

## Grade 7- Unit 2 Reading - Critical Reading of Informational Texts

<b>Unit #:</b>	MPSCT-027313	<b>Duration:</b>	10.0 Week(s)	<b>Date(s):</b>	-
<b>Team:</b>	Denise Earles (Author), Rebecca Frost, Kristen Fusco, Lynne Nadeau, James Nichols, Celina Martin				
	Grades: 7 Subjects: English Language Arts				
<b>Unit Focus</b>					
<p>You'll start this unit by building engagement in informational texts through inquiry based instruction. You'll compare and contrast the craft moves, style, content and structure that authors use to engage readers to care about a cause or issue while emphasizing the importance of determining the credibility of a source.</p> <p>Bend 1: Critical Reading Across Texts to Develop and Compare Ideas and Information (2.5 weeks)            Bend 2: Informational Reading Clubs - Investigating Text Sets with an Argument Stance (1.5 weeks)</p>					
<b>Prior Learnings / Connections</b>					
<p><b>Reading Skills:</b> Questioning and Synthesizing  <b>21st Century Skills:</b> Collective Intelligence, Analyzing</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		TRANSFER
ESTABLISHED GOALS	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Common Core Standards</b>  <i>English Language Arts : 7</i>            919342 <i>Reading: Informational Text</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.RI.7.9 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.</li> </ul> <p>919364 <i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's</li> </ul>	<p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing)</p> <p>T2 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p> <p>T3 Analyze how two or more authors writing about the same topic shape their presentations of key information.(analyzing, collective intelligence)</p> <p>U1 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.</p> <p>U2 Informational text includes the author's perspective about an issue.</p> <p>U3 Readers use text structures and features to understand, question, and interpret text.</p> <p>U4 Authors match their structures, features, tone and information to match their intended audience, purpose and message.</p> <p>U5 Critical readers reflect on and question the author and text, and consider different perspectives to examine author's message.</p> <p>U6 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U7 Readers notice how and why writers make them wonder and care about a topic</p>	<p>Q1 How and why do I choose what I read?</p> <p>Q2 What is this author trying to make me think and how is that different from other views? Do I buy it? What statements or questions make me want to know more?</p> <p>Q3 What's the best way to tackle this text and capture evidence and my questions and thinking?</p> <p>Q4 Is this author credible? How do I know?</p> <p>Q5 Is this author making me care? Empathize? Disagree?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Nonfiction text features</p> <p>K2 Arguments are based on logic and evidence.</p> <p>K3</p>	<p>S1 using context and text features to determine the meaning of new vocabulary;</p> <p>S2 using a reader's notebook to gather important ideas and</p>

<p>argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>CCSS.ELA-LITERACY.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.</i></p> <ul style="list-style-type: none"> <li>• <i>CCSS.ELA-LITERACY.SL.7.1.A</i> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul> <p><i>919371 Language</i></p> <ul style="list-style-type: none"> <li>• <i>CCSS.ELA-LITERACY.L.7.6</i> 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.</li> </ul> <p><i>CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <ul style="list-style-type: none"> <li>• <i>CCSS.ELA-LITERACY.L.7.5.C</i> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>	<p>Persuasion is designed to elicit empathy for a position.</p> <p><b>K4</b> Nonfiction text structures: compare/contrast, survey, question and answer, chronological, cause and effect, perspective</p> <p><b>K5</b> <b>Content Vocabulary:</b> Argument, opinion, Evidence, Cause, Claim, Counterpoint, Empathy, Bias, exposition, persuasion, description, credibility, citations, bibliography, critical stance, synthesize, author's note, central idea, details</p>	<p>questions about read texts.</p> <p><b>S3</b> using accountable talk in peer conversations.</p> <p><b>S4</b> identifying and evaluating biased language</p> <p><b>S5</b> summarizing main ideas and details</p> <p><b>S6</b> using nonfiction text features to navigate a text</p> <p><b>S7</b> generating questions before, during and after reading a nonfiction text.</p> <p><b>S8</b> collecting information from multiple sources to generate and answer questions.</p> <p><b>S9</b> distinguishing between argument and persuasion.</p> <p><b>S10</b> locating and using resources to answer questions.</p> <p><b>S11</b> taking notes that synthesize information from multiple sources.</p> <p><b>S12</b> synthesizing and structuring notetaking</p> <p><b>S13</b> citing text evidence when discussing and debating ideas</p>
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## STAGE 2: ASSESSMENT EVIDENCE

### PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
	PT1		<p><b>Assessment Evidence:</b> Transfer Task: You've read multiple books about an issue. Use your notes to explain how the author's perspectives differ and how they are the same. Are the authors credible? How do you know?</p>
	PT2		<p><b>Assessment Evidence:</b> Reading Conference Notes</p>
	PT3		<p><b>Assessment Evidence:</b> Participation in whole and small group discussions ( Use collective intelligence rubric )</p>
	PT4		<p><b>Assessment Evidence:</b> Assured Experience: Using your log, checklists and reading response journal, reflect on your growth and goals as a reader. What are your goals for the next few weeks? For the rest of the school year?</p>
	PT5		<p><b>Assessment Evidence:</b> PBA: You participated in an argument protocol (on a self-selected topic; choice of three topics). Now you'll use your thinking to write a letter to someone that you want to convince of your position.</p>

### OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S Q1	LE1	<p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>  <u>Teaching Point:</u>                      Informational Readers investigate a topic from many angles, reading many sources to gather information about multiple perspectives on a topic.  <u>Mini-lesson:</u>                      Today I want you to think about the best way for us to set up our class library and sort our informational books so we can think about comparing and contrasting the information that various authors share with readers about the topic.  <u>Homework:</u>                      (In Reader's Notebooks) What topics are you interested in reading about? What are some additional topics that might be related to your area of interest?  <b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES12 - My Reading Life Log - - <a href="https://docs.google.com/a/madisonps.org/document/d/1wAurgW8qvBu_35rByJez7NVqXQe1X3SGApV17376ZNY/edit">https://docs.google.com/a/madisonps.org/document/d/1wAurgW8qvBu_35rByJez7NVqXQe1X3SGApV17376ZNY/edit</a> (link)</li> <li>• RES16 - Reading Interest Inventory - - <a href="https://docs.google.com/a/madisonps.org/document/d/1cBDcSSJH-g8TqDMJuzKvjrq71RAPoouhwtXc9CjQKT0/edit">https://docs.google.com/a/madisonps.org/document/d/1cBDcSSJH-g8TqDMJuzKvjrq71RAPoouhwtXc9CjQKT0/edit</a> (link)</li> <li>• RES29 - CCSS Appendix B - Go to Page 95 for informational text examples - - <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> (link)</li> <li>• RES34 - Anchor Chart: Common high-interest books with links to non-fictions -</li> </ul>	
T/U/Q/K/S Q1 Q2 Q3	LE2	<p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>  <u>Building Text Sets: Inquiry Lesson</u>  <u>Teaching Point:</u>                      Nonfiction readers choose nonfiction texts they love by identifying topics that they find interesting. How can we push ourselves to go beyond topic to sort nonfiction?  <u>Mini-lesson:</u>                      Today I want to teach you that nonfiction readers often think about what they really like about certain books, so they can find other books like those, and then do more reading, and become more and more powerful as readers. One way readers begin this work is to sort books and articles into the kinds of nonfiction they love and by topics they care about. They do this so that they can continue to learn more about the topics that are of really high-interest to them.                      What do the authors do to engage you? to teach you?</p>	

<p>T/U/Q/K/S Q5</p>	<p>LE3</p>	<p>What text features help readers navigate an informational text? Coaching- Try to outgrow your thinking-does nonfiction only go together if it is on the same topic? Try to arrange them according to author or series.</p>	
		<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> OPTIONAL: Lessons on Investigating Literary Techniques in Nonfiction (to be used as needed) <u>Possible Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Definitions teach us expert vocabulary</li> <li>• Vivid illustrations get us interested/explain things</li> <li>• Diagrams let us see inside things or see parts</li> <li>• Anecdotes introduce important people, tell about exciting events</li> <li>• Description lives in nonfiction</li> </ul>	
<p>T/U/Q/K/S Q3</p>	<p>LE4</p>	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> OPTIONAL: Using Text Structures to Guide Note Taking <u>Teaching Point:</u> Nonfiction writers synthesize information from their nonfiction texts by taking notes. Today I would like to show you how non-fiction writers give us clues as to how we should take notes. Based on the structure the author used, should I take my notes using a Venn Diagram? T-chart? Sketch? Boxes and bullets? Based on text structures, nonfiction readers take notes in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Boxes and bullets</li> <li>• Cause and Effect (What happened, why it happened)</li> <li>• Compare and Contrast (Venn diagram)</li> <li>• Sketch and Label</li> <li>• Writing Long from a Post It</li> <li>• Timeline</li> </ul> <p>Web <b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES13 - Note Taking Anchor Charts/Toolkit pages - - <a href="https://docs.google.com/a/madisoonps.org/file/d/0BxeTjNYfSb91Z0fRDZiU3hrNlk/edit">https://docs.google.com/a/madisoonps.org/file/d/0BxeTjNYfSb91Z0fRDZiU3hrNlk/edit</a> (link)</li> <li>• RES23 - Example #2 (Kate Roberts) - -</li> </ul>	

