Pocatello/Chubbuck School District #25
ENGLISH LANGUAGE ARTS

Grade: 9A **Unit 3: Informative Research Essay** **Pacing: 4 weeks**

Unit Overview: In this unit, students will build upon skills they learned in G9 Unit 2: Annotated Bibliography. Students will focus on accurately paraphrasing, summarizing, directly quoting and making connections between the sources from their prior research and synthesizing that information to formulate a thesis statement. The purpose of this unit is to help students develop their critical thinking skills. They will learn how to analyze scholarly nonfiction and then articulate their thoughts in an organized essay. Students will also learn how to better organize their essays, read graphs and other visual data, maintain an objective tone, and write well-developed conclusions.

REQUIRED SUMMATIVE ASSESSMENT (PROCESS WRITING) "Process" writing is a way of breaking down the task of writing into its smaller component parts. By completing each step sequentially, writing becomes a less threatening and less daunting task.	
Learning Intention	In this unit learners will write informative research essays.
Success Criteria	See *My Perspectives* text, page 353
Exemplars	

WRITING FOCUS STANDARD	Learning Intentions	Success Criteria
9-10.W-RW.3. Write informational texts that introduce the topic clearly by providing needed context, presenting well defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.	In this unit learners will write informative research essays.	**Surface:** I can summarize and paraphrase the content of academic sources. **Deep:** I can synthesize academic sources and cite supporting evidence to support a thesis statement.

		Transfer: I can organize information and formulate a thesis-driven essay.

LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)		
SURFACE	**DEEP**	**TRANSFER**
In their prewriting activities learners will: ● Restate and summarize the main points from their annotated bibliography. ● Identify a possible organization for their essay using graphic organizers, etc. *Additionally, learners will:* ● Understand the concepts of active and passive voice AND conditional and subjunctive mood. ● Understand how written tone can be varied to apply to various different rhetorical situations.	*In their own writing, learners will:* ● Synthesize the information to make a thesis statement. ● Make an outline to prepare for writing an essay. ● Write a rough draft of the essay. ● Perform peer reviews with classmates. ● Conference with teacher to receive feedback and perform recommended necessary edits and revision. *Additionally, learners will:* ● Identify uses of active and passive voice AND conditional and subjunctive mood in exemplar readings. ● Recognize effective uses of different tones in exemplar readings.	*Learners will:* ● Produce a final draft which demonstrates competency of language progression skills. ● Revise further according to teacher feedback. *Additionally, learners will:* ● Produce writing that successfully balances both active and passive voice AND conditional and subjunctive mood. ● Produce writing that balances both an academic tone while incorporating a personal voice.

KEY ACADEMIC VOCABULARY & CONCEPTS

- Scholarly source, evidence, secondary source, primary source, research, synthesize, cite, argument, claim, paraphrase, evidence, commentary, relevant, sufficient, topic sentences, thesis statement, transitions, diction, signal phrases
- Literary Devices progression

CONTEXT: *VETTED* MATERIALS/RESOURCES

MyPerspectives Unit 3: The Literature of Civil Rights, Unit 2: Survival, OR Unit 5: Journeys of Transformation may be used for this unit

- Purdue OWL as a resource for MLA format: https://owl.english.purdue.edu/owl/resource/747/01/
- No Red Ink: interactive online grammar practice.
- CommonLit: collection of companion texts (poems, essays, short stories, etc.) sorted by grade level and lexile level. Paired with novels and other vetted resources.
- Actively Learn: collection of literature and articles addressing current events. Texts are sorted by grade level.
- District 25 Writer's Handbook
- Achieve the Core: to see prompts, student samples, and rubrics
- Purdue OWL (Online Writing Lab): This website has long been a go-to source for information about how to format MLA documents and in particular, MLA Works Cited pages.
- The CRAAP Test for evaluating sources.
- Lili.org (Libraries Linking Idaho): This is a basic database website provided to Idaho residents by the Idaho Commission for Libraries. It's a good way to introduce students to database searches.
- Media Center database subscriptions
- Media Center Specialists
- Google Scholar: Google's dedicated search engine for scholarly articles. These are often challenging for 9th graders to read, but can be a great way to find high-quality sources.
- Google Docs' Citation Tool: Going to the Tools > Citations menu in Google docs opens up this tool, which you can use to create both in-text citations and works cited entries.
- Citation Machine, Easy Bib, etc. (online citation generators)

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ACCOMPANYING STANDARDS	Learning Intentions
Reading Comprehension Standards ● 9-10.RC-TE.3 Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. ● 9-10.RC-NF 6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. ○ 6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop. 48 ○ 6b. Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them. ○ 6c. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole. ○ 6d. Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. ○ 6e. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice. **Oral and Digital Communication Standards** ● 9-10.ODC-DC.6 Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source. **Writing Standards** ● 9-10.W-RW.6 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. (Editing should demonstrate command of grade-level Grammar and Conventions.) **Vocabulary Development Standards** ● 9-10.VD-WB1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	

○ 1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ 1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible). ○ 1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, or its etymology. ○ 1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● 9-10.VD-WB2. Determine how words and phrases provide meaning and nuance to texts. ○ 2a. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., reference to "Achilles's heel" from Greek mythology). ○ 2b. Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts (e.g., The Party's embrace of the slogans "War is Peace" and "Freedom is Slavery" in Orwell's 1984). ○ 2c. Analyze nuances in the meaning of words with similar denotations (e.g., shrewd, clever, cunning, brainy). ○ 2d. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal"). ● 9-10.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **Grammar and Conventions Standards** ● 9-10.GC.GU 1a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). ● 9-10.GC.GU 1i. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	