

Grade 7: Unit 3 Topic 1**Essential Question: How does reading nonfiction deepen our understanding of a topic?****Suggested Pacing: 45 days**

Background: In the entry task, students learned that exploring multiple nonfiction resources can deepen knowledge about a topic and help readers understand the information from multiple perspectives. In this topic, students will continue to build on that knowledge by analyzing how authors of nonfiction use multiple strategies to help readers make sense of their texts and develop their key points.

Task: Students will research a topic from their book club novels, finding multiple resources beyond their original text to deepen their knowledge and build a complete understanding of what they read about. When their research is complete, they will design an infographic about their topic combining information from all of the sources they explored and present it to their classmates. They will also write a short reflection about how their research uncovered new details and enhanced their understanding of the content in their book.

Purpose: The purpose of this task is for students to understand how authors of nonfiction use different strategies and organizational techniques to develop their central ideas and make their content understandable for their audience. They will also be learning about how the information authors choose to include and not include in their writing can impact how a reader understands their topic.

Getting Started:

The teacher will begin by distributing [a nonfiction text excerpt](#) to students and challenging them to read it independently and try to make sense of it. This will be difficult for them, as all of the nonfiction text features have been removed. As they read, students should annotate the passage with their questions, confusions, or understandings. The teacher should not give the students any hints as to what the passage is about. Rather, students should attempt to use whatever clues they can find and any background knowledge they may have to try and develop an idea of what information they are reading.

After students have had a chance to look at the passage, the teacher will direct students to discuss the following questions in groups:


- What was difficult for you about reading this passage?
- Do you have any idea what the passage is about?
- What would have helped you to understand this information better?

As students wrap up their discussion, the teacher will ask for a few volunteers to share their thoughts. Students will likely comment that they don't understand the vocabulary or need a picture to help them understand.

Next, the teacher will explain that authors of nonfiction know that readers might have a difficult time understanding the topics they are writing about, so they use nonfiction text features to help make their information more clear. This can include things like headings, pictures, diagrams, etc. The teacher will then illustrate this point by distributing [a different version of the passage, this time with text features included](#). Allow time for the students to reread the passage, taking notes on how the new elements help their understanding of the text.

How to Change the Strings on a Guitar with Bridge Pins

While this should be a straightforward job, your bridge pins may cause you trouble.



A guitar with bridge pins

Steps

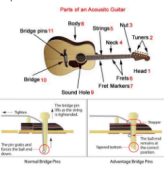
1. When removing the bridge pins, use the right tool for the job, such as the built-in notch on the head of your string winder. Don't use metal tools like pliers or snips. You'll chew up or snap the pins. Also, always check the condition of your bridge pins whenever you remove them. If they look worn out or chewed up, replace them.
2. The ball end of the string has to secure itself against the underside of the bridge to maintain the tone and sustain. The ball end shouldn't be allowed to sit on the tip of the pin. If this happens, the pin will work itself loose. Putting a curve in the winding of the string will help the ball end and the tip of the bridge pin and go where it's supposed to. Carefully bend the winding until the string looks like the one in the picture.
3. Next, slip the string into its hole in the bridge. Grab a bridge pin and slide that into the hole. Make sure the groove in the bridge pins facing the soundhole faces, push the pin into place while simultaneously pulling on the string with your other hand. You should feel the string and pin snap into place.
4. Slip the string approximately two inches past its corresponding notch/indent. Now you can pin the end of the string through the hole in the soundboard with the string winder. Aim for four or five neat windings on this part with no overlapping overlaps.
5. As you wind the string up to tension, pull the bridge pin. If it pops up a bit, push it back down. Repeat the re-winding process with the rest of the strings.
6. As ever, give the strings a good stretch. Don't reuse the process until the strings stabilize.

[Check out this video for more information.](#)

Tools Needed

- String Winder
- Bridge Pins
- Replacement Strings
- Tuner

Parts of an Acoustic Guitar



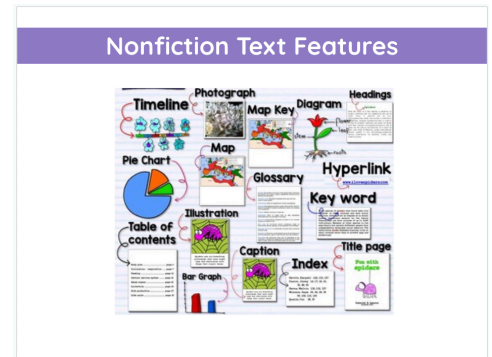
After students have had a chance to look at the new version of the text, the teacher will lead another discussion around the following questions:

- What new features are included in this version of the text?
- How did the new features improve your understanding?

As the conversation concludes, explain to students that we will now explore the different text features that they will be encountering in their book club novels and thinking about how they will help us understand what we are about to read.

Making Meaning:

Next, the teacher will distribute the [Nonfiction Text Features TIP Chart](#) to students and explain that they will now work together in their book club groups to define some key terms we will be using throughout the unit and see which nonfiction text features are present in the text they have selected to read. Students can use [these slides](#) to complete their TIP charts and then use their book club selection to find examples of each feature in their own text. Underneath the chart, there is a section for students to select three text features they notice in their book and describe how they will help the reader. Students can save this chart to use as a reference throughout the unit.



Investigation:

Students will now move into their nonfiction book clubs.

During the course of this phase of the learning, students should maintain a reader's notebook where they are discussing ideas about each of the primary instructional areas, pulling quotes and parts of the text as evidence to support their thinking about the central idea, supporting details, and nonfiction text features. Sticky notes should also summarize the different parts of the plot that are revealed. The student's reader's notebook will be the primary source for their learning about the mini-lesson topics.

Mini-Lessons will focus on:

- Generating questions for discussion
- Identifying the central idea and key details of a text
- Analyzing nonfiction structure and text features
- Research skills
- Plagiarism

During book club reading, the teacher should engage with three main tasks:

1. Joining book clubs briefly for the purpose of listening to conversation, asking questions, and assessing the needs of students as readers.
2. Conduct reading conferences with students for the purpose of understanding where they are as readers and delivering instruction in reading strategies to strengthen their skills.
3. Conducting reading journal conferences with students to review their journals, the evidence they pull out, and their thoughts and ideas about the reading for the purpose of assessing their ability to critically think and analyze while reading.

Please refer to [this guide](#) so that conferences and meetings with students are conducted in a uniform way across classrooms and schools for an assured experience for students and teachers.

Create and Produce:

After reading their book club texts, students will select one topic from their reading to research further. They will then seek out multiple, reliable sources to learn more about their topic and create an infographic using their findings. Students can use Canva, Google Slides, or draw out their infographic on paper. They can design their infographic any way they choose, but all final products should include:

- Information from multiple sources
- Proper citations
- Evidence of thoughtful organization
- Purposeful design and color choices

After creating their infographics, students will write a short reflection about how their research uncovered new details and enhanced their understanding of the content in their book.

Teachers can use [these slides](#) and [notetaking guide](#) to help guide students through the creation process and [this rubric](#) for grading.

Communicate and Present:

After students have completed their infographic, they will link their work to a class [Padlet](#). Students will access the Padlet to explore each other's infographics and leave feedback about what they learned or what they enjoyed while viewing the work. Teachers can also ask for volunteers to present their work on the board to the class.

Reflection:

Students will answer the following questions in their notebooks:

- How does reading nonfiction deepen your understanding of a topic?
- What are some key strategies nonfiction writers use to help readers understand their information?
- Why is it important to seek out multiple sources when researching a topic?