		<p><a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91YUfmc2pUb3ZBWDA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91YUfmc2pUb3ZBWDA/edit</a> (link)</p> <ul style="list-style-type: none"> <li>• RES25 - Nonfiction Readers read with Power -- <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91eTVtdTRoUzBPODg/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91eTVtdTRoUzBPODg/edit</a> (link)</li> <li>• RES31 - Examples of Student work -- <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91bW0xRVd6ZEFhbzQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91bW0xRVd6ZEFhbzQ/edit</a> (link)</li> <li>• RES35 - Example #2 -- <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WE9oa1ZEYzZoRDg/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WE9oa1ZEYzZoRDg/edit</a> (link)</li> <li>• RES40 - Example #3 -- <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ZnAzTlhUM3BPZXM/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ZnAzTlhUM3BPZXM/edit</a> (link)</li> <li>• RES42 - Example #4 -- <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ODhVTlIBcmRMMUO/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ODhVTlIBcmRMMUO/edit</a> (link)</li> </ul>	
<p><b>T/U/Q/K/S</b> Q1 Q3</p>	<p>LE5</p>	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Advancing What we Already Know About Nonfiction</u> <b>Teaching Point:</b> Nonfiction readers work to lift the level of their reading life and the thinking they do as they read by reflecting on what they have read and where they are in their goals. <b>Mini-lesson:</b> Spend time helping your students reflect on all they have already learned about reading informational texts, including determining main ideas and key details, summarizing, and describing the structures of texts. If needed, you will probably want to remind your readers that as they set out to first read some of the books in their growing text sets, they know how to orient themselves to the different sections and subsections, how to synthesize the main ideas and key details, how to teach someone what they've learned. Meanwhile, they read a lot, hoping to read more purposefully because of new thinking work, but knowing they can carry along with the strategies they already know as well. <b>Active Engagement:</b> List all of the things you know about nonfiction that you did not know before. Turn and Talk with a partner - compare and contrast your results. <b>Reader Response Journal for the week:</b> Summarize an article or section of a nonfiction book that you are reading. What are the central ideas and supporting details?</p> <ul style="list-style-type: none"> <li>• students should use various note taking strategies</li> </ul>	
<p><b>T/U/Q/K/S</b> Q2 Q5</p>	<p>LE6</p>	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Every Text Has a Position</u></p>	

	<p>Students should be analyzing the author's purpose and perspective, as nonfiction writing is not the truth, but rather someone's perspective on the truth. Students should be thinking about texts as written by an author that has a point of view, getting very specific with identifying the point of view- not just the one that is broad and obvious. They should be asking: <i>What does the author want me to feel, think, or believe about a topic?</i></p> <p><u>Teaching Point:</u> Today I want to teach you that readers notice how a text is trying to 'position them'-- that is, 'what is this text trying to get me to think/feel/believe? And do I agree with that?'</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> <li>• <i>I hear _____ the most in this text because...</i></li> <li>• <i>I hear _____ the least in this text because.....</i></li> <li>• <i>In listening to the voices, I hear language ..... that supports the position that.....</i></li> <li>• <i>I am mostly reading this text as an insider and it helps me understand.....This helps me understand the text with deeper complexity because.....</i></li> <li>• <i>I am mostly reading this text as an outsider and it helps me understand.....This helps me understand the text with deeper complexity because.....</i></li> <li>• <i>The reason I feel like an insider/outsider when reading this text is because of...</i></li> </ul> <p><u>Lifting the Level of thinking:</u></p> <ul style="list-style-type: none"> <li>• How does the information presented connect with and or contradict information learned in other sources?</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES4 - Structures We Know Anchor Chart - - <a href="http://www.pinterest.com/pin/335307134727553701/">http://www.pinterest.com/pin/335307134727553701/</a> (link)</li> <li>• RES14 - Use Student Generated Chart from the previous Inquiry Lesson -</li> <li>• RES30 - Critical Reading Toolkit Page - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91NW5zVWp2SjVjbmM/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91NW5zVWp2SjVjbmM/edit</a> (link)</li> <li>• RES33 - Prompts as a Thinking Stems Anchor Chart -</li> <li>• RES37 - Mentor Text: Ruby Bridges, Through My Eyes -</li> <li>• RES39 - <a href="http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196">http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196</a> - - <a href="http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196">http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196</a> (link)</li> <li>• RES41 - <a href="http://home.olemiss.edu/~egjbp/comp/ad-claims.html">http://home.olemiss.edu/~egjbp/comp/ad-claims.html</a> - - <a href="http://home.olemiss.edu/~egjbp/comp/ad-claims.html">http://home.olemiss.edu/~egjbp/comp/ad-claims.html</a> (link)</li> </ul>	
<p>T/U/Q/K/S Q2</p>	<p>LE7</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b></p>	



