

Domain: Strand: <i>Reading Informational Text</i>		
Cluster: <i>Grade 7: Key Ideas and Details</i>		
Standards: <i>RI. 7Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What impact does inference have on a student's ability to understand the central idea of the text?</p> <p>Why is textual evidence essential to a reader's understanding?</p> <p>Why cite evidence?</p>	<p>Readers support their analysis by citing textual evidence</p> <p>Inferences must be rooted in the text and must provide a conceptual foundation for understanding</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> Analyzing and creating editorials Creating a graphic organizer Engage in small group discussions Participate in Jigsaws Generate a Reader's Response Entry Creating a picture book
Content Statements		
<p>Analysis must be supported by several pieces of evidence as well as inferences drawn from the text</p>		
Assessments		Teacher Resources
<ul style="list-style-type: none"> Analytical paper (e.g., Respond to speech by John F. Kennedy and cite evidence from the text to support their opinion.) Readers Response journal (e.g., students will respond to 		<p>www.paarconline.org</p> <p>http://rubistar.4teachers.org/</p>

<p>open ended questions related to the text.)</p> <ul style="list-style-type: none">• Editorial (e.g., Identifying language in a clip from a newscast that show bias on the presenter’s part)• Create a picture book (e.g., Present a picture book, detailing main ideas and inferences from text)	<p>http://www.wordle.net/</p> <p>http://learning.blogs.nytimes.com/</p> <p>http://jc-schools.net/tutorials/tools/english-ms.html</p> <p>http://www.readingquest.org/</p> <p>http://www.readwritethink.org/</p>
Equipment Needed	
<ul style="list-style-type: none">• LCD Projector• Promethean Board• SMART Board• Laptops• Trade books, magazines, newspapers, & textbooks	

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 7: Key Ideas and Details</i>		
Standards: RI. 7.2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does determining central ideas contribute to understanding the text?</i></p> <p><i>Can a central idea change?</i></p> <p><i>Can there be more than one central idea?</i></p> <p><i>How do supporting ideas help to develop the central idea?</i></p> <p><i>What is a good summary?</i></p>	<p><i>Determining central idea can help us to make vital and informative connections in our learning</i></p> <p><i>Central ideas may change over the course of the text</i></p> <p><i>Summaries help us to understand the central idea</i></p> <p><i>Supporting ideas can help us to derive the main idea</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Creating an outline</i> • <i>Engage in close reading</i> • <i>Engage in a small group discussion</i> • <i>Participate in Jigsaws</i> • <i>Generate a Reader’s Response Entry</i> • <i>Generate a summary</i>
Content Statements	<p><i>Inferences must be rooted in the text and must provide a conceptual foundation for understanding</i></p>	
<p><i>Effective readers are able to discern and to summarize central and supporting ideas of a given text</i></p>		
Assessments	Teacher Resources	

- Summary (e.g., summarize the main idea in a given text)
- Analytical paper (e.g., Comparing/Contrasting of two battles during the Revolutionary War)
- Memoir: (e.g., Students will write a memoir as a soldier from the Revolutionary War)
- Readers Response journal (e.g., Objectively respond to a shared reading about the life of a Revolutionary War soldier)
- Oral /Written Presentation (e.g., Small group activity using PowerPoint and presenting the cause and effect of the Revolutionary War)

Equipment Needed

- **LCD Projector**
- **Promethean Board**
- **SMART Board**
- **Laptops**
- **Trade books, magazines, newspapers, & textbooks**

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 7: Key Ideas and Details</i>		
Standards: <i>RI. 7.3</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why analyze the interactions between people, events and ideas in a text?</p> <p>How do main ideas in a text influence a reader’s connections to that text?</p> <p>Are connections to a text essential for learning?</p>	<p>Readers analyze how a text makes distinct connections—text to text, text to self and text to world</p> <p>Readers are influenced and make meaning by analyzing the interactions between ideas, people and events</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Creating a T-Chart • K-W-L Charts • Create a plot line • Engage in close reading of select text • Engage in small group discussion • Participate in Jigsaws • Generate a Reader’s Response Entry
Content Statements		
Interactions between individuals, events, and ideas help connect readers to the text		
Assessments		Teacher Resources
<ul style="list-style-type: none"> • T-Chart (Cause and effect on relationships described in a text) • Informational Report (e.g., report based on a 		http://rubistar.4teachers.org/

