

Unit 3- Reading Informational Text

Content Area: **English Language Arts**
Course(s): **Language Arts 7**
Time Period: **February**
Length: **4 weeks**
Status: **Published**

Unit Summary

Throughout the course of the year, students will read a variety of short informational texts both as standalone assignments and text-sets that accompany fictional units. Students will also read informational texts as they conduct research for a variety of topics. Students will complete a research project where they learn about the causes and effects of a climate change issue. Through their research, students will propose a solution and share these findings in a presentation with their peers.

Standards

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and

	generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn to use nonfiction reading strategies and text structures to aid in their understanding and interpretation of the text.
- Students will identify main and supporting ideas in nonfiction texts.
- Students will take notes by paraphrasing, summarizing and correctly citing information.
- Students will create works cited pages to credit their sources.
- Students will learn about the causes, effects, and possible solutions to address climate change issues.
- Students will deliver a presentation to the class to share their findings about climate change.
- Students will conduct a short research project about the causes, effects, and possible solutions to climate change.

Essential Questions

- Which strategies do proficient readers use to help them understand and interpret informational texts?
- How do proficient readers identify relevant main ideas, essential details, and the author's purpose while reading informational texts?

Enduring Understandings

- Students will understand that readers interpret non-fiction text by using reading strategies and text features to identify the main ideas of a text.
- Students will understand that readers differentiate between fact and opinion, as well as identify bias in order to determine the author's purpose.

Application

- Students will be able to independently use their learning to read and understand informational text.

Skills

Students will be skilled at:

- Utilizing reading strategies to identify the main idea and essential details of a non-fiction text.
- Differentiating between fact and opinion in a non-fiction text.
- Identifying bias
- Identifying the author's purpose in an informational text.
- Drawing on comparisons to other informational texts and analyzing how these texts relate to one another and the world.
- Discussing, raising questions, collaborating, and presenting on an informational topic.
- Comparing and contrasting a written and visual account of the same topic.