Q5	<p>Determining POV Through Powerful Language and Images</p> <p><b>Teaching Point:</b> Readers notice the words the author uses, as well as the images embedded, to help determine how the author might feel about the topic and then use that feeling to determine a possible point of view. "Why is the author using those words, phrases, and images? What is her or his plan?"</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> <li>• <i>When the author uses words like ____, ____, and ____, this tells me he/she might feel ____ about the subject.</i></li> <li>• <i>When the author says ____ it makes me think he/she may believe...</i></li> <li>• <i>The visual images in the article (photographs, illustrations, diagrams) are included to maybe make the reader think or feel ____. Therefore, the point of view might be...</i></li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES10 - Sample Mini-Lesson Video on POV - - <a href="http://vimeo.com/album/2192389/video/55951301">http://vimeo.com/album/2192389/video/55951301</a> (link)</li> <li>• RES19 - Mentor Text: Ruby Bridges, Through My Eyes -</li> </ul>	
<p>T/U/Q/K/S</p> <p>Q2</p> <p>Q3</p> <p>Q4</p> <p>Q5</p>	<p>LE8</p> <p><b>Activity:</b></p> <p><b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b></p> <p><b>Finding Patterns to Uncover Author's Perspective</b></p> <p><b>Teaching Point:</b> Today I want to teach you that readers are always asking, "What is the author's point of view?"</p> <p>In order to uncover an author's perspective, we need to:</p> <ol style="list-style-type: none"> <li>1. Collect some evidence (structure, word choice).</li> <li>2. Look for patterns in the evidence.</li> <li>3. ASK: What POV does this author have?</li> <li>4. Discuss the assumptions of the text.</li> <li>5. Who wrote it? What's his or her role? What does the author, or sponsor stand to gain from this position?</li> <li>6. Always link the work back to our own lives (What is my perspective? What do I want to teach others about this?).</li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES2 - QAR Questioning Strategy - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WFQyRU5TaFJTb0U/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WFQyRU5TaFJTb0U/edit</a> (link)</li> <li>• RES18 - Uncovering Author's Perspective Steps as an Anchor Chart -</li> <li>• RES28 - Mentor Text: Ruby Bridges, Through My Eyes -</li> </ul>	
LE9	<p><b>Activity:</b></p> <p><b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b></p> <p><b>Do I Buy This?</b></p>	

	<p><u>Teaching Point:</u>Readers determine if particular sources or authors are credible by asking the following questions:</p> <ul style="list-style-type: none"> <li>• Who wrote the information? What date was it written? Can the information be verified?</li> <li>• Does this information seem unbelievable?</li> <li>• Does it make sense to you or others? Does what you read conflict with something you already know to be true?</li> <li>• Does the writing seem like something is grossly exaggerated?</li> <li>• Is there a way to check this information out so you know whether it is true or not?</li> </ul> <p>Show Sample A and Sample B</p>	
<p><b>T/U/Q/K/S</b> Q2 Q4 Q5</p>	<p>LE10</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>What's Missing?</u> <u>Teaching Point:</u> Readers determine what information is missing from a text. Then readers can wonder why the information may have been left out. That reason for omission can help determine the author's point of view. Possible Prompt:</p> <ul style="list-style-type: none"> <li>• <i>The author doesn't include... This makes me wonder if...</i></li> </ul> <p><i>Are there things in the source that give you pause or make you uneasy?</i></p>	
<p><b>T/U/Q/K/S</b> Q2 Q3</p>	<p>LE11</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Organizing New Learning to Begin to Teach</u> Great nonfiction writers do their very best, work their hardest to be excellent teachers. <u>Teaching Point:</u> Nonfiction readers teach others by sharing by explaining information using effective techniques. They work to be engaging, clear, and always with sight of learners in mind. <u>Mini-lesson:</u> Today I would like to teach you how it's not just nonfiction authors who explain information using effective techniques. Talk partners use these same techniques when they teach each other about what they've learned. Students come prepared to talk with their partner by:</p> <ul style="list-style-type: none"> <li>• Organize what they say on their fingers, like heading and subheadings</li> <li>• Jot a diagram to explain something tricky</li> <li>• Retell an exciting story or anecdote.</li> </ul> <p>And they might not only use these techniques when they talk, they might use them when they write, too.</p> <p><b>Resources</b></p>	