<p>mathematical experiment)</p> <ul style="list-style-type: none">•• Timeline (e.g., timeline of a particular event or a historical figure's life)• Reader's Response journal (Summary of text read)• Peer Evaluation Rubric (Students will present summaries of text, while peers respond and critique each other's work)	<p>http://www.wordle.net/</p> <p>http://learning.blogs.nytimes.com/</p> <p>http://jc-schools.net/tutorials/tools/english-ms.html</p> <p>http://www.readingquest.org/</p>
Equipment Needed	<p>http://www.readwritethink.org</p>
<ul style="list-style-type: none">• LCD Projector• Promethean Board• SMART Board• Laptops• Trade books, magazines, newspapers, & textbooks	

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 7 – Craft and Structure</i>		
Standards: <i>RI 7.4</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
In what ways can a reader use context clues to discover meaning?	Proficient readers use words, their variations and context to create meaning.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • The Frayer Model • The LINC S Model • Wordsplash • Writing RAFTs • Classwide Peer Tutoring • Semantic Feature Analysis
What decision making process does an author use to determine word choice?	Words contain connotative and denotative meaning.	
Content Statements	Comprehension of a text is essential in order to interpret and evaluate.	
Analyzing non-fiction text involves looking at word choice, figurative language and the author’s style.	Author’s tone helps you identify point of view.	
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>Receive a short meaningful excerpt of an informational text sample to paraphrase. Teacher should grade using a rubric model. See Rubistar link.</p>		<p>http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=</p>

<p>Students will journal daily in order to complete discussion questions. Journal writing should utilize domain specific vocabulary. Teacher will provide a format for journaling, assessment criteria and discussion questions.</p> <p>Word Ladder: Teacher will provide a word that will serve as a spring board for students to provide synonyms. The teacher will assign an organizational principle to allow students to organize and order the words. For example, teacher assigns the word “cheap.” Student groups brainstorm a list of 5-10 related words e.g. inexpensive, frugal, tight-wad, penny pincher. Teacher will instruct class to organize words from most polite to least polite. This assessment can be repeated using different types of organization (formal/informal etc.). Students will provide a visual representation of final product and complete an essay that will explain the reasons for their organization.</p>	<p>1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt</p>
<p>Equipment Needed</p>	
<p>Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters</p> <p>Assistive Technology: Document Camera Projector SmartBoard Internet</p>	

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 7 – Craft and Structure</i>		
Standards: <i>RI 7.5</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do authors organize sentences into paragraphs, and paragraphs into essays to communicate effectively?</p> <p>How do readers deepen understanding by deconstructing a text?</p> <p>How does analyzing text features and understanding the role of sentences strengthen and support comprehension?</p>	<p>There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence.</p> <p>Transitional sentences contribute to the flow and sequence of a text.</p> <p>Identify evidence within a text that supports the author’s thesis.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Analyze structure that an author uses to organize text • Analyze writing exemplars • Model annotating text • Passage from expository text, delete parts of text, identify and replace missing parts to reconstruct paragraph • Deconstruct paragraph to identify topic sentence and supporting details using color codes • Brainstorm different types of transitions: contrast and support indicators • SQ3R method • Graphic Organizers • Classwide Peer Tutoring • Semantic Feature Analysis
Content Statements		
Text organization is integral to becoming an strategic reader.		

Assessments	Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>Hypothetical Framework of a non-fiction article based on a teacher generated topic: Students will create a framework that will include headings, sub-headings, diagrams, charts, side-boxes and maps.</p> <p>Utilize the “Lesson Organizer” to analyze the structure and identify key features of a non-fiction article. Teacher should differentiate to meet individual student needs.</p>	<p>http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com</p>
<p>Equipment Needed</p>	
<p>Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters</p> <p>Assistive Technology: Document Camera Projector SmartBoard Internet</p>	<p>http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt</p>

Domain: <i>Strand: Reading - Informational Text</i>		
Cluster: <i>Grade 7 – Craft and Structure</i>		
Standards: <i>RI 7.6</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does an author acknowledge conflicting evidence without weakening his/her argument?</p> <p>Why is it important to acknowledge and understand opposing viewpoints?</p> <p>How can we differentiate between the author’s central argument and counter argument that the author presents in the same essay?</p>	<p>The author has one central thesis that focuses the entire essay.</p> <p>The author also includes counter arguments.</p> <p>It is essential to understand conflicting viewpoints.</p> <p>The reader ascertains the relevance of the text by understanding the author’s thesis and counter arguments.</p> <p>There is a difference between the author’s purpose and the purpose of the text.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Introduce the rhetorical triangle and investigate how audience, subject and author interact. • Read an essay and identify the counter arguments. • Quick writes used to have students create counter arguments. • Provide a model essay based upon a commonly held belief and ask students to paraphrase both the author’s and opposing viewpoint. • Classwide Peer Tutoring • Semantic Feature Analysis
Content Statements		
<p>Effective argumentation involves the author’s thesis plus counter arguments.</p>		

