Inquiry Sequence for Unit Planning

UNIT NAME: A Recipe for Finding Your Future	CREATED BY: Jackie Miller	SUBJECT: Literacy	GRADE: 4th

Unit Rationale: This unit entitled "A Recipe for Finding Your Future" is an initial look into careers for elementary students. It is meant to go along with our Red Ribbon Week theme, "I'd rather have a career, so when offered drugs I will steer clear" and the interest survey and career work our counselor does with our students. The purpose of the unit is twofold: 1) To give students an initial look into careers and to help them to start thinking about their futures and 2) To meet many of the Common Core State Standards in the English Language Arts, particularly in terms of researching and research writing. In this unit, students will learn about the steps to take to gain a career, explore various careers and explore a career of their choice in depth, and present the information they learn to others. Students will learn how to conduct research, how to find credible sources, how to write a research paper, how to cite evidence and sources, and how to present research. Furthermore, students will use technology to publish and present their learning about their chosen career; consequently, they will not only learn about the career they have chosen, but will explore many other careers through other students' publications and presentations.

Essential Question

How do I achieve my dreams?

<u>Guiding Questions</u>:
What is my purpose in life?
How do I make the future a reality?
How do I make a decision about what I want to be when I grow up?

Enduring Understandings

- Students will know and be able to articulate the difference between a job and a career.
- Students will be able to explain some basic steps they need to take now in order to help them be successful now and in the pursuit of a career in the future.
- Students will gain a deeper understanding of career possibilities and the avenues to get there.
- Students will know how to engage in collaborative conversations to promote their understanding and the understanding of others.
- Students will be able to conduct research, find credible sources, and cite evidence from multiple texts.
- Students will be able to closely read and comprehend texts.
- Students will be able to write clear informational pieces that reflect the research they have conducted.
- Students will know how technology can be used to enhance their presentation.
- Students will present their findings with poise and enthusiasm.

Declarative Knowledge (Concepts I want students to understand)	Procedural Knowledge (Idaho Core Standards)
- Difference between a job and a career - How to find sources and determine the credibility of sources (Homework/Practice) - How to conduct research - How to take notes - The purpose for categorizing information - The purpose of using a variety of credible sources in conjunction with schema when doing a research project - How to cite information within the writing - How to cite sources appropriately - Vocabulary: research, sources, research writing, informational text, evidence - Understand the writing process - Presentation skills	- CCSS.ELA- Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. - CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. - CCSS.ELA- Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. - CCSS.ELA- Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. - CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. - CCSS.ELA- Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. - CCSS.ELA- Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. - CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. - CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - CCSS.ELA- Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. - CCSS.ELA- Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessments

For this unit, there will be a variety of formative and summative assessments. In addition, there will be some opportunities for peer and self-assessment and reflection.

Performance Task
Although neither a summative assessment nor the culminating activity, students will engage in a performance task during week one of the unit. The purposes of this performance task are to provide some frontloading for the career unit through various readings and videos and to help students prepare for similar performance tasks students may see on the SBAC. Students will do this during the first week because it is focused on the steps to gaining a career as opposed to researching a specific career (which students will engage in later). Furthermore, when students engage in performance tasks on the SBAC, they will have the skills but not necessarily the content knowledge. This activity will provide good practice. (Rubrics for Part I & II included in the Performance Task***)

Culminating Activities: Students will complete one of the following culminating projects for this unit. Both projects will include basically the same content. However, they are different forms of presentation and will emphasize slightly different skills. Teachers can chooseChoose which culminating project will best meet their purpose(s) and theiryour class' needs. Teachers could also choose to do both, although this is unnecessary. The following block plan includes both culminating projects, so depending on the chosen project, teachers should choose the portions of the block plan that meet their specific needs.modify the block plan accordingly.

Informational/Research Writing
Students will conduct research about a career of their choosing, find credible sources on their topic, and publish a piece of informational/research writing. The research paper will include evidence from at least three sources with internal citations and a bibliography. Students will write an introduction, at least three body paragraphs, and a conclusion. Students will use the writing process to produce clear and coherent writing and will use technology to publish their piece. The research writing will be assessed based on the informational text-based writing rubric from the Delaware Department of Education.

