Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments.

Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.

Students will analyze the structure of informational text, reading to draw evidence and support conclusions. Students need to produce clear and coherent writing and demonstrate correct use of Standard English conventions. They will use this information to conduct research projects to demonstrate their understanding of the subject under investigation.

Students will be expected to convey short as well as more sustained research projects in Unit 5. An example of a shorter research project could be answering a single question using multiple resources, including multimedia, culminating in collaborative discussion and/or informational writing. The teacher should scaffold this instruction through the use of graphic organizers, teacher modeling, small group collaboration, and/or the use of online resources (see Resources).

This unit is taught at this point in the academic year because research skills build upon previous units. These research, analysis and writing skills will be foundational to the skills needed in future units.

As with all units aligned to the Common Core State Standards, ESL students should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

### Reading Anchor Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRA.R.1</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
<tr>
<td>CCRA.RI.7</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
</tr>
<tr>
<td>CCRA.RI.9</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,</td>
</tr>
</tbody>
</table>
scene, or stanza) relate to each other and the whole.

**Writing Anchor Standard**

CCRA.W.4 Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Speaking and Listening Anchor Standard**

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Concepts to Be Learned and Skills to Be Used**

- ANALYZE structure of text
- PRODUCE clear and coherent writing
- CONDUCT short research projects
- GATHER relevant information from multiple sources
- SUPPORT claims with relevant evidence

**Essential Questions**

*How is information effectively organized within literary nonfiction?*

*How do text structures and features help a reader better understand the meaning?*

*How do vocabulary, particular details, and relevant evidence combine to create the central idea of an informational piece?*

*How can the presenter effectively express their findings to an audience?*

**Assessment**
Task Name: Written Curriculum

Standards that are the Focus in the Unit of Study:

**Reading Standards: Literature**

**Key Ideas and Details**

<table>
<thead>
<tr>
<th>RL.7.1</th>
<th>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td></td>
<td>o RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
</tbody>
</table>

**Reading Standards: Informational Text**

**Key Ideas and Details**

<table>
<thead>
<tr>
<th>RI.7.5</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
</tr>
<tr>
<td></td>
<td>o RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
</tr>
</tbody>
</table>

**Reading Standards: Informational Text**

**Integration and Knowledge of Ideas**

<table>
<thead>
<tr>
<th>RI.7.9</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
</tr>
<tr>
<td></td>
<td>o RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
</tr>
</tbody>
</table>

**Writing Standards**

**Research to build and Present Knowledge**

<table>
<thead>
<tr>
<th>W.7.4.</th>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</th>
</tr>
</thead>
</table>
### Writing Standards

**Research to build and Present Knowledge**

- **W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
  - **W.6.7.** Conduct short research projects to answer a question, drawing on several sources and **refocusing the inquiry when appropriate.**
  - **W.8.7.** Conduct short research projects to answer a question (**including a self-generated question**), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Writing Standards

**Research to build and Present Knowledge**

- **W.7.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - **W.6.8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic **bibliographic information for sources.**
  - **W.8.8.** Standard is identical to grade 7

### Speaking and Listening Standards

**Presentation of Knowledge and Ideas**

- **SL.7.4.** Present claims and findings, emphasizing salient points in a focused, **coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation**
  - This standard in grades 6 and 8 are identical to grade 7

### Speaking and Listening Standards

**Presentation of Knowledge and Ideas**

- **SL.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
  - **SL.6.5.** Include multimedia components (**e.g., graphics, images, music, sound**) and visual displays in presentations to clarify information.
  - **SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### Standards that **Reinforce/Support** the Unit of Study Focus Standards:
Reading Standards: Informational Text

Key Ideas and Details

<table>
<thead>
<tr>
<th>RI.7.1</th>
<th>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (A focus in unit 1 and supporting standard in units 2 through 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td></td>
<td>o RI.8.1 Standard is identical to grade 7</td>
</tr>
</tbody>
</table>

Writing Standards

Text Types and Purposes

<table>
<thead>
<tr>
<th>W.7.1c.</th>
<th>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o This standard in grades 6 and 8 are identical to grade 7</td>
</tr>
</tbody>
</table>

Writing Standards

Text Types and Purposes

<table>
<thead>
<tr>
<th>W.7.2d.</th>
<th>Use precise language and domain-specific vocabulary to inform about or explain the topic. (A focus in unit 3 and supporting standard in units 4 through 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o This standard in grades 6 and 8 are identical to grade 7</td>
</tr>
<tr>
<td></td>
<td>o Establish and maintain a formal style. (A focus in unit 3 and supporting standard in units 4 through 8)</td>
</tr>
<tr>
<td></td>
<td>o This standard in grades 6 and 8 are identical to grade 7</td>
</tr>
</tbody>
</table>

