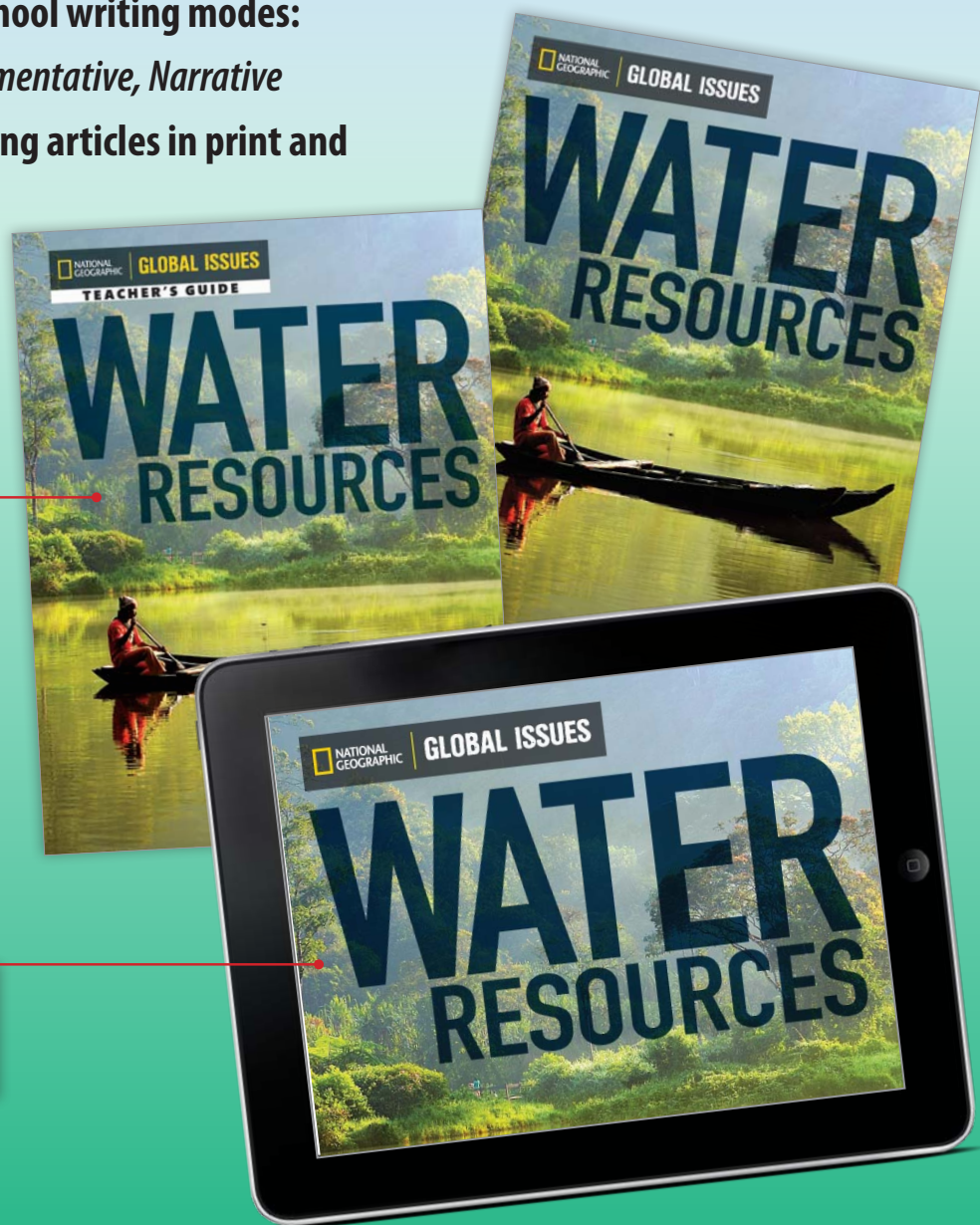


Support Common Core Reading and Writing Standards with the new  
**National Geographic *Global Issues Series* for Middle School!**

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**Research & WRITE**

SE All Levels, pages 28-29

This is a Common Core Standards assignment, drawn from the Common Core Language Arts Standards for Grade 7.

**OBJECTIVE**  
To research and write an informative article on the cleanup of Lake Erie

**Introduce & Engage**  
Preview the Assignment. Tell students that in 1969, Time magazine referred to Lake Erie as "a gigantic cesspool" that was "in danger of dying by suffocation." Now students will investigate the lake's comeback. Have students skim the assignment, and answer any questions they have about it.

**Teach**  
Discuss the Model. Display the model of an informative article. Explain that this article has a clear, logical organization and that students can use it as a model for their own papers. Then read each section, pointing out the highlighted features.

**Apply the Model** Show students how they might apply the organization of the model to their own writing. For example, they might begin the introduction with an attention-getting fact about the terrible condition of Lake Erie in the 1960s. Then they might describe the sources of the lake's pollution in the next few sentences and end the introduction with a sentence stating the main idea of their article.

**Conduct Research** One of the challenges that students will face in this writing assignment is doing the research about Lake Erie. The recovery of the lake has been widely researched, so material is available. Consider having students work in pairs to do this research. Try to pair students who have complementary skills. For example, one student might be skilled in doing Web research, while another student is skilled at organizing facts and other information.

**Ask and Answer Questions** In writing the second paragraph, students should be as concrete as possible. To help them write concretely, suggest that they answer the following questions as they write:

- Who was involved in the clean-up effort?
- What did the people do to clean up part of the lake?
- When did they take this action?
- Where did the clean-up effort take place?
- Why did the people decide to take action?
- How did they go about cleaning up the lake?

**Differentiate**

**STRIVING READERS**  
Use Collaborative Writing  
Have students work in small groups to collaborate on researching, writing, and revising an informative article. Suggest that the groups closely follow the organization outlined in the model.

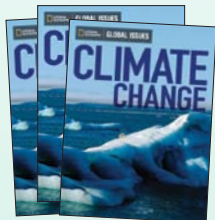
**ENGLISH LANGUAGE LEARNERS**  
Peer Editing  
Identify students who are gifted in writing to serve as peer editors. Provide these students with guidance on giving constructive feedback. Then pair them with the English Language Learners and have them read drafts and give suggestions for improvements.

T36

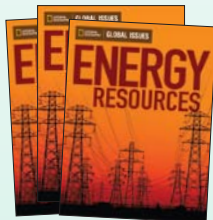
Research and Write supports explanatory, argumentative, and narrative writing modes. (Water Resources TG page T36)

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Reading Level (Grade)	Lexile®
Grade 5	940L
Grades 6–7	990L
Grade 8	1060L



Climate Change



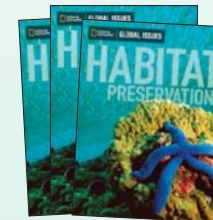
Energy Resources



Food Supply



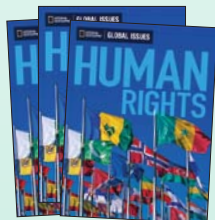
Globalization



Habitat Preservation



Health



Human Rights



Migration



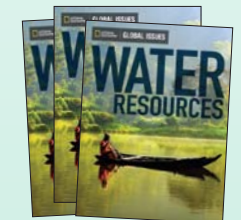
Pollution



Population Growth



Standard of Living



Water Resources



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