Prezi Presentation
Students will also design a Prezi presentation, an online presentation application, to share the knowledge they have discovered about their chosen career with others. Students will first research a career of their choice. After reading about their chosen career, they will create an outline including a title, author, 3 headings with information to teach others about their career, and a conclusion. Students will then transfer this information to a Prezi presentation in the computer lab to share what they have learned. After including the necessary information, students will have the opportunity to experiment with various colors and fonts for their writing, insert images and/or YouTube videos, and create a path for storytelling. Finally, students will need to review and revise their presentations to be ready for publication. Students will present their Prezis to the class and receive feedback from their peers. The presentation will and be assessed on the Prezi presentation rubric.

[1] *Inquiring Minds Learn to Read and Write, Wilhelm*, Wilhelm, Boas. 2009. Adapted into this format by Cecilia Pattee BSWP TC 2012

Frontloading
• Quick write about essential question on concentric circles • Opinionaire** on careers & four corner discussion • Common close reading and text-dependent questions • Interests survey & exploration of careers • Exploration of career websites

Differentiation (based on principles of UDL): Multiple Modes of Representation Multiple Modes of Expression Multiple Means of Engagement	
Multiple Modes of Representation Provide options for perception Provide options for language, mathematical expressions, and symbols Provide options for comprehension	**Perception:** Provide information in multiple modes (at a minimum: auditory and visual) to meet needs of students with different learning styles **Language, Expression, and Symbols:** Clarify vocabulary; Make connections to prior knowledge; Make connections between texts and visuals **Comprehension:** Activate or supply background knowledge; Highlight critical features; Use outlines and graphic organizers; Give explicit prompts for each step in the process; Provide interactive models; Progressively release information (GRR); Connect new information to prior knowledge; Make authentic, real world connections
Multiple Modes of Expression Provide options for physical action Provide options for expression and communication Provide options for executive functions	**Physical Action:** Provide opportunities for students to interact by hand and keyboard; Provide alternative keyboard commands for mouse action; Allow students to move around the room and work in different groupings **Expression and Communication:** Compose in multiple media; Provide spell checkers and grammar checkers software; Provide sentence starters or sentence strips; Provide virtual manipulatives; Use web applications for presentation; Provide multiple differentiated examples; Provide differentiated feedback based on individual learners **Executive Function:** Help students set goals and post these goals and objectives in an obvious place; Help students develop a strategic plan and set reasonable goals and sub-goals; Model think-alouds of the process; Provide graphic organizers for data collection and information organization; Provide guides for note-taking and categorizing information; Prompt learners to identify the type of feedback or advice they are seeking; Use self-assessment and self-reflection strategies; Use assessment checklists, scoring rubrics, and multiple examples

Multiple Means of Engagement Provide options for recruiting interest Provide options for sustaining effort and persistence Provide options for self-regulation	**Recruiting Interest:** Provide students with autonomy and choice in content, tools for information gathering, color, design, graphics, and layout, and timing; Optimize relevance, value, and authenticity by personalizing and contextualizing information to learners' lives; Make information and activities age and ability appropriate; Provide tasks that allow for active participation, exploration, and experimentation; Invite self-reflection; Create an accepting and supportive classroom environment; Create classroom routines; Vary the social demands for learning /performance; Involve all participants in discussion **Sustaining Effort and Persistence:** Encourage the division of long-term goals into short-term objectives; Use prompts for visualizing the desired outcome; Engage learners in assessment discussions; Differentiate the degree of difficulty; Vary the degrees of freedom; Emphasize process, effort, and improvement; Foster collaboration and communication; Provide feedback **Self-Regulation:** Provide guides and rubrics; Encourage self-reflection; Facilitate personal coping skills for managing emotions; Develop self-assessment and reflection