		<ul style="list-style-type: none"> <li>• RES5 - Accountable Talk Anchor Chart -</li> <li>• RES20 - Ways to Share Information - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91OXRfv2Rramd5UzA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91OXRfv2Rramd5UzA/edit</a> (link)</li> <li>• RES27 - Ways to Teach - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91eG94WUJ5aEJoMDQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91eG94WUJ5aEJoMDQ/edit</a> (link)</li> </ul>	
<p>T/U/Q/K/S Q1 Q4</p>	LE12	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Transfer Task</u> You've read multiple texts (books and or articles, films) about an issue. Use your notes to explain how the author's perspectives differ and how they are the same. Are the authors credible? How do you know? <u>Teaching Point:</u> Nonfiction readers can reflect on their reading work by questioning author perspective and credibility. <b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES6 - Transfer Task - - <a href="https://docs.google.com/a/madisonps.org/document/d/1EtMD2zq1s-Sa3tHekVdQMvnlvYvYJrEPIKNhJ81Q0JE/edit">https://docs.google.com/a/madisonps.org/document/d/1EtMD2zq1s-Sa3tHekVdQMvnlvYvYJrEPIKNhJ81Q0JE/edit</a> (link)</li> </ul>	
<p>T/U/Q/K/S Q2</p>	LE13	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Book to Head, Head to Notes</u> <u>Teaching Point:</u> Nonfiction readers don't just write down an author's ideas, they talk about them with partners to synthesize it and make it their own. <u>Mini-lesson:</u> Taking notes and synthesizing information is not just putting the author's writing into your own words. There are many ways you can put the information in your head, and then take your thoughts (and what you already know), and put that information on paper. Readers can stop and jot. Readers can pause and think/say. <u>Partners can:</u> Read a section Tell each other what they think is important Jot down their ideas Close their notebooks and talk more about what the section is making them think. Look at pictures and describe it. Readers can close their notebooks and share their knowledge. <u>Reader Response Journal for the week:</u> Choose a page of your notes with your questions and thinking about the evidence you collected. What information have</p>	

	<p>you gathered? What is this information causing you to think about? What are you questioning? Student work options could include:</p> <ul style="list-style-type: none"> <li>• stop and jot on your notes</li> <li>• reading with your mind of fire in your notes</li> </ul> <p>cause and effect boxes (this is the information, this is the new thinking I have, these are the questions I have)</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES3 - See Reenergize Research Reading and Writing by Lehman Chapter 4 p. 72-74 -</li> <li>• RES17 - Nonfiction Readers Pause Nonfiction Readers Stop and Jot - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91dXJZQ0ZsUnQwOTA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91dXJZQ0ZsUnQwOTA/edit</a> (link)</li> </ul>	
<p><b>T/U/Q/K/S</b> Q2 Q4</p>	<p>LE14</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Audience Influences Writing</u> <u>Teaching Point:</u> Nonfiction readers can identify the author's intended audience by asking, "Who is this text written for?" <u>Mini-lesson (DEMO):</u> Today I would like to teach you that readers think carefully about the intended audience of the piece of writing. We can ask, "Who is this text written for? Who will most likely read this text? Who is the audience?" Possible Prompts:</p> <ul style="list-style-type: none"> <li>• <i>This text is most likely written for... I can tell because...</i></li> <li>• <i>This author makes me feel _____ here because...that makes me think the audience and purpose is _____.</i></li> </ul>	
<p><b>T/U/Q/K/S</b> Q2 Q4</p>	<p>LE15</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Authors Gather Information From Other Authors</u> <u>Teaching Point:</u> Nonfiction readers pay attention to who an author cites as an "expert" or "source of knowledge" on the topic. <u>Mini-lesson:</u> Nonfiction writers often cite other authors, whom they feel are experts or sources of knowledge. By paying attention to these other sources, we can figure out the following:</p> <ul style="list-style-type: none"> <li>• author's credibility</li> <li>• author's perspective</li> </ul>	

