Grade Level/Subject 7 Unit 7

Nonfiction Literature Circles: Analyzing Our Role as Informed Members of the Community

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results

Overarching PA Core Standards:	*Transfer*
CC.1.2.7.A 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 CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.K Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade-level reading and content,choosing flexible from a range of strategies and tools. CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	TRANSFER GOALS *will be able to independently use their learning to…* Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity. Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives. Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts and the major sections of the text. CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	*Meaning*	
	UNDERSTANDINGS *Students will understand that…* - Throughout history, individuals have changed as a result of the experiences they face - Text organization and features is chosen by authors to support their purpose for writing - Central ideas are supported by details, and not all details should be included when summarizing large chunks of text - Organization of nonfiction text impacts the way readers understand the key information and related details - Different strategies are used in nonfiction texts to help comprehend the information presented - Different strategies can and should be used for reading digital texts vs. print texts. - Nonfiction writing can give individuals a platform to share their voice with others	ESSENTIAL QUESTIONS *Students will keep considering...* - How do people and cultures evolve as a result of the experiences they face? - What strategies should I use to comprehend digital texts compared to print texts? - How do I summarize nonfiction texts to include only central ideas? - How are text features chosen to both support the information provided and influence the way readers perceive the information (bias)? - What strategies should I use to understand and remember information presented in nonfiction text? How does it differ from fiction texts? - How do I synthesize information from multiple sources to present information on a nonfiction topic? - How do I appropriately site sources in MLA format? - What power does nonfiction writing have in the community? How can I use nonfiction to make my voice heard? - How do I know if a text is fiction or nonfiction? - How can I use knowledge of Greek and Latin root words to determine the meaning of unfamiliar words?

	Knowledge and Skills Acquisition	
	KNOWLEDGE *Students will know …* - How to identify text structure and features in print and digital texts - How organization of nonfiction texts impact the way readers understand and interpret information - Nonfiction reading strategies to organize and comprehend long, nonfiction texts - The English Language draws from Greek and Latin words, and knowledge of word parts can help decode new, unfamiliar words - Ways to identify central ideas and summarize large pieces of text - Ways to organize and present nonfiction information according to topic and audience - How to recognize the difference between fiction and nonfiction VOCABULARY - Text structures (compare contrast, cause and effect, chronologically/sequence and order, description, problem and solution) - Text features (and examples, such as pictures, captions, text boxes, etc.) - Central ideas, key details - Summarize - Greek and Latin root words	SKILLS *Students will be skilled at…* - Identifying text structures and text features - Analyzing how the use of text features influence the way readers understand a text? - Summarizing nonfiction texts and distinguishing between central idea and detail - Researching a topic to find multiple, reliable resources - Synthesizing a variety of sources to present information digitally in a clear, cohesive manner - Using Greek and/or Latin root words to determine the meaning un unknown words. - Using MLA format to share written nonfiction information, including citing sources - Differentiating between fiction and nonfiction

Stage 2 – Evidence		
Code **A/M/T**	**Evaluative Criteria**	**Assessment Evidence**

T	*Success Criteria:*
	
	- Collection of mini-projects or analysis responses demonstrating understanding of nonfiction topics, such as organization and text structures, text features, summarization skills, and nonfiction reading strategies
	- Research project demonstrates ability to find reliable sources, synthesize information from multiple sources, summarize information and present in a clear webpage through Adobe Spark or other digital presentation software. Includes MLA formatting and bibliographic skills
		PERFORMANCE TASK(S)
		
		Novel Project
		
		- Literature Circle Group Work
		  - 3-4 group meetings
		  - 1-2 group analysis questions OR 1 mini-project per meeting
		  - Analysis tasks or questions focus on connecting class concepts to events, conflicts, and themes in novels
		
		Community Research Project
		- Each group will choose a community based, non-fiction topic to research.
		- Groups find and evaluate reliable sources on their chosen topic
		- Make a claim about what the community should do with the information (raise awareness, make a change, etc.)
		- Individuals determine which sources best fit their purpose and create a report about the topic using at least 2-3 sources (RAFT).
		- Final reports should be presented through Adobe Spark including
		  - Summaries and/or relevant details to understand of the articles to understand the topic
		  - A clear claim for what the presenter wants the audience to do about the community topic
		  - A Spark presentation that includes varied layouts, text formats, visuals, etc.
		  - Nonfiction text features to aid comprehension of topic
		  - In-text citations (MLA format) and a full bibliography
		  - Proper grammar, structure, and spelling according to grade level standards
			Differentiation Considerations:
			
			-novel selection
			
			-reference vocabulary notebook
			
			-Graphic organizers
			
			-Medium of project
			
			-peer feedback
			
			-length of project
			
			-Rubrics

A M	*Success Criteria:* - Correctly define vocabulary using context and knowledge of Greek and Latin root words - Correctly answer questions about nonfiction text features and structure - Summarize a passage's central ideas accurately and concisely - A constructed response TDA evaluating students' ability to use text evidence supporting a clear claim with multiple body paragraphs, an introduction, and a conclusion	OTHER EVIDENCE **Quizzes** One quiz for each of the major unit components, including: - Nonfiction text structure identification (matching, multiple choice, short answer) - Text Features identification (matching, short answer) - Summarizing (short answer) - Greek and Latin root words (grammar) **TDA** - Nonfiction TDA analyzing components of nonfiction, such as structure, features, bias, credibility, purpose, etc. - Multiple paragraph	**Differentiation Considerations:** -Graphic organizers -reference vocab. notebook -multiple choice limit (3 vs. 4) -word banks