual research texts	In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. Students then use the first drafts of their papers to participate in peer review and teacher conferences.
8	Individual research texts	In this lesson, students continue to refine and revise their research papers. The instruction in this lesson focuses on editing for clarity and cohesion of the entire research paper. Students continue to provide peer feedback as well as conference individually with the teacher. Students use the 12.3.2 Rubric and Checklist to guide their peer review and make revisions to their research papers.
9	Individual research texts	In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L. 11-12.2.a,b, as well as to common hyphenation conventions through the Hyphenation Conventions Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling.

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Lesson	Text	Learning Outcomes/Goals
10	Individual research texts	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about the entire research-based argument paper. Students review their peers' papers for elements of the W.11-12.1 standard and substandards (W.11-12.1.a-e) that have been introduced in 12.3.2. Additionally, students peer review for English grammar, usage, and writing conventions.
11	Individual research texts	In the final lesson of the unit, the End-of-Unit Assessment, students finalize their research-based argument papers by editing, polishing, and rewriting as necessary. Students are assessed on how their final drafts align to the 12.3.2 Rubric and Checklist.

Preparation, Materials, and Resources

Preparation

- Review the 12.3.2 Rubric and Checklist.
- Review all unit standards and post in classroom.

Materials/Resources

- Individual research texts and materials
- 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 12.3.2 Rubric and Checklist
- Copies of the 12.3 Speaking and Listening Rubric and Checklist
- Copies of handouts and tools for each student: see Materials list in individual lesson plans

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