



Grade 9 - Unit 4 - Independent Reading & Research

Unit Focus

The second reading launch for trimester 2 will focus on independent reading, independent research, and synthesis of various pieces of information. Part of preparing students for *Romeo and Juliet* will be to teach students how to research and synthesize information in order to understand a complex text. As students read *R&J*, they will be asked to analyze characters through the focus on teenagers and their growing brains. As students research a topic related to their own independent reading books, they will be preparing a presentation in order to teach a small group. Throughout their research, students will be considering biases, finding reliable resources, and synthesizing information in order to draw conclusions.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.9-10.1)Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-LITERACY.RI.9-10.2)Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS.ELA-LITERACY.RI.9-10.3)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS.ELA-LITERACY.RI.9-10.4)Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS.ELA-LITERACY.RI.9-10.5)Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS.ELA-LITERACY.RI.9-10.6)Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS.ELA-LITERACY.RI.9-10.7)	<i>Students will be able to independently use their learning to...</i> T1 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T2 Research and present information to expand knowledge and understanding of a topic. T3 Design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers notice and note what an author tells them / leaves out, and considers connections to what they think they know to develop questions that lead to the design of research U2 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers. U3 Readers create text sets to analyze a topic, problem or issue from many perspectives. U4 Effective presentations are supported with sound evidence and sufficient detail.	<i>Students will keep considering...</i> Q1 How do readers and writers collaborate to come to a new understanding or position about a topic? Q2 How and why do readers develop questions worthy of research and inquiry?

Stage 1: Desired Results - Key Understandings

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.ELA-LITERACY.RI. 9-10.8)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS.ELALITERACY.W.9-10.6)
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS.ELA-LITERACY.SL.9-10.2)
- Spell correctly. (CCSS.ELA-LITERACY.L.9-10.2.C)
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (CCSS.ELA-LITERACY.L.9-10.3.A)
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELALITERACY.L.9-10.4.A)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS.ELALITERACY.L.9-10.4.B)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS.ELA-LITERACY.L.9-10.4.C)
- 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). (CCSS.ELA-LITERACY.L.9-10.4.D)
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.9-10.6)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Author's bias can influence a reader's perspective about a topic
- K2** A research question is necessary in order to provide focus.
- K3** Vocabulary: bias, synthesizing, reliable resources, inquiry

Skill(s)

Students will be skilled at...

- S1** Identifying bias by examining author's word choice.
- S2** Distinguishing relevant from irrelevant information.
- S3** Synthesizing information from multiple sources in order to draw new conclusions.
- S4** Developing high-quality questions to guide discussion and possibly further inquiry-based research.