<p>Assessments</p>		<p style="text-align: center;">Teacher Resources</p> <p>http://olc.spsd.sk.ca/de/pd/instr/strats/raft/www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt</p>
<p>To show evidence of meeting this standard, students may:</p> <p>Students will read an informational piece, analyze the author’s point of view and identify opposing viewpoints. Assessments will be rubric based.</p> <p>Based on the reading of an informational text article, students will create posters to be used as a visual guide that represent two opposing viewpoints on the same topic.</p>		
<p>Equipment Needed</p>		
<p>Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters</p> <p>Assistive Technology: Document Camera Projector SmartBoard Internet</p>		

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 7: Integration of Knowledge and Ideas</i>		
Standards: <i>RI. 7.7</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does the medium or format affect the presentation of information?</p> <p>How does exploring information presented in different media or formats affect the reader's understanding of a topic or an idea?</p>	<p>The medium affects how information is presented</p> <p>Understanding of a topic is positively affected by exploring information in different media and formats</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in HUBS exploring different media and formats • Complete a Venn Diagram • Generate a Reader's Response Entry • Big Paper: Building a Silent Discussion • Complete an Anticipation Guide • Generate a summary • Engage in pre-writing activities such as brainstorming and organizing information
Content Statements		
<p>Readers gain a fuller understanding of a topic when they explore information from different media and formats</p>		

Assessments	Teacher Resources
<ul style="list-style-type: none"> • Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine) • Graphic Organizers (e.g., complete a Venn Diagram on how a topic such as evolution is presented in different mediums such as a textbook and a blog) • Big Paper Notes (e.g., reflect on how aspects of a topic such as evolution are presented in different mediums such as a textbook, blog and magazine) • Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine) • Analytical essay (e.g., read and view a speech such as the Reverend Martin Luther King, Jr's, I Have a Dream. Analyze how format affects the portrayal of the topic) 	<p>www.parcconline.org</p> <p>http://rubistar.4teachers.org/</p> <p>http://www.wordle.net/</p> <p>http://learning.blogs.nytimes.com/</p> <p>http://jc-schools.net/tutorials/tools/english-ms.html</p> <p>http://www.readingquest.org/</p> <p>http://www.readwritethink.org/</p> <p>http://www.facinghistory.org</p>
Equipment Needed	
<ul style="list-style-type: none"> • LCD Projector • Promethean Board • SMART Board • Laptops • Trade books, magazines, newspapers, & textbooks 	

Domain: <i>Strand: Reading Informative Text</i>		
Cluster: <i>Grade 7 Integration of Knowledge and Ideas</i>		
Standards: <i>RI 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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does an author support his/her claim(s)?</p> <p>How does one determine whether an author's evidence is sufficient?</p> <p>In what ways does irrelevant information impact an argument?</p>	<p>Argument depends on evidence and logic.</p> <p>Just because an author writes something does not mean that it is true.</p> <p>Authors often include irrelevant information in order to mislead the reader.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Analyze advertising • Model organizing a persuasive essay using • Read aloud an editorial in a local newspaper and write a letter to the editor • Map concepts in a web to note new information presented by author • Record changes in opinion and knowledge based upon the above concept map • Outline text structures so students understand how information is presented in a persuasive essay
Content Statements	<p>An author must include enough evidence to fully support his/her claim.</p>	
<p>Recognizing and thinking about evidence and logic are key to understanding argumentation.</p>	<p>Readers must evaluate an author's evidence.</p>	
Assessments		
<p>To show evidence of meeting this standard, students may:</p> <p>Student Generated Text / Peer Revision: Using Wikipedia (or other general reference research sources), student groups will</p>		<p>Teacher Resources</p> <p>http://olc.spsd.sk.ca/de/pd/instr/strats/raft/www.learnnc.org</p> <p>http://www.justreadnow.com/strategies/frayer.htm</p>

compile information on a teacher-assigned topic. Students are merely cutting/pasting in order to make a multipage print out of information on the topic; the information should be disorganized and unfocused. (N.B. Be sure student groups each have a different topic.) After the compilation is complete, groups will switch papers. Teacher will assign a more specific point of view to each group. Students will collaborate to highlight only the information that would be useful in supporting the assigned point of view. (e.g., topic—fossil fuel / point of view-- the role of fossil fuel in global warming). Groups can present their new (pared) information to the class to initial discussion about what other information might also be useful.

