April: Reading: Non-Fiction

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn techniques to use when reading non-fiction literature.

Enduring Understandings

Non-fiction literature contains many different components that help a reader decode and find information.

Essential Questions

How is reading non-fiction different than fiction?

Instructional Strategies & Learning Activities

Nonfiction Grade 7
Overview
Interactive Read-Aloud Lessons
Lesson 1: Introduction to Nonfiction
uses “Bad Bet With the Brain: The Neuroscience of Addiction” by Aaron Millar from the Nonfiction Shared Texts, Moonbird by Phillip Hoose, and My Lord, What a Morning by Marian Anderson.
Rationale: Readers of nonfiction have endless opportunities to learn information about the real world. Students will recognize the characteristics of different types of nonfiction, including reference nonfiction and various forms of literary nonfiction.
Common Core State Standards: RI.7.1, RI.7.5, RI.7.10, RI.7.4, SL.7.1, L.7.4
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding
Lesson 2: How Do We Read Nonfiction?
uses Moonbird by Phillip Hoose.
Rationale: Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning.
Common Core State Standards: RI.7.1, RI.7.4, RI.7.10, RI.7.2, RI.7.3, RI.7.5,

SL.7.1, L.7.4, L.7.6, W.7.1
Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Nonfiction Text Features
uses Moonbird by Phillip Hoose and "Bad Bet With the Brain: The Neuroscience of Addiction" by Aaron Millar from the Nonfiction Shared Texts.
Rationale: Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features and their purposes and will analyze how the features support comprehension.
Common Core State Standards: RI.7.1, RI.7.4, SL.7.2, L.7.4, RI.7.3, RI.7.5, RI.7.7, RI.7.10, SL.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Structures of Nonfiction
uses Moonbird by Phillip Hoose, "Winning Science: Are Cell Phones Addictive?" by Cindy Argentine from the Nonfiction Shared Texts, and "The Gray Wolf: An Endangered Species Success Story" by Ed Combs from the Nonfiction Shared Texts.
Rationale: Readers of nonfiction pay attention to text structures to support their understanding. Students will identify various text structures and how they support a writer's intentions in a text.
Common Core State Standards: RI.7.5, RI.7.1, RI.7.3, RI.7.10, SL.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Vocabulary in Nonfiction Texts
uses Moonbird by Phillip Hoose.
Rationale: Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges.
Common Core State Standards: RI.7.4, L.7.4, L.7.5, L.7.6, RI.7.1, RI.7.5, RI.7.10, SL.7.1
Skills and Strategies: Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Learning From and About Biographies
uses When Marian Sang by Pam Muñoz Ryan, My Lord, What a Morning by Marian Anderson, and The Voice That Challenged a Nation by Russell Freedman.
Rationale: Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies.
Common Core State Standards: RI.7.3, RI.7.1, RI.7.5, RI.7.10, SL.7.1, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Author's Point of View
uses Moonbird by Phillip Hoose and The Voice That Challenged a Nation by Russell Freedman.
Rationale: Writers of nonfiction often have perspectives that determine how they present their topics. Students will infer authors' points of view to gain deeper insights into texts.

Common Core State Standards: RI.7.2, RI.7.4, RI.7.6, RI.7.1, RI.7.3, RI.7.5, RI.7.9, RI.7.10, SL.7.1, L.7.5, W.7.1
Skills and Strategies: Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Listening
and Responding, Engaging in Discussion/Collaborating
Lesson 8: Understanding Authors' Messages in Nonfiction
uses The Voice That Challenged a Nation by Russell Freedman.
Rationale: Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages.
Common Core State Standards: RI.7.2, RI.7.3, RI.7.6, SL.7.1, RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.5, W.7.1
Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Exploring Authors' Use of Language
uses My Lord, What a Morning by Marian Anderson and When Marian Sang by Pam Muñoz Ryan.
Rationale: Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction.
Common Core State Standards: RI.7.4, RI.7.9, RI.7.1, RI.7.3, RI.7.5, RI.7.6, RI.7.7, RI.7.10, SL.7.1, L.7.4, L.7.5,
W.7.1
Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating
Lesson 10: Understanding the Power of a Speech
uses videos on Thurgood Marshall and an excerpt of "Remarks of Thurgood Marshall" by Thurgood Marshall from
the Nonfiction Shared Texts.
Rationale: Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a
speech and note their reactions to reading and listening to one. Students will also build background knowledge by watching and listening to video clips about the speaker.
Common Core State Standards: RI.7.7, SL.7.2, RI.7.3, RI.7.5, SL.7.1, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing,
Listening and Responding, Engaging in Discussion/Collaborating
Mini-Lessons
Lesson 1: Analyzing a Speech
uses an excerpt of "Remarks of Thurgood Marshall" by Thurgood Marshall from the Nonfiction Shared Texts.
Rationale: Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author's ideas.
Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.4, RI.7.6, RI.7.7, RI.7.10, SL.7.1, SL.7.3, L.7.4,
L.7.5, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 2: Analyzing Rhetorical Devices in a Speech
uses an excerpt of "Remarks of Thurgood Marshall" by Thurgood Marshall from the Nonfiction Shared Texts and an
excerpt of "The Many Masks of Thurgood Marshall" by Juan Williams from the Nonfiction Shared Texts.
Rationale: Speeches are designed to hold the audience's interest and clearly make their points. Students will

analyze a speech to discover how speakers make use of rhetorical devices.
Common Core State Standards: RI.7.4, RI.7.1, RI.7.5, RI.7.6, RI.7.10, SL.7.1, L.7.4, L.7.5, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Listening
and Responding, Engaging in Discussion/Collaborating

