Madison Public Schools

Grade 7- Unit 3 Reading - Critical Reading of Informational Texts

Unit Focus
A goal of this unit is to build engagement in informational texts through inquiry-based instruction. Students will have access to many informational texts in the classroom and will sort books and articles into text sets that will set them up for the compare and contrast work that will drive this unit.   Students will compare and contrast the craft moves, style, content and structure that authors use to engage readers to care about a cause or issue while emphasizing the importance of determining the credibility of a source and author's bias.   **Reading Skills:** Questioning and Synthesizing

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS	
ESTABLISHED GOALS	**TRANSFER**
Common Core Standards *English Language Arts: 7* *919342 Reading: Informational Text* • CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing) T2 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing) T3 Analyze how two or more authors writing about the same topic shape their presentations of key information.(analyzing, collective intelligence)

	MEANING	
CCSS goals continued	**UNDERSTANDINGS**	**ESSENTIAL QUESTIONS**
• CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors	U1 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking. U2 Informational text includes the author's perspective about an issue. U3 Readers use text structures and features to understand, question, and interpret text. U4 Authors match their structures, features, tone and information to match their intended audience, purpose and message. U5 Critical readers reflect on and question the author and	Q1 How and why do I choose what I read? Q2 What is this author trying to make me think and how is that different from other views? Do I buy it? What statements or questions make me want to know more? Q3 What's the best way to tackle this text and capture evidence and my questions and thinking? Q4 Is this author credible? How do I know? Q5 Is this author making me care? Empathize? Disagree?

writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

919364 Speaking & Listening

• CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

• CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

• CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

919371 Language

• CCSS.ELA-LITERACY.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

• CCSS.ELA-LITERACY.L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking

• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

• Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

text, and consider different perspectives to examine author's message.

U6 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).

U7 Readers notice how and why writers make them wonder and care about a topic

ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	**SKILLS**
K1 Nonfiction text features	S1 using context and text features to determine the meaning of new vocabulary;
K2 Arguments are based on logic and evidence.	S2 using a reader's notebook to gather important ideas and questions about read texts.
K3 Persuasion is designed to elicit empathy for a position.	S3 using accountable talk in peer conversations.
K4 Nonfiction text structures: compare/contrast, survey, question and answer, chronological, cause and effect, perspective	S4 identifying and evaluating biased language
	S5 summarizing main ideas and details
K5 <u>Content Vocabulary</u>: Argument, opinion, Evidence, Caucus, Claim, Counterpoint, Empathy, Bias, exposition, persuasion, description, credibility, citations, bibliography, critical stance, synthesize, author's note, central idea, details	S6 using nonfiction text features to navigate a text
	S7 generating questions before, during and after reading a nonfiction text.
	S8 collecting information from multiple sources to generate and answer questions.
	S9 distinguishing between argument and persuasion.
	S10 locating and using resources to answer questions.
	S11 taking notes that synthesize information from multiple sources.
	S12 synthesizing and structuring notetaking
	S13 citing text evidence when discussing and debating ideas