

**Unit Goal-** Students will explore a variety of informational text structures that will challenge their ability to analyze, cite evidence and draw inferences from text. The student goals for this unit include being able to identify two or more central ideas, understanding specialized vocabulary in context and the capability to provide an objective summary of the text. Students must understand the ways that good readers tackle informational text in order to get a strong understanding of the information given.

**Essential Questions:**

1. How can informational text features be applied to other subject content areas?
2. How do you use informational text features to help you locate and find information for analysis?
3. What importance does informational text play in everyday life?
4. How does learning about new and real things help us to become better readers of informational text? What strategies and/or tools do we use to understand this new information? What kinds of text features advance the information that is being given?
5. How do good readers make personal connections to informational text? What strategies can good readers employ to help make such personal connections?
6. How do you decode tough words you don't understand? What types of strategies are helpful during decoding?
7. Why is organization and strategy use such an important tool in navigating and analyzing informational text?
8. Why is being able to determine relevance of details in informational text so important to the comprehension of informational reading?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
Informational Reading  3 Weeks  	<b>READING INFORMATIONAL</b>  <b>RI.7.1-</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>READING INFORMATIONAL</b> <ul style="list-style-type: none"> <li>• Define textual evidence</li> <li>• Define inference and explain how it is used to draw conclusions</li> <li>• Read closely and find Right There and inferential answers</li> <li>• Analyze author's words and determine pieces of textual evidence that support explicit and inferential questions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Benchmark Assessment</li> </ul>	Textbook Resources- Informational <ul style="list-style-type: none"> <li>• Non-fiction (Pg. 121)</li> <li>• An Immigrant in the United States (Pg. 130)</li> <li>• Buddies Bare Their Affection for Ill Classmate (Pg. 212)</li> <li>• When the Earth Shakes (Pg. 434)</li> <li>• Earthquakes (Pg. 443)</li> <li>• Surviving the Savage Sea (Pg. 444)</li> </ul>

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	<p><b>RI.7.2-</b> 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.</p> <p><b>RI.7.3-</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> <li>• Define central idea</li> <li>• Determine how author use of details conveys 2 or more central ideas</li> <li>• Analyze development of central ideas throughout text</li> <li>• Define summary</li>   <li>• Explain how individuals, events and ideas effect one another</li> <li>• Analyze interactions between ind., events, ideas</li> <li>• Infer how interactions would change with changes of individual elements.</li>   <li>• Define and identify figurative language</li> </ul>		<ul style="list-style-type: none"> <li>• In a Mix of Cultures, an Olio of Plantings (Pg. 478)</li> <li>• Oral Storytelling: Making the Winter Shorter (Pg. 657)</li>   <li>• <a href="#">MAISA Unit- Nonfiction Reading</a></li> </ul>

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	<p><b>RI.7.4</b> -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.</p> <p><b>RI.7.5</b> -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.</p>	<p>(simile, metaphor, etc.)</p> <ul style="list-style-type: none"> <li>• Distinguish between literal and figurative language</li> <li>• Recognize diff. between denotative and connotative meanings</li> <li>• Recognize words that have technical meanings and understand use in specific texts</li> <li>• Analyze why authors choose words and phrases</li>   <li>• Analyze a text and determine organizational structure</li> <li>• Explain how authors organize text and how ind. parts contribute to overall development of ideas</li> </ul>		

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	<p><b>RI.7.6-</b> 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.</p> <p><b>RI.7.8-</b> 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.</p> <p><b>RI.7.9-</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing</p>	<ul style="list-style-type: none"> <li>• Define P.O.V. as how author feels about text</li> <li>• Determine author's P.O.V. and purpose</li> <li>• Analyze how author distinguishes his/her position as different from others</li> <li>• Identify side of argument presented by author</li> <li>• Determine credibility of author</li> <li>• Identify claims supported by facts vs. opinions</li> <li>• Evaluate an argument using evidence an author provides and determine relevance</li> <li>• Recognize that authors present info differently based on P.O.V.</li> <li>• Analyze how authors interpret and</li> </ul>		

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	<p>different evidence or advancing different interpretations of facts.</p> <p><b>RI.7.10-</b> 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.</p> <p><b>SPEAKING AND LISTENING</b>  <b>SL.7.4-</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,</p>	<p>emphasize different evidence when writing</p> <ul style="list-style-type: none"> <li>• Compare/contrast how 2 authors communicate on the same topic</li> <li>• Describe how one author’s interpretation of a topic can be different from another’s depending on facts chosen to emphasize</li> <li>• Recognize when texts are too easy or difficult</li> <li>• Choose reading strategies to help with comprehension</li> </ul> <p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>• Recognize that different writing tasks require varied time frames</li> <li>• Determine a writing format/style to fit task/purpose/audience</li> <li>• Write for a variety of reasons (inform, describe, persuade,</li> </ul>		

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	<p>adequate volume, and clear pronunciation.</p> <p><b>SL.7.5-</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.7.6-</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>entertain/convey an experience)</p> <ul style="list-style-type: none"> <li>• Determine important/key points and emphasize them when presenting</li> <li>• Support claims with pertinent descriptions, facts, details, and examples</li> <li>• Present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation</li> <li>• Identify parts of my presentation including claims, findings, and salient point that could use clarification</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Clarify information using media/visual display</li> </ul>		

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	<p><b>LANGUAGE</b>  <b>L.7.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<ul style="list-style-type: none"> <li>• Identify various reasons for speaking (informational, descriptive, formal, informal)</li> <li>• Determine speaking tasks that require formal structure</li> <li>• Compose a formal speech demonstrating 7<sup>th</sup> grade language standards</li> <li>• Define phrase and clause and state their function</li> </ul>		

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	<p><b>L.7.2-</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b) Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Use phrases and clauses to enhance writing and/or speaking</li> <li>• Identify simple sentence structures, compound sentences, complex sentence structures, and compound-complex sentence structures</li>   <li>• Choose different sentence structures to signal differing relationships among ideas</li> <li>• Define misplaced modifiers and dangling modifiers</li> <li>• Identify and correct misplaced/dangling modifiers in writing and/or speaking</li>   <li>• Determine when to capitalize words</li> <li>• Define coordinate adjectives and non coordinate adjectives</li> </ul>		

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		<ul style="list-style-type: none"><li>• Determine when adjectives are coordinate and need to be separated by commas</li><li>• Identify misspelled words and use resources to assist with spelling</li></ul>		