

UNIT #3: Research Fact Based Writing	TIMEFRAME: 4 weeks
BIG IDEA(S): Reading • Fact vs. Opinion • Thesis statements • Understanding multi-layer texts • Purposes of information • Legitimacy of sources • Variety of sources Writing • Research paper • MLA format • Brainstorming • Writing to inform • Outlining 5 w's and how Vocabulary • Context clues • Definitions • Vocabulary in context Speaking/Listening • Presenting your research	ESSENTIAL QUESTIONS: • What do the words expository and research mean? • What is a credible source? • How do I come up with a thesis statement? • What is inquiry based research? • Where do I look for research? • How do I begin to organize my ideas and research? • What narration is research writing supposed to be in? • How is a news story different from a research paper and how are they the same? • How can I conduct thorough, good research? • How can I use MLA format in my research paper? • How do I write a cohesive research paper that properly proves my argument? • What uses of technology can I present my research with? (graphs, charts, Prezi, powerpoint, Excel. Etc) • How do I narrow down a topic when it is so broad?
ENDURING UNDERSTANDINGS: • Students will understand that research is an ongoing process. • Students will understand that creating a thesis statement requires going from a very broad topic to a much narrower question or set of questions. • Students will understand that to be convincing you must prove and support your ideas and opinions with valid research. Proper citation is essential. • Students will understand what is a credible source and what is not a credible source. • Students will understand how to use multiple sources in a research paper / project. • Students will understand that research writing, like all writing requires multiple revisions and editing processes. • Students will understand how to organize supporting ideas in a research paper.	
READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • RL.9-10.10 • SL.9-10.1
• The students will read model research based writing from newspapers, essays, to scientific analysis. • Students will analyze what the thesis of the text. • Students will identify the facts supporting the thesis. • Students will use graphic organizers to organize a text to map out the thesis and supporting research. • Students will read and analyze MLA	Tier 1 Resources/Materials: • <i>The Star Ledger</i> • Various periodicals – National Geographic, Time, etc. • www.mla.org • http://owl.english.purdue.edu/owl/resource/587/1/

formats and citations. - Students will read and observe outlines for research papers. - Students will read nonfiction literary texts in newspapers, academic journals, and periodicals.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - W.9-10.9 - SL.9-10.1a - RL.9-10.3
- Students will read various journalistic research based articles to understand fact vs. opinion writing. - The students will read various periodicals to understand the narrowing of a thesis statement from a larger topic. - The students will annotate in the reading pieces how the supporting facts and reasoning support the thesis. - The students will read through credible sources to determine what research will be used in their research paper.	Tier 2 Resources/Materials: Star Ledger Newspapers in Education
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - RIT.9-10.8 - W.9-10.8
- Through multiple informational text analysis, students will develop a topic and begin to think about how to formulate a thesis statement. - Students will gather research sources through their reading and organize what is useful and credible in a larger research paper. - Students will have formulated enough background research to understand about the topic.	Tier 3 Resources/Materials: - Encarta online encyclopedia - Various periodicals
STUDENT WORK PRODUCTS/ ASSESSMENTS: Class participation Portfolio of research based articles and annotated notes and outlines related to a topic / thesis.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: W.9-10.1
- Students will discuss why writers cite other writers' ideas. - The students will understand MLA format and learn about the proper way	Tier 1 Resources/Materials: http://levine.sscnet.ucla.edu/general/intellectual/napster.htm - MLA format guideline:

to create a Works Cited page in MLA format. The students will read a model research paper and identify effective characteristics of a good research paper.	http://owl.english.purdue.edu/owl/resource/675/01/ - Research Paper help: http://owl.english.purdue.edu/owl/section/2/ - Prentice Hall: Writing and Grammar Chapter 12 pages 250-275
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.1 - W.9-10.1c - W.9-10.10 - W.9-10.9
- The students will understand how to write source cards after seeing examples and completing source cards of their own. - The students will conduct research and create a thesis for their research paper. They must defend their point of view and determine what their purpose is. They will write a one paragraph explanation for the teacher.	Tier 2 Resources/Materials: - Source card example: www.spart1.org/files/personalpage/1418/Source_Card_example.doc
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - W.9-10.7 - W.9-10.9a - W.9-10.1d - W.9-10.5
- The students will complete a research paper given upon a few different topics, which then they will write a thesis question to answer in a research paper. Their work must follow proper MLA format. - To further their understanding of point of view, the students will write a paragraph about something that has happened to them in which an adult was worried about them. Then, students rewrite the same paragraph from the point of view of the adult who was worried. - Students will evaluate the rubric for self assessment	Tier 3 Resources/Materials: - Research paper guidelines (on server) - Rubric for self assessment pg. 270 Prentice Hall Writing and Grammar textbook
STUDENT WORK PRODUCTS/ ASSESSMENTS: Outlines, Research paper.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: - L.9-10.4d - L.9-10.4