Week 1 (The below block plan represents approximately 1 week of instruction; however, if tasks take longer than the allotted time and require multiple days, this can be adjusted by the teacher to meet the needs of his/her students.)				
Task 1:	**Task 2:**	**Task 3:**	**Task 4:**	**Task 5:**
Activity/Strategy				
ELA Block 1* (50-55 min.) Anticipatory Set: Concentric Circles** on Essential Question Teaching/Activity: - Opinionaire** on Careers - Four Corners** Discussion Independent Practice: Assessment/Closure: Opinionaire with justifications	**ELA Block 1* (50-55 min.)** Anticipatory Set: Brainstorm at least 25 different careers (Write them in small boxes); Circle the ones that interest you; Cut them apart and categorize them in some way Teaching/Activity: - Discussion—Compare and contrast the groups of careers - Brainstorm the qualities one would need to be successful in each group of careers—model with one group of careers Independent Practice: - Brainstorm important qualities/strengths/ interests for each group Assessment/Closure: Complete and turn in web	**ELA Block 1* (50-55 min.)** Anticipatory Set: What are some careers you would like to explore in more depth? Teaching/Activity: - Explain interest survey Independent Practice: - Have students complete the interest survey - Total results for each category - Explore the categories in which you scored the highest Assessment/Closure: Determine three careers you would be interested in exploring HW: Briefly research the three careers and select one (and a backup)	**ELA Block 1* (50-55 min.)** Anticipatory Set: Quick write— Which career did you choose and why? & share out Teaching/Activity: - Story time—Why did I choose teaching and what did I do to become a teacher? - Share career website and model how to navigate on site Independent Practice: - Students explore their career in the computer lab to learn as much as they can Assessment/Closure: Give one, get one**—Share one thing you learned today from the computer website and listen to others share one thing.	**ELA Block 1* (50-55 min.)** Anticipatory Set: Quick write— What would you like to know from an expert in your career? Teaching/Activity: - Video: Example of an interview - Model how to create interview questions Independent Practice: - Write interview Assessment/Closure: Brainstorm some specific people you could interview HW: Conduct the interview (if possible and time permits)
ELA Block 2* (50-55 min.) Anticipatory Set: Explain the performance task Teaching/Activity & Independent Practice - Read *When I Grow Up* - Classroom discussion component of performance task Assessment/Closure: Exit Ticket—Circle/Square**	**ELA Block 2* (50-55 min.)** Anticipatory Set: Review exit tickets from yesterday Teaching/Activity: - Explain Performance Task Part I and provide structure and purpose for readings Independent Practice: - Students closely read/view sources & make annotations Assessment/Closure: Explain where we are in the performance task and where we are going	**ELA Block 2* (50-55 min.)** Anticipatory Set: Review sources Teaching/Activity: - Share Performance Task Part I's questions - View Performance Task Part I's rubric Independent Practice: - Complete Performance Task Part I (1 question at a time) Assessment/Closure: Performance Task Part I	**ELA Block 2* (50-55 min.)** Anticipatory Set: View Performance Task Part II Rubric Teaching/Activity: - Explain Performance Task Part II Independent Practice: - Begin working on Performance Task Part II Assessment/Closure: Performance Task Part II	**ELA Block 2* (50-55 min.)** Anticipatory Set: Review rubric and expectations Independent Practice: Complete Performance Task Part II Assessment/Closure: Performance Task Part II

