

Literature & Writing - *Modified from* [Unit 4 - Independent Reading Research](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Author's bias can influence a reader's perspective about a topic

A research question is necessary in order to provide focus.

Vocabulary: bias, synthesizing, reliable resources, inquiry

Skills: Identifying bias by examining the author's word choice.

Distinguishing relevant from irrelevant information.

Synthesizing information from multiple sources in order to draw new conclusions.

Developing high-quality questions to guide discussion and possibly further inquiry-based research

Expectation: This week your goal is to connect your fiction reading to nonfiction by conducting research. As you read nonfiction, you will synthesize by sharing your own new ideas based on your background knowledge and current research.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Goal set for this week / begin this week's weekly summary sheet 2. Read	Weekly Reading Summary/Analysis Sheet	Students set up Weekly Reading Summary/Analysis Sheet (due Friday)
Tuesday: 1. QW: Open/Seed 2. ML: Inquiry based research / reliable sources 3. Read	QW ML	Students will submit a QW Students will submit a research topic & drafted inquiry questions (typed right on the ML document) Teachers can check weekly reading/analysis summary sheets.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Wednesday:</p> <ol style="list-style-type: none"> 1. ML: What is Synthesis? 2. Students find and begin reading three articles to synthesize information on their chosen topic. 3. Read 	<p>ML</p> <p>Synthesis Worksheet</p>	<p>Teachers can check in on synthesis worksheet</p> <p>Teachers can check in on weekly reading summary/analysis sheets.</p>
<p>Thursday:</p> <ol style="list-style-type: none"> 1. Continue reading/analyzing articles 2. Fill out and submit Synthesis Worksheet 3. Classroom discussion: How did having a research question provide focus/help with your research? 4. Read 	<p>Synthesis Worksheet</p> <p>Classroom discussion board</p>	<p>Synthesis Worksheet</p> <p>Classroom discussion board</p> <p>Teachers can check in on weekly reading summary/analysis sheets.</p>
<p>Friday:</p> <ol style="list-style-type: none"> 1. Writing About Reading workshop time 		<p>Weekly Reading Summary/Analysis Sheet due</p>

Week criteria for success (attach student checklists or rubrics): see resources / daily checks

Supportive resources and tutorials for the week (plans for re-teaching):