	L.9-10.4c
- Students will make a vocabulary list from each chapter of <i>The Pearl</i> on words they do not know. Students will then use context clues to define the words. A group activity will be to check the definitions that the students came up with in the dictionary. - Students will define words from new unit in <i>Vocabu-Lit</i>. - Students will read a short passage and come up with their own definitions of words. - The students will learn the meaning of “parable” and discuss the meaning in relation to <i>The Pearl</i>.	Tier 1 Resources/Materials: <i>Vocabu-Lit</i> grade 9 book <i>Vocabu-Lit</i> grade 9 teacher’s manual - Dictionaries, Dictionary.com
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.5b - L.9-10.4a
- Students will complete the assigned practice sections from unit in <i>Vocabu-Lit</i>, including finding synonyms and antonyms, completing the sentence, and filling in analogies. - Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet. - Students will play a review game of vocabulary words in order to apply the words to real life.	Tier 2 Resources/Materials: <i>Vocabu-Lit</i> grade 9 book <i>Vocabu-Lit</i> grade 9 teacher’s manual - Hypothesis sheet “Vocabulary: How I Teach It” on Literacycookbook.com (Download Zone -> Building Robust Vocabulary)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - SL.9-10.1 - L.9-10.2 - L.9-10.1b
- The students must use the current vocabulary words in their research paper. The words have to be used in the correct context. - The students will discuss the definition of “internal” and “external” conflict. The students will find internal and external conflicts in each of the short stories they have read and discuss them with the class.	Tier 3 Resources/Materials: - Student created research papers - Current vocabulary word list - Korda’s research paper guide on the server
STUDENT WORK PRODUCTS/ ASSESSMENTS: vocabulary quizzes, research paper	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

TEST PREP/ NJ ASK PREP	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension) - The students will read about facts and opinions and be able to distinguish each through completion of an activity from the <i>Communications</i> workbook. - The students will read about author's purpose and point of view and be able to distinguish each. Students will read a passage and follow the steps listed on page 120 of the Communications workbook to figure out the author's point of view.	Tier 1 CPIs: - RIT.9-10.2 - RIT.9-10.6 Tier 1 Resources/Materials: <i>Communications: Support and Practice for the Reading and Writing Workshops</i> by Holt, Reinhart, and Winston
Tier 2 Activities/Strategies (Application/Analysis) - The students will demonstrate their understanding for plot and sequence of "All of the Years of Her Life" by writing the 10 most important parts of the plot, mixing them up, and having a peer put the plot points in the correct sequence. - The students will make up their own facts and opinions. They will create 3 facts and 3 opinions using some of the research they found. As a class, the other students will determine which is fact and which is opinion.	Tier 2 CPIs: - RL.9-10.5 - RIT.9-10.3 Tier 2 Resources/Materials: "All of the Years of Her Life" http://esl-bits.net/listening/Media/AllTheYears/default.html <i>Communications: Support and Practice for the Reading and Writing Workshops</i> by Holt, Reinhart, and Winston
Tier 3 Activities/Strategies (Synthesis/Evaluation) - The students will analyze SAT writing questions and relate them to the short stories they read through open-ended responses. - Students will make inferences about the fiction that they are reading through open-ended response questions.	Tier 3 CPIs: - RL.9-10.4 - SL.9-10.3 Tier 3 Resources/Materials: - SAT Writing questions (on server)
STUDENT WORK PRODUCTS/ ASSESSMENTS: Communications book activity, "All of The Years of Her Life" sequence activity	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
SPEAKING/ LISTENING/ VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: SL.9-10.2

• The students will listen to a recording of <i>The Pearl</i> while they read along in their novel. • The students will discuss oral tradition and storytelling. They will relate this to their own lives and tell any stories that their parents or family members used to tell them when they were younger. The teacher will relate storytelling to <i>The Pearl</i>. • In keeping with the “storytelling” theme from <i>The Pearl</i>, the students will listen to a dramatic reading of the story done by the teacher. The students will use the model to read orally in their own storytelling way as well.	Tier 1 Resources/Materials: • <i>The Pearl</i> • <i>The Pearl</i> audio book (downloaded from www.audible.com)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: • W.9-10.8 • W.9-10.9
• The students will use the Internet to complete research for their short research paper. They will print out sources, find help online, and type their paper. • The students will go through a step-by-step tutorial on how to find credible resources on the Internet.	Tier 2 Resources/Materials: • Laptops • The Internet
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: • SL.9-10.1c • SL.9-10.6
• The students will complete a group activity after reading “All of the Years of Her Life.” They will answer the following prompt: “Alfred is applying for a job as a (students will choose the profession). At the interview Alfred is asked where he worked previously and why he left. In groups of three to four students write a dialogue between Alfred and the person conducting the interview. Be prepared to act out dialogue.” • The students will play “Simile charades.” A student will act out a simile while the class must guess the simile. The students are encouraged to think of creative similes and similes discussed in the short stories.	Tier 3 Resources/Materials: • “All of the Years of Her Life” http://esl-bits.net/listening/Media/AllTheYears/default.html
STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

• Dialogue activity	
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers): If there is time remaining in the unit, short stories such as “The Most Dangerous Game,” “The Scarlet Ibis,” and “The Minister’s Black Veil” can be read and studied.	