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Task 1 (cont.):	Task 2 (cont.):	Task 3 (cont.):	Task 4 (cont.):	Task 5 (cont.):
Texts & Resources				
Concentric Circles*** Career Opinionaire*** Close Reading & Text-Dependent Questions*** Career Performance Task*** Performance Task Stimuli *When I Grow Up* by Al Yankovich ***	Expository Categorizing Sheet*** Posters Career Performance Task ***	Career Interest Survey*** Career Performance Task*** Computer Lab	Career Website Computer Lab Career Performance Task***	Interview Video Career Performance Task*** Computer Lab
Differentiation Options				
Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:
Idaho Core Standards Connection **(Content Standards if applicable)**				
CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA-Literacy.SL.4.4 CCSS.ELA-Literacy.RI.4.10 CCSS.ELA- Literacy.W.4.2 CCSS.ELA- Literacy.W.4.8	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA-Literacy.RI.4.10 CCSS.ELA- Literacy.W.4.8	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA-Literacy.RI.4.10 CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.8 CCSS.ELA- Literacy.L.4.2	CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA-Literacy.RI.4.10 CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8 CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.L.4.2	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA-Literacy.RI.4.10 CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA-Literacy.W.4.8 CCSS.ELA- Literacy.L.4.2
Formative Assessment				
Essential Question Concentric Circles Annotations on Close Reading & Text Dependent Questions	List of 25 Careers Career Web Observations of students' close reading and annotations	HW: Notes on researched and selected careers Performance Task Part 1	Participation in Give 1/Get 1 Observations on students' progress on Performance Task Part 2	Interview Questions Performance Task Part 2

Week 2 (The below block plan represents approximately 1 week of instruction; however, if tasks take longer than the

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allotted time and require multiple days, this can be adjusted by the teacher to meet the needs of his/her students.)				
Task 6:	**Task 7:**	**Task 8:**	**Task 9:**	**Task 10:**
Activity/Strategy				
ELA Block 1* (50-55 min.) Anticipatory Set: Concentric Circles Reflection Teaching/Activity: • Discussion—What is research? • Mini-Lesson: Why research? How to research? Sources for research • Anchor Chart on research Independent Practice: • Note taking on why and how to research and research sources Assessment/Closure: Note taking in journals	**ELA Block 1* (50-55 min.)** Anticipatory Set: Review sources for research and look at some examples Teaching/Activity: • Mini-Lesson: Finding appropriate sources for research and relevant information • Anchor Chart on research • Academic Vocabulary: Relevant Information Independent Practice: • Note taking on why and how to research and research sources Assessment/Closure: Note taking in journals	**ELA Block 1* (50-55 min.)** Anticipatory Set: Research Video Teaching/Activity: • Mini-Lesson: Quality/ Reliable Sources • Look at website evaluation rubric • Look at various internet sites and evaluate their credibility based on the rubric—Provide evidentiary reasoning to support your conclusion Independent Practice: • Internet Researching/ Source Evaluation Act. Assessment/Closure: Internet Researching/Source Evaluation	**ELA Block 1* (50-55 min.)** Anticipatory Set: Discussion— When should we do research? Teaching/Activity: • Explain class research activity • Guided Practice on Assignment Independent Practice: • Class research activity with questions Assessment/Closure: Reflection: Muddy/Marvy** on Researching	**ELA Block 1* (50-55 min.)** Anticipatory Set: Brainstorm 5 questions you have about your career Teaching/Activity: • Explain research activity • Share graphic organizer for researching on careers Independent Practice: • Complete career research graphic organizer Assessment/Closure: Exit Ticket—Completed career research graphic organizer
ELA Block 2* (50-55 min.) Anticipatory Set: Discussion—What is research writing? Teaching/Activity: • Mini-Lesson: Introduction to research writing Independent Practice: • Brainstorm topics for research writing Assessment/Closure: Notes on research writing in Writing Journals	**ELA Block 2* (50-55 min.)** Anticipatory Set: Look at some examples of research writing Teaching/Activity: • Determine topic for research • Mini-Lesson: Stoplight Graphic Organizer • Model Note taking and Categorizing Information into Main Idea/Detail Paragraphs Independent Practice: • Introduction and Conclusion Cards Assessment/Closure: Introduction and Conclusion Cards	**ELA Block 2* (50-55 min.)** Anticipatory Set: Look at example introduction and conclusion Teaching/Activity: • Model Gathering information from multiple sources to fill out notecards • Mini-Lesson: When to cite/When not to cite (Common Knowledge Discussion) Independent Practice: • Work Time—Note taking for research writing Assessment/Closure: Colored Note Cards for Research Writing	**ELA Block 2* (50-55 min.)** Anticipatory Set: Look at some example citations Teaching/Activity: • Mini-Lesson: Citing sources—Quotations vs. Paraphrasing • Model how to cite information appropriately Independent Practice: • Work Time—Note taking for research writing with citations Assessment/Closure: Colored Note Cards for Research Writing	**ELA Block 2* (50-55 min.)** Anticipatory Set: Share Example Note cards Teaching/Activity: • Review expectations for colored research note cards and answer questions Independent Practice: • Work Time for gathering research and finishing note cards Assessment/Closure: Completed Colored Note Cards for Research Writing

