

2023 ELA 7 - Unit 3: Expository (RST)

Content Area: **Language Arts Literacy**
Course(s): **Language Arts Literacy**
Time Period: **January**
Length: **30**
Status: **Published**

Unit Overview

Students will conduct short research projects, where sources are analyzed and evaluated, both in isolation and against each other. During this unit, students will read, examine, and analyze literary non-fiction and works of literature that are focused on two distinct time periods. The first research simulation task will be focused around works that are related to the disappearance of Amelia Earhart. The second research simulation task will be focused on works that relate to juveniles in America's legal system.

Essential Questions

1. How can research skills and strategies be effectively applied to investigate complex topics and issues?
2. What criteria should be used to evaluate the credibility and reliability of sources in research?
3. How can multiple sources of information be analyzed and synthesized to develop a comprehensive understanding of a topic?
4. What are the ethical responsibilities and considerations involved in conducting research, such as avoiding plagiarism and respecting intellectual property rights?
5. How does the interpretation of diverse perspectives and sources contribute to a more nuanced understanding of complex issues?
6. What strategies can be employed to effectively organize and present research findings in a coherent and persuasive manner?
7. How does research support critical thinking and informed decision-making in various disciplines?

Standards

ANCHOR STANDARDS:

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

7h Grade Progress Indicators:

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RI.7.3. 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).

Craft and Structure

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.

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.

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.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 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.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Critical Language

- Thesis
- Back Story
- Claim
- Proper Citations
- Analyze
- Evaluate

- Inference
- Structure

Content-Specific Focus Skills

Reading

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.

- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Summative Assessment

- Anticipatory Set
- Closure
- Warm-Up

Benchmark

- Skills-based assessment
- Reading responses
- Writing responses

Alternative Assessment(s)

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Formative Assessments

Students will respond to the following Research Simulation Task prompts:

Prompt #1

You have read a website entry, a magazine article, and watched a video describing Amelia Earhart. The three titles are: “The Biography of Amelia Earhart,” “Earhart’s Final Resting Place Believed Found,” and “Amelia Earhart’s Life and Disappearance” (video). All three include information that supports the claim that Earhart was a brave, courageous person.

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments related to Earhart's bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

Prompt #2

Recently the class has been reading *Touching Spirit Bear* in which a juvenile named Cole Matthews has committed a terrible crime and may be tried as an adult. As companion pieces about juvenile justice, we have read *Time* magazine's article "Should the Law Treat Kids and Adults Differently?" and "Juvenile Justice: Too Young for Life in Prison?" by Huma Khan. These articles force us to think deeply about juveniles like Cole Matthews, and whether or not he should be tried as an adult. Write an essay comparing and contrasting the two articles and how they apply to Cole Matthews. Should Cole Matthews be tried as an adult?

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

In the course of focusing on responding to Research Simulation Task prompts, students will focus on the skills of analyzing and evaluating. During this process, they will do the following:

- Read mentor texts
- Use graphic organizers to collect their thoughts
- Write
- Revise/Edit

Students will use the following instructional strategies during their work.

- Graphic organizers
- Guided practice (teacher led)
- Individual practice

Depth of Knowledge

- Students will demonstrate all 4 levels.
- Level One: Listing elements of a text that stand out to them, recalling the author/artist of the text, defining key terms.
- Level Two: Comparing how different texts address the same topic
- Level Three: Citing evidence to support claims, revising written work

- Level Four: Critiquing and evaluating sources

Modifications

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below; accommodations and modifications include, but aren't limited to) -

IEP & 504 Modifications

- Allow for redos/retakes
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight/ repeat/clarify directions
- Modify assignment based on student's reading ability or attention span
- Opportunities for cooperative partner work
- Opportunities for movement/ breaks
- Preferential seating, away from distractions
- Provide visual aides and anchor charts
- Small group testing
- Testing read aloud
- Tiered lessons and assignments
- Use of audio to aide comprehension
- Use of Graphic organizers
- Use of speech to text on written assignments

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read tests passages aloud (for comprehension assessment)

- Vary test formats

G&T Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At-Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated or use of speech to text
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- No penalty for spelling errors or sloppy handwriting
- Preferential seating
- Reduction of distractions
- Space for movement or breaks
- Support auditory presentations with visuals
- Use of audio to aide in comprehension of books or articles
- Work in progress check

Resources and Materials

Information/Non-Fiction:

- Excerpts of Biography of Amelia Earhart by Amy Kleppner

- Article Earhart's Final Resting Place to Be Found By [Rossella Lorenzi](#)
- Video: Amelia Earhart: Life and Disappearance
- Achieve3000 Article: What Happened to Earhart?
- Should the Law Treat Kids and Adults Differently? Time Magazine Op-ed
- Article Juvenile Justice: Too Young for Life in Prison by Huma Khan

Fiction:

- Touching Spirit Bear by Ben Mikaelson

Technology Materials and Standards

Computer Science and Design Thinking Standards

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society

- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social