<p>T/U/Q/K/S Q1 Q2 Q4</p>	<p>LE16</p>	<ul style="list-style-type: none"> <li>• lead the nonfiction reader to further research and information</li> <li>• why is this other source important?</li> <li>• Based on the patterns you are seeing, are these authors credible?</li> </ul>	
<p>T/U/Q/K/S Q2 Q3 Q4 Q5</p>	<p>LE17</p>	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Reading Across Texts to Compare Perspectives</u> <u>Teaching Point:</u> Nonfiction readers often question what what they reading by looking at other texts. They seek out additional books/articles/digital texts that push their learning further. They read across multiple texts with a critical eye, looking for both disagreement and consensus on a topic. Possible Prompts:</p> <ul style="list-style-type: none"> <li>• <i>This text is saying .....but as I read this text, I'm hearing.....</i></li> <li>• <i>After reading these texts, I am most interested in hearing _____'s side of the issue because...</i></li> </ul> <p>To research before establishing your position in an argument Set up your note-taking system Find sources on both sides of the issue Read the title and lead of a source, decide which side the author seems to support and file your evidence either in the for or against the issue side, (or other) Read closely, be alert to evidence or ideas that inform the argument, pausing often to record especially important evidence. <u>Informal Assessment:</u> Sticky note: what are position As and Bs for this text set? <u>Reader Response Journal for the week:</u> Reflect on how your thinking changed about a topic after reading several sources on the topic.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES7 - Provide students with choice about the text sets you'll use in your classroom. -</li> <li>• RES15 - You may choose to use 3-6 sets with your students. -</li> <li>• RES24 - For students with a particular interest, you may push them to identify their own set, but do this at -</li> </ul>	

	<p>Each author's perspective or bias Information that one author includes while others leave out Conflicting information <i>This author includes _____ while the other includes _____. This make me think/question/wonder?</i> <i>On the one hand, _____, on the other hand _____, this makes me think _____.</i> Collect evidence that allows you to think through various sides of an argument. Crystallize a claim with reasons, making sure your reasons are based on evidence. Rehearse by explaining your position, your claim, and listing your reasons point by point. (Optional Reader Response Journal for the week): Reflect on how an author addressed your questions while you read. How did you find the answers to your questions right there in the book?</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES8 - Main Idea Clues - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91QW1zVVEo2eWdJb1k/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91QW1zVVEo2eWdJb1k/edit</a> (link)</li> <li>• RES22 - Strategies for Determining Importance - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91cmVsc2xqRWEzVTQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91cmVsc2xqRWEzVTQ/edit</a> (link)</li> <li>• RES26 - Topic Plus Main Idea - - <a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ZFNNN01b1RmTTO/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ZFNNN01b1RmTTO/edit</a> (link)</li> <li>• RES32 - Author's POV Kate Roberts - - <a href="https://kateandmaggie.files.wordpress.com/2013/11/nf-reading-and-pov.jpg">https://kateandmaggie.files.wordpress.com/2013/11/nf-reading-and-pov.jpg</a> (link)</li> <li>• RES36 - Biased Comic - - <a href="http://1.bp.blogspot.com/-580xav56txw/UPAh8D8OitI/AAAAAAAAAAmA/mwujIBUqyDE/s1600/Bias+Comic.png">http://1.bp.blogspot.com/-580xav56txw/UPAh8D8OitI/AAAAAAAAAAmA/mwujIBUqyDE/s1600/Bias+Comic.png</a> (link)</li> <li>• RES38 - See Session 2, Gakd your argument into a scrimmage lesson, page 15 The Art of Argument (Pathways)</li> <li>• RES43 - Collective Intelligence Rubric - - <a href="https://docs.google.com/a/madisonps.org/document/d/14A20zWvARG3HtmhgW-ej9FoQ7NpBC6y5SCqkYb2BxB8/edit">https://docs.google.com/a/madisonps.org/document/d/14A20zWvARG3HtmhgW-ej9FoQ7NpBC6y5SCqkYb2BxB8/edit</a> (link)</li> </ul>	
LE18	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> Optional or Small Group Lesson: When taking sides in an argument, it is important to start by weighing the reasons and evidence offered up by both sides, remaining open, suspending judgment so as to develop a considered opinion. As even that opinion, that position is a preliminary one.</p> <p>Pros Cons</p>	

