

Topic: Unit 1: Introduction to the Writing Workshop

Days: 4

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

How do I complete an I-Search paper?

Understand:

An I-Search paper is a personal research paper about a topic that is important to the writer. It is less formal than a traditional research paper; it tells the story of the writer's personal search for information, as well as what the writer learned about the topic.

Do:

Answer the unit EQ.

Topic: Unit 1: Introduction to the Writing Workshop

Days: 4

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6

Topic: Unit 2: Research

Days: 20

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

How do I research a topic of interest to me?

Understand:

How to complete research on the topic they have chosen for their I-Search paper.

Do:

Answer the unit EQ.

Topic: Unit 2: Research

Days: 20

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6

Topic: Unit 3: Writing "The Search Story"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

How do I tell my search story?

Understand:

The search story is where they hook the readers, explain what they knew, tell what they wanted to know, include their thesis statement, and retrace their research steps.

Do:

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Topic: Unit 3: Writing "The Search Story"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6

Topic: Unit 4: Writing "The Search Results"

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

What are my search results?

Understand:

Students will identify the important results of their research and will support their findings.

Do:

Answer the EQ.

Topic: Unit 4: Writing "The Search Results"

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6



Topic: Unit 5: Writing "Search Reflections"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

How has this research process been significant to me?

Understand:

Students will reflect upon their search, describing what they have learned and how their research experience might have changed them.

Do:

Answer the unit EQ.

Topic: Unit 5: Writing "Search Reflections"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6

Topic: Unit 6: Presentation

Days: 1

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Know:

What did I learn through the research process?

Understand:

Students will create a presentation and share what they have learned throughout the I-Search paper process.

Do:

Give a presentation.

Topic: Unit 6: Presentation

Days: 1

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

As many CCSS as possible including R.1.W, R.W.2, R.W.4, R.W.5, R.W.6, R.W.7, R.W.8, R.W.9, R.S.4, R.S.5, R.S.6

Topic: Unit 1: Introduction to the Writing Workshop

Days: 4

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** An I-Search paper is a personal research paper about a topic that is important to the writer. It is less formal than a traditional research paper; it tells the story of the writer's personal search for information, as well as what the writer learned about the topic.



Unit Essential Question(s):

**How do I complete an I-Search paper?**



Concept:

**Introduction to the Project**

Students will understand how to complete the I-Search paper project and its components.



Lesson Essential Question(s):  
What is an I-Search paper? (A)

What are the components of an I-Search paper? (A)



Vocabulary:

Concept:

**Choosing a Topic**

Students will choose a topic for their own research.



Lesson Essential Question(s):  
What topic do I want to research? (A)



Vocabulary:

Additional Information:

Attached Document(s):

[I-Search Paper Model](#)



Topic: Unit 2: Research

Days: 20

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Key Learning: How to complete research on the topic they have chosen for their I-Search paper.



Unit Essential Question(s):

How do I research a topic of interest to me?



Concept:

**Define the Subject**

- The students will:
- understand the nature, objectives and scope of the work to be done
  - clarify the research question
  - brainstorm
  - pick out the important ideas and keywords
  - decide on the perspective from which they will approach their subject
  - formulate their main idea
  - draft a tentative plan
  - think about the resources they will need
  - plan their work



Lesson Essential Question(s):

What do I need to do before beginning my research? (A)



Vocabulary:

Concept:

**Search for Sources**

- The students will:
- choose the resources that they will use for research
  - construct search strategies using their keywords
  - start their search using keywords at the library, on the Internet, and subject matter experts or people they know
  - check the effectiveness of their search strategies and adjust them as needed
  - select the documents and resources that appear most pertinent and reliable
  - discuss and share ideas with several other people



Lesson Essential Question(s):

What reliable and useful sources can I locate for use with my research? (A)



Vocabulary:

Concept:

**Extract Information**

- The students will:
- read, listen, watch attentively and take notes
  - credit information sources and respect the rules concerning privacy
  - organize notes systematically and adjust their tentative plan
  - evaluate their progress and repeat steps if necessary



Lesson Essential Question(s):

What information will be useful to my research? (A)



Vocabulary:

Concept:

**Process Information**

- The students will:
- analyze the information selected in light of the research question
  - consider different possible solutions for dealing with their subject
  - combine the ideas and information taken from different sources
  - compare opinions and formulate their own according to the objective of the project
  - confirm their main idea or reformulate it



Lesson Essential Question(s):

How do I process my information so that I can begin my writing? (A)



Vocabulary:

Topic: Unit 2: Research

Days: 20

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Additional Information:

Attached Document(s):





Topic: Unit 3: Writing "The Search Story"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** The search story is where they hook the readers, explain what they knew, tell what they wanted to know, include their thesis statement, and retrace their research steps.



Unit Essential Question(s):

**How do I tell my search story?**

<p><b>Concept:</b> <b>Hook Readers</b></p> <p>- Students will grab their reader's attention. Readers are more likely to care about the topic if the writer begins with an attention-getting opener. - Students will explain why it was important for them to find out more about the topic.</p>	<p><b>Concept:</b> <b>Explain Previous Knowledge</b></p> <p>Students will briefly describe what they knew about their topic before they started their research.</p>	<p><b>Concept:</b> <b>Give Reason for Research</b></p> <p>Students will explain why the topic is important to them and let readers know what motivated their research.</p>
↓	↓	↓
<p><b>Lesson Essential Question(s):</b> How do I hook my readers? (A)</p>	<p><b>Lesson Essential Question(s):</b> What did I know before completing my research? (A)</p>	<p><b>Lesson Essential Question(s):</b> Why did I choose this topic? (A)</p>
↓	↓	↓
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>

<p><b>Concept:</b> <b>Thesis Statement</b></p> <p>Students will turn their research questions into thesis statements that are based upon their research.</p>	<p><b>Concept:</b> <b>Retrace Research Steps</b></p> <p>Students will retrace their steps, telling readers about their sources, how they found them, and how they used them.</p>
↓	↓
<p><b>Lesson Essential Question(s):</b> What was I researching? (A)</p>	<p><b>Lesson Essential Question(s):</b> What steps did I use to research my topic? (A)</p>
↓	↓
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>

**Additional Information:**

**Attached Document(s):**



Topic: Unit 4: Writing "The Search Results"

Days: 10

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Key Learning: Students will identify the important results of their research and will support their findings.



Unit Essential Question(s):

How do I tell my search story?



Concept:

**Discuss Results and Give Support**

- Students will describe the important results of their research, writing at least one paragraph for each major research result.
- Students will support their findings with quotations, paraphrases, and summaries of information from their sources.



Lesson Essential Question(s):

What are the important results of my research? (A)

How can I support my findings? (A)



Vocabulary:

Additional Information:

Attached Document(s):




Topic: Unit 5: Writing "Search Reflections"

Days: 5

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Students will reflect upon their search, describing what they have learned and how their research experience might have changed them.



Unit Essential Question(s): **How has this research process been significant to me?**



Concept:

**Reflection**

- Students will describe what they have learned and how their research experience might have changed them.
- Students will remind readers of their thesis.



Lesson Essential Question(s):  
What did I learn? (A)



Vocabulary:

Additional Information:

Attached Document(s):



Topic: Unit 6: Presentation

Days: 1

Subject(s): English Language Arts

Grade(s): 9th, 10th, 11th, 12th

Key Learning: **Students will create a presentation and share what they have learned throughout the I-Search paper process.**



Unit Essential Question(s):



Concept:



Lesson Essential Question(s):



Vocabulary:

Additional Information:

Attached Document(s):



