

## 9.3.3

## Unit Overview

### Synthesizing Research through the Writing Process

<b>Text(s)</b>	<i>Student texts (research sources) will vary*</i>  *By Unit 3, students will have chosen texts for research based on their individual research question/problem.
<b>Number of Lessons in Unit</b>	8

### Introduction

In this unit, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research perspective in writing. The end product of this unit is a final draft of a research paper that articulates the conclusions gleaned from research throughout Module 9.3. In order to do this, students must synthesize and draw independent conclusions from information across multiple texts and articulate their research findings in an organized, cogent, and formal informational essay. As part of this process, students engage in a writing cycle in which they self-edit, provide peer reviews, and continually revise their work. Students receive direct instruction on a myriad of topics related to the writing process, including:

- Creating outlines
- Organizing topics and claims in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Using colons and semicolons
- Adhering to MLA citation conventions
- Writing in a formal, objective tone

No new texts are introduced in this unit, which breaks from the pattern established in previous units. Instead, students will focus on analyzing the sources they collected for their Research Portfolio in Unit 9.3.2, delving more deeply into them as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research paper. In the final lesson of this unit—after students have had the opportunity to outline, draft, revise, and edit their paper—students submit their final papers for assessment against the Research Paper Writing Rubric as well as the Informative and Explanatory Writing Checklists: Module 9.3.3, which students used throughout the unit to guide their writing.

## Literacy Skills and Habits

- Collect and organize evidence from research to support analysis in writing
- Analyze, synthesize, and organize evidence-based claims
- Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper
- Use proper citation methods in writing
- Edit for a variety of purposes, including using semi-colons, colons, and correct spelling
- Use formal style and objective tone in writing
- Write coherently and cohesively

## Standards for This Unit

CCS Standards: Writing	
<b>W.9-10.2.a-f</b>	<p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</b></p> <p><b>c. Use appropriate and varied transitions to link the major sections of the text,</b></p>

	<p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>W.9-10.5</b>	<b>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 for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</b>
<b>W.9-10.7</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>
<b>W.9-10.8</b>	<b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b>
<b>W.9-10.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCS Standards: Language	
L.9-10.2.a-c	<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></p> <p><b>b. Use a colon to introduce a list or quotation.</b></p> <p><b>c. Spell correctly.</b></p>
L.9-10.3.a	<p><b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p><b>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s A Manual for Writers</i>) appropriate for the discipline and writing type.</b></p>
L.9-10.6	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.

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	W.9-10.2.a-f, W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.9, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Varies by lesson but may include drafted portions of the essay with a focus on the specific goal of individual lessons—e.g., introduction development, cohesion within and between paragraphs, proper citation methods, and incorporation of peer and teacher feedback.

End-of-Unit Assessment	
Standards Assessed	W.9-10.2.a-f
Description of Assessment	Students will be assessed on the final draft of their research paper and its alignment to the criteria of an informative/explanatory text. The final draft should examine and convey complex ideas and clearly incorporate students' evidence-based claims as well as appropriately cite sources. The final draft should accurately organize and demonstrate thoughtful analysis of the evidence gathered through research.

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Research Portfolio Texts	Students determine a central claim from their <b>Research Frame</b> and Evidence Based-Perspective writing assignment and begin to construct an outline for their research paper. Students organize their claims and supporting evidence for each claim. Students also analyze the evidence that supports each claim to complete their <b>Outline Tool</b> .

2	Research Portfolio Texts	Students participate in a peer review of their outlines to ensure readiness to begin drafting their research paper. Students learn the components of an effective introduction. Students write the first draft of the introduction of the research paper.
3	Research Portfolio Texts	Students learn how to effectively integrate information into writing selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Students learn MLA conventions for in-text citation as well as for the works cited page. Students draft their works cited page and integrate proper citations into their papers.
4	Research Portfolio Texts	Students continue to draft their research paper while focusing on cohesion—both within and between paragraphs. Students receive instruction around topic development and writing conclusion paragraphs.
5	Research Portfolio Texts	Students learn how to identify and incorporate formal style and objective tone into their writing. Students use their first drafts to participate in peer review and teacher conferences.
6	Research Portfolio Texts	Students continue to refine and revise their research papers. Students will focus on editing for flow and cohesiveness of the entire research paper. Students continue to provide peer feedback and conference with the teacher.
7	Research Portfolio Texts	Students continue to edit and revise their research papers. Students are introduced to a new language standard, L.9-10.2, and practice incorporating semi-colons and colons into their writing. Students continue the peer review process for grammar and spelling.
8	Research Portfolio Texts	Students work in-class to finalize their research papers—editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria established in the Research Paper Writing Rubric: Informative/Explanatory.

## Preparation, Materials, and Resources

### Preparation

- Review the Research Paper Writing Rubric: Informative/Explanatory.
- Review the Informative/Explanatory Writing Checklists (refer to 9.3. Unit 3).
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

### Materials/Resources

- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the Research Paper Writing Rubric: Informative/Explanatory
- Copies of the Informative and Explanatory Writing Checklists: Module 9.3 Unit 3