<p>T/U/Q/K/S Q4 Q5</p>	<p>LE19</p> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>RES9 - Optional or Small Group Lesson: When taking sides in an argument, it is important to start by weighing -</li> </ul> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Teaching Point:</u> Nonfiction readers evaluate author's credibility and background when they notice conflicting information. <u>Mini-lesson:</u> When looking at two conflicting perspectives, nonfiction readers need to evaluate both author's credibility, POV, and background in order to argument. <b>Resources</b></p> <ul style="list-style-type: none"> <li>RES1 - Begin making chart on page 19 in The Art of Argument. -</li> </ul>	
<p>T/U/Q/K/S Q3</p>	<p>LE20</p> <p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> <u>Teaching Point:</u> Readers gather evidence to support their position/stance/claim. Review Argument Talk Rules. Push students to meet the challenge of supporting multiple arguments/perspectives. Moves that always pay off in arguments: Make a clear, strong claim. <i>I take the position that _____ because (reason 1), because (reason 2) and because (reason 3)</i> Give reasons to support your claim, backed up by multiple bits of evidence. <i>One reason I think this is... (reason 1)</i> <i>For example, evidence a</i> <i>Also, evidence b</i> <i>In addition, evidence c</i> <i>Another reason I think this is... (reason 2)</i> <i>For example, evidence a</i> <i>Also, evidence b</i> <i>In addition, evidence c</i> Respond to some of your opponents points to strengthen your own. Readers consider authentic audiences when they build their points and counterpoints. Matching strongest evidence to different audiences helps readers present an argument. <b>Resources</b></p> <ul style="list-style-type: none"> <li>RES11 - Page 19, The Art of Argument -</li> </ul>	

T/U/Q/K/S Q2 Q3 Q5	LE21	<ul style="list-style-type: none"> <li>RES21 - see page 97 in The Art of Argument -</li> </ul> <p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Argument protocol then debate.</p>	
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ADDITIONAL INFORMATION		
RESOURCES		
No.	Description	Files / Links
RES1	Begin making chart on page 19 in The Art of Argument. -	
RES2	QAR Questioning Strategy -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WFQyRU5TaFJTb0U/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91WFQyRU5TaFJTb0U/edit</a> (link)
RES3	See Reenergize Research Reading and Writing by Lehman Chapter 4 p. 72-74 -	
RES4	Structures We Know Anchor Chart -	<a href="http://www.pinterest.com/pin/335307134727553701/">http://www.pinterest.com/pin/335307134727553701/</a> (link)
RES5	Accountable Talk Anchor Chart -	
RES6	Transfer Task -	<a href="https://docs.google.com/a/madisonps.org/document/d/1EtMD2zq1s-Sa3tHekVdQMvNlvyYJrEPIKNnJ81Q0jE/edit">https://docs.google.com/a/madisonps.org/document/d/1EtMD2zq1s-Sa3tHekVdQMvNlvyYJrEPIKNnJ81Q0jE/edit</a> (link)
RES7	Provide students with choice about the text sets you'll use in your classroom. -	
RES8	Main Idea Clues -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91QW1zVEo2eWdJb1k/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91QW1zVEo2eWdJb1k/edit</a> (link)
RES9	Optional or Small Group Lesson: When taking sides in an argument, it is important to start by weighi -	
RES10	Sample Mini-Lesson Video on POV -	<a href="http://vimeo.com/album/2192389/video/55951301">http://vimeo.com/album/2192389/video/55951301</a> (link)
RES11	Page 19, The Art of Argument -	
RES12	My Reading Life Log -	<a href="https://docs.google.com/a/madisonps.org/document/d/1wAurgW8qvBu_35rBylez7NVqXQe1X3SGApVi73767NY/edit">https://docs.google.com/a/madisonps.org/document/d/1wAurgW8qvBu_35rBylez7NVqXQe1X3SGApVi73767NY/edit</a> (link)
RES13	Note Taking Anchor Charts/Toolkit pages -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91Z0rfRDZtU3hrNlk/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91Z0rfRDZtU3hrNlk/edit</a> (link)
RES14	Use Student Generated Chart from the previous Inquiry Lesson -	
RES15	You may choose to use 3-6 sets with your students. -	
RES16	Reading Interest Inventory -	<a href="https://docs.google.com/a/madisonps.org/document/d/1cBDcsslH-g8TqDMJuzKvjrq71RAPoouhwtxc9CIQKTo/edit">https://docs.google.com/a/madisonps.org/document/d/1cBDcsslH-g8TqDMJuzKvjrq71RAPoouhwtxc9CIQKTo/edit</a> (link)
RES17	Nonfiction Readers Pause Nonfiction Readers Stop and Jot -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91dXJZQ0ZsUnQwOTA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91dXJZQ0ZsUnQwOTA/edit</a> (link)
RES18	Uncovering Author's Perspective Steps as an Anchor Chart -	

