Grade 7 - Unit 4 Nonfiction Reading - Becoming an Effective Researcher

Unit Focus

Research begins with interest and curiosity. This brief three week unit will challenge students to navigate nonfiction research through a high interest topic of their choice. Students will begin their research by choosing a broad topic and narrowing their focus within that topic. They will work to collect information from reliable and credible sources and use that information to develop their own stance on their focus. This unit is directly connected to the upcoming writing unit; students will use the research they complete to write an argumentative vlog about their topic.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards

- Common Core
  - *English Language Arts: 7*
    - Reading: Informational Text
    - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(CCSS.ELA-LITERACY.RI.7.1)*
    - 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. *(CCSS.ELA-LITERACY.RI.7.2)*
    - 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. *(CCSS.ELA-LITERACY.RI.7.6)*
    - 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. *(CCSS.ELA-LITERACY.RI.7.8)*
    - Analyze 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. *(CCSS.ELA-LITERACY.RI.7.9)*
    - 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. *(CCSS.ELA-LITERACY.L.7.4)*
    - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.7.4.A)*
    - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). *(CCSS.ELA-LITERACY.L.7.4.B)*

Transfer

Students will be able to independently use their learning to...

T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.

T2 Research and identify credible resources to expand knowledge and understanding of a topic or issue.

T3 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.

Meaning

Understanding(s)

Students will understand that...

U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.

U2 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.

U3 Readers examine and analyze the validity and credibility of print, resources, and claims.

U4 Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose.

Essential Question(s)

Students will keep considering...

Q1 How do I support and prove my thinking?

Q2 What's the author's point of view? How does it influence the author's message and reader's interpretation?

Q3 What makes me think this text is credible?

Q4 How can I use multiple texts to deepen my understanding of a topic or theme?

Stage 1: Desired Results - Key Understandings

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. *(CCSS.ELA-LITERACY.L.7.4.C)*
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *(CCSS.ELA-LITERACY.L.7.4.D)*
- Language
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. *(CCSS.ELA-LITERACY.L.7.6)*

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Authors use craft moves, text features, text structures, and omissions to convey their own perspective and point of view. **K2** The validity of research relies on credible sources. **K3** Researchers use a variety of sources on similar topics to deepen their understanding. **K4** Morphology: Bon, bene, matr(i),Patr(i), patern, labor, Lud, lus	*Students will be skilled at...* **S1** Analyzing authors perspectives by identifying text features, structures, craft, and omissions. **S2** Assessing the credibility of sources. **S3** Analyzing information about similar topics across multiple sources. **S4** Recognizing morphemes hold their own individual meaning.