Lesson 3: Understanding an Essay
uses an excerpt of "The Many Masks of Thurgood Marshall" by Juan Williams from the Nonfiction Shared Texts.
Rationale: Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay.
Common Core State Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.10, SL.7.1, L.7.5, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Listening and
Responding, Engaging in Discussion/Collaborating
Lesson 4: Analyzing an Essay
uses an excerpt of "The Many Masks of Thurgood Marshall" by Juan Williams from the Nonfiction Shared Texts and
"DREAM Act Winning Essay" by Luis Aguilar from the Nonfiction Shared Texts.
Rationale: Readers use their knowledge of the structure of an essay to help them understand a writer's big ideas. Students will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author's message.
Common Core State Standards: RI.7.2, RI.7.5, RI.7.1, RI.7.3, RI.7.6, RI.7.10, SL.7.1, L.7.5
Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 5: Discussing Essays
uses "DREAM Act Winning Essay" by Luis Aguilar from the Nonfiction Shared Texts and an excerpt of "The Many
Masks of Thurgood Marshall" by Juan Williams from the Nonfiction Shared Texts.
Rationale: Readers recognize that an essay can be understood more deeply through sharing ideas. Students will
engage in group conversations about an essay to probe its meaning.
Common Core State Standards: RI.7.1, RI.7.2, SL.7.1, RI.7.3, RI.7.5, RI.7.6, RI.7.9, RI.7.10, W.7.1
Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 6: Analyzing an Argument
uses "The Growing Problem of Cell Phone Addiction" by Douglas Stewart from the Nonfiction Shared Texts and an
excerpt of "The Myth of the Cell-Phone Addiction" by Jeffrey A. Tucker from the Nonfiction Shared Texts.
Rationale: Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to discern how an author has supported his argument about a topic.
Common Core State Standards: RI.7.1, RI.7.5, RI.7.6, RI.7.2, RI.7.3, RI.7.4, RI.7.8, RI.7.9, RI.7.10, SL.7.1, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing,
Listening and Responding, Engaging in Discussion/Collaborating
Lesson 7: Evaluating an Argument
uses "The Growing Problem of Cell Phone Addiction" by Douglas Stewart from the Nonfiction Shared Texts and an
excerpt of "The Myth of the Cell-Phone Addiction" by Jeffrey A. Tucker from the Nonfiction Shared Texts.
Rationale: Readers of persuasive essays study both sides of the argument and analyze the validity of each

writer's
perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the
writers' claims.
Common Core State Standards: RI.7.1, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.4, RI.7.10, SL.7.1, W.7.1
Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Synthesizing, Listening
and Responding, Engaging in Discussion/Collaborating

Lesson 8: Reexamining Nonfiction
uses all of the mentor texts from the unit.
Rationale: Readers develop more sophisticated understandings of nonfiction as they read different types of texts
included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction.
Common Core State Standards: SL.7.1, W.7.1, RI.7.10
Skills and Strategies: Synthesizing, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating
Summative Assessment
Students will read an excerpt of the article "Man's Best Friend" by Ryan Chin and the article "The Half-Talents of
Matt Groening" by Ed Combs in order to answer selected and constructed response questions.

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to many career choices through the nonfiction texts.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine

	an individual’s earning power.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will interact with the unit using the Smartboard, document camera and Chromebook/Google Classroom.

IC	Impacts of Computing
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.

LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to challenge themselves when writing. Struggling students will recieve additional instruction and modifications

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP modifications will be followed.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing samples

Linkit testing 3 times a year.

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can

include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Quizzes

Rough drafts

discussion

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments from Schoolwide unit.

Teacher made assessments

Benchmark assessemnts

Instructional Materials

Mentor Texts
Moonbird: A Year on the Wind
With the Great Survivor B95
by Phillip Hoose
My Lord, What a Morning:
An Autobiography
by Marian Anderson
The Voice That Challenged a
Nation: Marian Anderson and
the Struggle for Equal Rights
by Russell Freedman

When Marian Sang
by Pam Muñoz Ryan
Nonfiction Shared Texts
“Bad Bet with the Brain: The Neuroscience of Addiction”
by Aaron Millar
“DREAM Act Winning Essay”
by Luis Aguilar (Lexile Level: 1080L)
“The Gray Wolf: An Endangered Species Success Story”
by Ed Combs (Lexile Level: 1070L)
“The Growing Problem of Cell Phone Addiction”
by Douglas Stewart (Lexile Level: 1160L)
Excerpt of “The Many Masks of Thurgood Marshall”
by Juan Williams (Lexile Level: 1210L)
Excerpt of “The Myth of the Cell-Phone Addiction”
by Jeffrey A. Tucker (Lexile Level: 1120L)
Excerpt of “Remarks of Thurgood Marshall”
by Thurgood Marshall (Lexile Level: 1490L)
“Winning Science: Are Cell Phones Additcitve?”
by Cindy Argentine
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Standards

LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.SL.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.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.