RES19	Mentor Text: Ruby Bridges, Through My Eyes -	
RES20	Ways to Share Information -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb910XRfv2Rramd5UzA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb910XRfv2Rramd5UzA/edit</a> (link)
RES21	see page 97 in The Art of Argument -	
RES22	Strategies for Determining Importance -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91cmVsc2xqRWEzVTQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91cmVsc2xqRWEzVTQ/edit</a> (link)
RES23	Example #2 (Kate Roberts) -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91YUimc2pUb3ZBWDA/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91YUimc2pUb3ZBWDA/edit</a> (link)
RES24	For students with a particular interest, you may push them to identify their own set, but do this at -	
RES25	Nonfiction Readers read with Power -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91eTVrdTRoUzBPODg/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91eTVrdTRoUzBPODg/edit</a> (link)
RES26	Topic Plus Main Idea -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91ZFNNNy01b1RmTTO/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91ZFNNNy01b1RmTTO/edit</a> (link)
RES27	Ways to Teach -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91eG94WUJ5aE1oMDQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91eG94WUJ5aE1oMDQ/edit</a> (link)
RES28	Mentor Text: Ruby Bridges, Through My Eyes -	
RES29	CCSS Appendix B - Go to Page 95 for informational text examples -	<a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> (link)
RES30	Critical Reading Toolkit Page -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91NW5zVWp2SjVjbmM/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91NW5zVWp2SjVjbmM/edit</a> (link)
RES31	Examples of Student work -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91bW0xRVd6ZFhzbzQ/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91bW0xRVd6ZFhzbzQ/edit</a> (link)
RES32	Author's POV Kate Roberts -	<a href="https://kateandmaggie.files.wordpress.com/2013/11/nf-reading-and-pov.jpg">https://kateandmaggie.files.wordpress.com/2013/11/nf-reading-and-pov.jpg</a> (link)
RES33	Prompts as a Thinking Stems Anchor Chart -	
RES34	Anchor Chart: Common high-interest books with links to non-fictions -	
RES35	Example #2 -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91WE9oa1ZEYzZoRDg/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfsb91WE9oa1ZEYzZoRDg/edit</a> (link)
RES36	Biased Comic -	<a href="http://1.bp.blogspot.com/-">http://1.bp.blogspot.com/-</a>

RES37	Mentor Text: Ruby Bridges, Through My Eyes - 580xav56txw/UPAn8D8OrtI/AAAAAAAAAAmAm/mwujIBUqyDE/s1600/Bias+Comic.png (link)	
RES38	See Session 2, Gakd your argument into a scrimmage lesson, page 15 The Art of Argument (Pathways) -	
RES39	<a href="http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196">http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196</a> -	<a href="http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196">http://vimeo.com/tcrwp/opinion-argument-writing/video/56066196</a> (link)
RES40	Example #3 -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb9IZnAzTlhUM3BPZXM/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb9IZnAzTlhUM3BPZXM/edit</a> (link)
RES41	<a href="http://home.olemiss.edu/~egjbp/comp/ad-claims.html">http://home.olemiss.edu/~egjbp/comp/ad-claims.html</a> -	<a href="http://home.olemiss.edu/~egjbp/comp/ad-claims.html">http://home.olemiss.edu/~egjbp/comp/ad-claims.html</a> (link)
RES42	Example #4 -	<a href="https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ODhVTlIBcmRMMU0/edit">https://docs.google.com/a/madisonps.org/file/d/0BxeTjNYfSb91ODhVTlIBcmRMMU0/edit</a> (link)
RES43	Collective Intelligence Rubric -	<a href="https://docs.google.com/a/madisonps.org/document/d/14A20zWvARG3HmhgW-ej9FoQ7NpBC6y5SCqkYb2BxB8/edit">https://docs.google.com/a/madisonps.org/document/d/14A20zWvARG3HmhgW-ej9FoQ7NpBC6y5SCqkYb2BxB8/edit</a> (link)
<b>COMMENTS / NOTES</b>		
Bend 1: Inquiry and Discovery of Informational Text Structures and Purposes		
Gail Dahling-Hench 2015-10-30 05:36:41.58		
Bend 2: Non-fiction Reading Clubs - Investigating Text Sets with an Argument Stance		
Gail Dahling-Hench 2015-10-30 06:03:08.477		
Reflection Day		
Teaching Point: Nonfiction readers reflect on their growth by reviewing their reader response journals, reading logs, reading checklist, and goals.		
Reflection Prompt: Using your reading log, checklist and reading response journal, reflect on your growth and goals as readers. What are your goals for the next few weeks? For the rest of the school year?		
Assured Experience Reflection Rubric		
Reading Interest Inventory		
My Reading Life Log		