Advertising Parody: Students will be assigned a product and will find examples of actual advertisements of this product. As a whole class, students will discuss what information is left out of each advertisement. They will also identify irrelevant or misleading information that the advertisement presents. Then, students will independently create original advertisement parodies in which they change/add information to the advertisement to make it more factual/accurate – usually resulting in ads that cast products in negative light. To help students with the parody, show advertising parodies, this can be obtained online.

Equipment Needed

Assistive Technology:
Document Camera
Projector
SmartBoard
Internet

www.learnnc.org
<http://www.readingquest.org/strat/sfa.html>
<http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse>
www.readwritethink.com
<http://rubistar.4teachers.org>
<http://owlenglish.purdue.edu/owl/resource/724/02>
www.parconline.org
www.thinkfinity.com
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746>
www.edutopia.org
www.k8accesscenter.org/documents/JKnight.webinar.ppt

Domain: <i>Strand: Reading (Informational Text)</i>		
Cluster: <i>Integration of Knowledge and Ideas</i>		
Standards: RI 7.9 <i>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> • Why are words powerful? • Why is it important to gather information from a variety of sources? • What validates an author’s ideas? • How does tone affect the relevance of the information? 	<ul style="list-style-type: none"> • Perception can become reality. • Opinions and facts differ among authors. • Authors might attempt to exaggerate or understate facts to persuade readers. • Authors might have underlying and hidden motives to write a piece. • Depending on their usage, words have denotation and connotation. • Tone has its place in presenting information. 	<ul style="list-style-type: none"> • Give students short articles on a common topic (for instance, stories about the same event from two separate newspapers or magazines) and look for common words or phrases • Investigate the denotative and connotative differences between words in context of multiple written pieces • After analysis of an author’s biography, attempt to determine which pieces of writing are from a particular author based on the words/ideas he or she uses • Using a graphic organizer (T-organizer, etc.), extract facts and opinions from a piece of writing • Extract meaningful words/phrases from a work of writing for analysis • Summarize an article in a Twitter style “tweet” (in 140 characters or less) • Analyze a humorous anecdote of an important event. Discuss the author’s techniques that made it humorous.
Content Statements		
<ul style="list-style-type: none"> • Students will be able to determine the difference between facts and opinions • Authors gain credibility through research and investigation • What are the differences between denotation and connotation? 		

<ul style="list-style-type: none"> • Good readers ask questions about the text before, during and after reading a piece of writing 		
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Students determine the point of view of John Adams in his “Letter on Thomas Jefferson” and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson. (CCSS ELA Appendix B) • Students <i>provide an objective summary of</i> Frederick Douglass’s Narrative. They <i>analyze</i> how <i>the central idea</i> regarding the evils of slavery is <i>conveyed through supporting ideas</i> and <i>developed over the course of the text</i>. (CCSS ELA Appendix B) • Students <i>trace</i> the line of <i>argument</i> in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and <i>evaluate</i> his <i>specific claims</i> and opinions <i>in the text, distinguishing</i> which <i>claims</i> are <i>supported by facts, reasons, and evidence</i>, and which <i>are not</i> (CCSS ELA Appendix B) • Students will attempt to write a short passage in the style of a studied author using the author’s writing conventions, wording, etc. • Students will differentiate between fact and opinion through analysis of concepts on a written assessment • Develop a visual representation of an author’s attempts to persuade using rhetoric 		<p><i>From CCSS ELA Appendix B</i> <i>Readings from:</i></p> <ul style="list-style-type: none"> • Adams, John. “Letter on Thomas Jefferson.” <i>Adams on Adams</i>. From Chapter 6: “Declaring Independence 1775–1776” • Narrative of the Life of Frederick Douglass • Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. New York: HarperCollins, 1983. • Winston Churchill’s <i>Blood, Toil, Tears and Sweat Address</i> <p>Graphic organizers from http://www.eduplace.com/graphicorganizer/</p> <p>Prezi or other similar presentation software for visual aides</p>
<p>Equipment Needed</p>		

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| <ul style="list-style-type: none">• Handouts• Internet• Interactive Whiteboard | |
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Domain: <i>Strand: Reading: Informational Text</i>		
Cluster: <i>Grade 7</i>		
Standards: <i>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is reading nonfiction texts important?	Human beings are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> • Read a variety of nonfiction pieces to determine which form resonates with them. • Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.
Content Statements To incorporate informational texts into students’ intellectual repertoire.	Informational texts can be used as a supplement to enhance a writer’s point of view about a specific subject.	
Assessments:		Teacher Resources
To show evidence of meeting this standard, students may: Write an editorial expressing their point of view about a current event topic.		
Equipment Needed:		
Access to a newspaper.		Rubrics for a variety of tasks: reading informational texts; writing a formal letter; writing a memoir.