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Task 6 (cont.):	Task 7 (cont.):	Task 8 (cont.):	Task 9 (cont.):	Task 10 (cont.):
Texts & Resources				
Anchor charts Note taking Template***	Examples of Research Writing Stoplight Graphic Organizer*** Red, Yellow, and Green Cards	Video on Researching Tips for Finding Credible Research Handout*** Internet Research Activity*** Examples of introductions and conclusions Colored Note cards	Class Research Activity with Questions*** Colored Note cards	Class Research Activity with Questions*** Colored Note cards
Differentiation Options				
Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:
Idaho Core Standards Connection **(Content Standards if applicable)**				
CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA-Literacy.SL.4.4	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.W.4.5 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.5 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA-Literacy.SL.4.4 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.5 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8	CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.SL.4.4 CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.5 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8
Formative Assessment				
Journal Notes Classroom Observations	Stoplight Research Note cards	Internet Researching and Sources Activity Stoplight Research Note cards	Muddy/Marvy on Researching Stoplight Research Note cards	Class Research Activity & Questions Stoplight Research Note cards

Week 3 (The below block plan represents approximately 1 week of instruction; however, if tasks take longer than the

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Task 11:	Task 12:	Task 13:	Task 14:	Task 15:
Activity/Strategy				
ELA Block 1* (50-55 min.) Anticipatory Set: Concentric Circles Essential Question Reflection Teaching/Activity: • Explain Prezi Project and share project information • Watch Example Prezi Presentations • Mini-Lesson: Gathering Research and the Prezi Outline*** Independent Practice: • Begin Researching, Note Taking, & Citing Sources Assessment/Closure: Prezi Outline	**ELA Block 1* (50-55 min.)** Anticipatory Set: Model how to create a Prezi Presentation Teaching/Activity: • Mini-Lesson: Creating a Prezi Independent Practice: • Complete Prezi Outline Assessment/Closure: Prezi Outline	**ELA Block 1* (50-55 min.)** Anticipatory Set: Help students get to the appropriate website, log in, and begin their Prezi Teaching/Activity: • Review Prezi Presentations and answer questions Independent Practice: • Computer Work Day—Prezi Presentations Assessment/Closure: Prezi Presentations ½ Complete	**ELA Block 1* (50-55 min.)** Anticipatory Set: Share what some students have done with their Prezi Teaching/Activity: • Mini-Lesson: How to add pictures and videos • Model adding pictures and videos Independent Practice: • Computer Work Day—Prezi Presentations Assessment/Closure: Completed Prezi Presentation	**ELA Block 1* (50-55 min.)** Anticipatory Set: Example Prezi Presentation Teaching/Activity: • Review Expectations for Prezi Presentations • Explain presentation response activity (PQP**) Independent Practice: • Prezi Presentations and responses Assessment/Closure: Prezi Presentation; Prezi Presentation Reflection Exit Ticket
ELA Block 2* (50-55 min.) Anticipatory Set: Share research paper rubric Teaching/Activity: • Mini-Lesson: Categorizing Research—Ordering Note cards • Model Ordering Note cards Independent Practice: • Research Paper—Rough Draft Assessment/Closure: Research Paper—Rough Draft	**ELA Block 2* (50-55 min.)** Anticipatory Set: Share example rough draft with highlighted sections based on colored note cards Teaching/Activity: • Mini-Lesson: Adding information to make your sentences and paragraphs flow (Transitions) Independent Practice: • Research Paper— Rough Draft Assessment/Closure: Research Paper—Rough Draft	**ELA Block 2* (50-55 min.)** Anticipatory Set: Show examples of revisions Teaching/Activity: • Mini-lesson: Revising/Editing your research paper • Model revising and editing a research paper Independent Practice: • Research Paper—Revising/Editing Assessment/Closure: Research Paper Ready for Publication	**ELA Block 2* (50-55 min.)** Anticipatory Set: Review research paper rubric Teaching/Activity: • Review expectations for citations • Mini-lesson: Citing your sources • Model how to cite sources (Reference List) Independent Practice: • Research Paper Publishing and Reference List Assessment/Closure: Research Paper and Bibliography	**ELA Block 2* (50-55 min.)** Anticipatory Set: Explain/Model the Save the Last Word** Strategy Teaching/Activity: • Review Protocol and Expectations for Small Group Presentations Independent Practice: • Research Paper—Present in Groups Assessment/Closure: Final Research Papers and Research Paper Self-Assessment *Final Concentric Circle Essential Question Reflection

