

Curriculum Map for Content Literacy

Essential Question –
 “How can I develop a question about a topic in a content area
 and use what I know about research to do an independent project?”

| <p style="text-align: center;">Unit 5 (10 weeks) Research Projects (Independent Inquiry based on <i>Nonfiction Matters</i>)</p> | | <p style="text-align: center;">Mini lessons (Based on assessments)</p> |
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| <p style="text-align: center;">Week 1</p> <p>Teacher gets students thinking of possible topics, asking questions.</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Introduce “umbrella topics” for research. Get students thinking of possible topics.</p> <p>-- Proper resources in place: nonfiction text in a variety of genres (magazines, newspapers, trade books, CD-ROMS, text books, Internet websites)</p> <p>--Introduce “Research Timeline for Inquiry Projects” p. 194 in <i>Nonfiction Matters</i></p> <p>-- Share your own research process with students including: choice of topic, possible questions, research materials, note taking, etc.</p> |
| <p style="text-align: center;">Week 2</p> <p>Build background, focus lessons, and immerse students.</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Build background knowledge by reading out loud.</p> <p>--Conduct focus lessons on determining text importance, highlighting, and using general reading strategies.</p> <p>--Students immerse themselves in possible topics, reading anything of interest and narrowing their choice.</p> |

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| <p>Week 3 Students commit to topic. Research and note taking begin.</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Students commit to topic. --Student, parents, and teacher sign contract. --Teacher responds to student research questions and helps students generate further questions as needed. --Students continue reading to find more information, coding and marking text with sticky notes. --Teacher continues reading-strategy instruction and begins to demonstrate note-taking techniques. (Generally, intermediate students have already had some practice in webbing, mapping, and listing. If not, now is the time to give them some.)</p> |
| <p>Weeks 4 to 6 Research and note taking continue. Weekly student conferences.</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Research and note taking continue. --Students work on note-taking strategies and take notes on their questions. --They add new questions as they arise and research those questions. --Teacher continues teaching organizational and synthesizing strategies to support research efforts. --Teacher confers with each student every week. --Teacher begins teaching writing strategies.</p> |

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| <p>Weeks 7 &8</p> <p>Writing time!</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Students are writing.</p> <p>--Teacher further instructs how to put the report together, what genre(s) to choose, how to organize the writing, and how to craft well-written nonfiction.</p> <p>--Focus lessons include teaching how to write: the lead (beginning), middle, and end; showing not telling; nonfiction voice; and revision.</p> <p>--Time is spent by teacher and students reading well-written nonfiction as models.</p> <p>--Writing needs to be done mostly at school to guarantee the student’s primary involvement.</p> <p>--Students determine presentation dates and send out invitations.</p> |
| <p>Weeks 9 &10</p> <p>Finalize papers, do presentations.</p> | <p><i>Nonfiction Matters</i> by Stephanie Harvey</p> <p><i>Do I Really Have to Teach Reading?</i> by Cris Tovani</p> <p><i>Teaching Middle School Students to be Active Researchers</i> by Judith M. Zorfass and Harriet Copel, ASCD</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> | <p>--Finalize papers.</p> <p>--Work on visual aids.</p> <p>--Organize props for presentation.</p> <p>--Practice oral presentations.</p> <p>--Begin final presentations.</p> <p>--Complete final presentations.</p> |