

Unit 4: Fundamentals of Research (Weeks 22-36)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 4: Fundamentals of Research

Unit Rationale

In order to prepare our students for future educational endeavors and to assure that they are viable and competitive in the 21st Century economy, it is essential that they glean an increasingly sophisticated understanding of how to locate, identify, and utilize reliable information. Their world is rapidly changing, and so is the information and skills that they must acquire to thrive. This unit serves to augment the students' understanding of how to access real world information and texts and use it to advance their education and careers, and most importantly enrich their lives. Students will develop a deeper understanding of discrete skills such as: understanding point of view and purpose, using illustrations and other visuals to reinforce their points and demonstrate their understandings, analyzing, formulating, and defending a variety of positions for the purpose of debate (argumentation), compartmentalizing and synthesizing information for the purpose of clarity and organization, examining primary and secondary sources, and comparing and contrasting information from various sources.

Essential Questions

- How does one differentiate between reliable sources and native advertising?
- How does being exposed to divergent viewpoints give birth to sympathy and empathy?
- How does examining a variety of viewpoints strengthen a person's ability to debate effectively?
- What role does social media play in perpetuating the political polarization of American society?
- How does an author's purpose shape when and how a piece of information is accessed and used?

Pre-Assessments

Pre-assessment data can be gathered from benchmark assessments.

Instructional Plan

See lessons below.

ALL LESSONS CAN TAKE SEVERAL DAYS.

Skill Set 1: Connections & Inferences

Student Learning Intentions or We are learning to ... (WALT)

WALT 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..

Student Success Criteria ... “I can statements”

I can...make connections to a text.

I can...cite evidence to support my connections.

I can...make inferences in a text.

I can...cite evidence to support my inferences.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

Formative Assessments

- RACE Writing Prompts

- CommonLit Assessments
- Scholastic Reading Inventory
- Study Guide Materials
- Graphic Organizers
- Instructional Dialogue
- Student Explanation Videos (Loom/Zoom)
- Quizzes/Tests
- Projects
- Closure Activities
- Et Al.

Instructional Materials and Resources

- CommonLit
- Vocabulary .com
- Scholastic Reading Inventory
- Scholastic Scope
- Bell Ringers
- Projects
- Videos/Audio Clips
- ZOOM/LOOM Video

Reflections and Suggested Modifications

ELA.RL.CR.7.1

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

ELA.RI.CR.7.1

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

Skill Set 2: Theme & Central Idea

Student Learning Intentions or We are learning to ... (WALT)

WALT 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.

Student Success Criteria ... “I can statements”

I can...determine the central idea of a text.

I can...determine the theme of a text.

I can...analyze how central ideas/themes develop over the course of a text.

I can...write an objective summary.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

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Reflections and Suggested Modifications

ELA.RL.CI.7.2

Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.RI.CI.7.2

Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or

judgments.

ELA.W.RW.7.7

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.

Skill Set 3: Text Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT 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).

Student Success Criteria ... “I can statements”

I can...analyze interactions between individuals in a text.

I can...analyze interactions between events in a text.

I can...analyze interactions between ideas in a text.

Instructional Strategies and Activities

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- Differentiated Instruction
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Reflections and Suggested Modifications

ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

Skill Set 4: Structure & Organization

Student Learning Intentions or We are learning to ... (WALT)

WALT 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.

WALT 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.

Student Success Criteria ... “I can statements”

I can...analyze a text for structure.

I can...utilize the organization of a text to deepen my comprehension.

I can...associate the use of word choice to the structure and organization of a text.

Instructional Strategies and Activities

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- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work

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Reflections and Suggested Modifications

ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

Skill Set 5: Point of View & Perspective

Student Learning Intentions or We are learning to ... (WALT)

WALT 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.

Student Success Criteria ... "I can statements"

I can...determine and author"s purpose.

I can...identify the point of view.

I can...analyze the purpose of perspective.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
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Reflections and Suggested Modifications

ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer

questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to

have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

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ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.W.RW.7.7	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.
ELA.SL.PE.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.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all

content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

MA.K-12.3	Construct viable arguments and critique the reasoning of others. Cause and effect relationships may be used to predict phenomena in natural or designed systems. Political and civil institutions impact all aspects of people's lives.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

21st Century Life and Career

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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SEL Competencies and Standards

SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
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