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Task 11 (cont.):	Task 12 (cont.):	Task 13 (cont.):	Task 14 (cont.):	Task 15 (cont.):
Texts & Resources				
Example Prezi Presentations Prezi Presentation Assignment and Rubric*** Prezi Outline*** Research Writing Assignment and Rubric*** Colored Note cards	Prezi Presentation Assignment and Rubric*** Prezi Outline*** Research Writing Assignment and Rubric*** Colored Note cards	Prezi Presentation Assignment and Rubric*** Prezi Outline*** Computers Research Writing Assignment and Rubric*** Colored Note cards	Prezi Presentation Assignment and Rubric*** Prezi Outline*** Computers Research Writing Assignment and Rubric*** Colored Note cards	Prezi Presentation Assignment and Rubric*** Computer & Projector PQP Response Form*** Prezi Presentation Reflection Exit Ticket*** Research Writing Rubric***
Differentiation Options				
Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:	Accommodations: Challenge Activities:
Idaho Core Standards Connection (Content Standards if applicable)				
CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8 CCSS.ELA-Literacy.SL.4.1	CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8	CCSS.ELA- Literacy.RI.4.1 CCSS.ELA-Literacy.RI.4.9 CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8 CCSS.ELA- Literacy.L.4.2	CCSS.ELA- Literacy.W.4.2 CCSS.ELA-Literacy.W.4.4 CCSS.ELA- Literacy.W.4.5 CCSS.ELA-Literacy.W.4.6 CCSS.ELA- Literacy.W.4.7 CCSS.ELA- Literacy.W.4.8 CCSS.ELA- Literacy.L.4.2	CCSS.ELA-Literacy.W.4.6 CCSS.ELA-Literacy.SL.4.1 CCSS.ELA-Literacy.SL.4.2 CCSS.ELA- Literacy.SL.4.4
Formative Assessment				
Essential Question Concentric Circles Prezi Outline Research Note cards	Prezi Outline Research Paper Rough Draft	Prezi Presentation Observational Checklist Research Paper Revised Draft	Prezi Presentation Research Paper && Bibliography	Prezi Presentation PQP Peer Response Prezi Presentation Reflection Exit Ticket Research Paper Research Paper Self-Assessment Concentric Circles

*   The ELA blocks represent an integration of all aspects of English Language Arts, including reading, writing, speaking, listening, and language. There are two ELA blocks listed under each task because I teach English Language Arts during two blocks of my day. At my school, I have designated times for reading and writing, but all aspects of literacy are integrated into both of these blocks. This is why the unit plan refers to ELA block 1 and block 2. However, teachers can modify this block plan and its structure to meet their needs and their students' needs.

** Inquiry Strategy (Appendix A)

*** Resources (Appendix B)

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