

# Writing Lab Grade 9

Content Area: **English Language Arts**

Course(s): **Language Arts Literacy I, Language Arts Literacy I Honors, Language Arts Literacy I CP, Language Arts Literacy I**

Time Period: **5 weeks**

Length: **5 Weeks**

Status: **Published**

## Unit Overview

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During one marking period, students will examine and analyze a literary text and develop an MLA style research paper on it. Students will learn how to make an analytical argument that they will prove through the duration of their paper. Students will develop a thesis statement, compile appropriate source information, and construct note cards. Students will utilize revising and editing skills to write a rough draft and then a final research paper with a works cited page. The entire research process will be done digitally, utilizing the appropriate technology.

## Transfer

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Students will be able to independently use their learning to...

- Research and analyze a short story
- Become familiar with both print and online resources and the use of the Library Media Center
- Compile and analyze information
- Develop source information
- Develop note cards to assist in writing the paper
- Compose a rough draft
- Use communication skills to conference with teacher and peers
- Draft a Works Cited page in proper MLA format
- Compose a research paper according to MLA format

## Meaning

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## Understandings

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Students will understand...

- The importance of researching and writing an analytical paper
- What inferences they should make/grasp/realize
- Proper MLA format

- The purpose of source/note cards
- How to develop and strengthen a paragraph

## **Essential Questions**

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Students will consider...

- What is the process of developing a research paper according to MLA format?
- What is the proper ratio between fact and opinions in a research paper?
- What are the components and thought process of an effective thesis statement?
- How can technology assist in the writing process?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to effectively use the Library Media Center to research
- How to navigate databases to find resources
- How to successfully cite in MLA format both on a Works Cited page and parenthetically
- How to write a rough draft in a logical and organized order
- How to revise and edit drafts to develop a final copy

### **Students will be skilled at...**

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Students will be skilled at...

- Utilizing the components of the writing process
- Analyzing and revising writing to improve style, focus, and organization
- Distinguishing between fact and fiction statements

- Creating properly balanced paragraphs
- Reading and identifying properly written thesis statements
- Writing an effective thesis statement with a topic and claim
- Citing sources in MLA format
- Using rubrics to plan, revise, and assess writing

## **Academic Vocabulary**

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Academic Vocabulary should be vocabulary words that apply specifically to the research paper that students will need to understand in order to complete all components of the paper. Terms students should know are:

- MLA Format
- Writing Traits
- Paraphrase
- Direct quote
- Parenthetical Citation
- Database
- Works Cited
- Source Information
- Note Cards
- Outline
- Rough Draft
- Final Draft

## **Learning Goal 1**

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By the end of this unit, students will be capable of compiling appropriate source information, taking notes independently, paraphrasing, direct quoting, and citing research material to be used in an analytical research paper.

## **Objective 1 - How to research--(Levels 2 & 3)**

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SWBAT:

- Determine the validity of print and online resources
- Evaluate and document sources
- Read closely to comprehend complex literary works
- Use a variety of research tools to reach a conclusion on the literary work of choice, such as theme or

## symbolism

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	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.
LA.RI.9-10.5	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).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.8	Describe 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 reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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## **Objective 2 - MLA format--(Levels 1 & 2)**

## SWBAT:

- Create and utilize parenthetical citations
- Adhere to MLA formatting guidelines
- Ensure that the parenthetical citations correspond to the works cited page

LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.7	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.
LA.W.9-10.8	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 (MLA or APA Style Manuals).
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

## **Objective 3 - Teach organizational tools(note cards, outlines)--(Levels 2 & 3)**

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### SWBAT:

- Identify and demonstrate effective note taking skills
- Evaluate notes
- Construct a formal outline and other appropriate graphic organizers using notes

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.2.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.
LA.W.9-10.7	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.

LA.W.9-10.8	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 (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

## **Learning Goal 2**

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Students will utilize the research and note-taking skills they have developed to compose an analytical research paper. Students should properly cite in MLA format both on a Works Cited page and parenthetically to ensure that plagiarism is avoided.

## **Objective 4 - The writing process--(Levels 2 & 3)**

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SWBAT:

- Compile and compose an organized, well developed final paper by revising and editing a rough draft

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	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.

LA.W.9-10.2.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.
LA.W.9-10.2.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.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## **Summative Assessment**

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Final Research Paper

MLA Format Test

## **21st Century Life and Careers**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the

pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Formative Assessment and Performance Opportunities**

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- Class Discussion
- Conferencing
- Drafting
- Note cards
- Outlines
- Peer editing
- Resources
- Source Cards
- Teacher Observation
- Works Cited pages

## **Accommodations/Modifications**

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- Modified length of final paper
- Modified length/amount of sources required
- Modified lexile level of short story
- Modified quizzes and final test
- Supplemental materials

## **Unit Resources**

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- Additional handouts
- Databases
- Google Classroom
- MLA handbook



- Noodle Tools
- Research Paper Packet
- Turnitin.com
- Varied sources from the Library
- Variety of sample writings
- Writing Portfolio