Writing Standards

Text Types and Purposes

<table>
<thead>
<tr>
<th>W.7.3c.</th>
<th>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (A focus in unit 4 and supporting standard in units 5 through 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o W.6.3c Standard is identical to grade 7</td>
</tr>
<tr>
<td></td>
<td>o W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</td>
</tr>
</tbody>
</table>

Writing Standards

Research to Build and Present Knowledge

| W.7.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research. (A focus in unit 4 and supporting standard in |
### Speaking and Listening Standards

#### Comprehension and Collaboration

**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.

- This standard in grades 6 and 8 are identical to grade 7
- **d.** Acknowledge new information expressed by others and, when warranted, modify their own views. (A focus in unit 4 and supporting standard in units 5 through 8)

- **SL6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- **SL.8.1d** Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.

### Language Standards

#### Conventions of Standard English

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- This standard in grades 6 and 8 are identical to grade 7

### Language Standards

#### Vocabulary Acquisition and Use

**L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

### Language Standards

#### Vocabulary Acquisition and Use

**L.7.6** 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. (A focus in unit 1 and supporting standard in units 2 through 8)

- This standard in grades 6 and 8 are identical to grade 7

**Standards that are Continuous for the entire school year:**

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ELA Grade 7 Unit 5

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Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.

Reading Standards: Literature

Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

Reading Standards: Informational Text

Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Range of Writing

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- This standard in grades 6 and 8 are identical to grade 7

Production and Distribution of Writing

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English
L.7.2b. Spell correctly.

- L.6.2b Standard is identical to grade 7
- L.6.2b Use an ellipsis to indicate an omission.

Language Standards

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- This standard in grades 6 and 8 are identical to grade 7

Clarifying the Standards

Key =

<table>
<thead>
<tr>
<th>RL</th>
<th>Reading Standards for Literature</th>
<th>W</th>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI</td>
<td>Reading Standards for Informational Text</td>
<td>SL</td>
<td>Speaking &amp; Listening Standards</td>
</tr>
<tr>
<td>RF</td>
<td>Foundational Skills</td>
<td>L</td>
<td>Language Standards</td>
</tr>
</tbody>
</table>

**RL** Students in grade 6 are asked to cite textual evidence. Students provide an analysis to support what the text says and draw inferences. **As they move to grade 7, they continue citing evidence from varied texts to support their analysis.** In grade 8 they look for the strongest textual evidence to support their analysis. They continue to draw upon the texts as well as inferences.

**RI** RI in this unit cover key ideas/detail and integration of knowledge and ideas. In grade 6 students are expected to analyze how sentences, paragraphs, chapters or sections fit into the structure of a text. They are also asked to compare and contrast the author’s presentation of events from another author. **As students move into 7th grade, they are going to be mastering the ideas of analyzing the structure that authors use to organize their text. They will be expected to analyze how two or more authors, writing about the same subject, use different evidence to show different interpretations.** In grade 8 this analysis of text builds with looking at how two or more texts provide conflicting information on the same topic.

**W** All three grades will be conducting short research projects. In grade 6, students will be answering questions, drawing on several sources, and refocusing their inquiry when appropriate. **As they move to grade 7, they continue with this by generating additional questions to further their research and investigation.** In grade 8, students include self-generated questions to their projects, and explore multiple avenues of sources. Students in all grades will also be expected to draw information from multiple print and digital sources. They will be expected to analyze the credibility and accuracy of the resources, while avoiding plagiarism.
SL Students in grade 6 will be expected on present their findings and claims in a coherent manner, and use appropriate eye contact, volume and pronunciation. **This continues in the 7th grade** as well as when students move into 8th. In grade 6, students will include multimedia and visual displays to clarify information. **As they move into grade 7 they will also emphasize salient points.** In grade 8, students will strengthen their claims, evidence, and add interest to their presentations.

**Resources:**
**References to Appendices A, B, and C and Other Resources**

Word Q is a Universal Tool that can be used by all students. (Regular education, special education and ESL students) Word Q works with all applications. Word Q is ready to help with any reading and writing assignments that involve electronic text applications such as:
- Web browsers (i.e. Internet explorer, Safari, Chrome)
- Word Processing applications (i.e. MS Word, iWorks, Notepad, PDF’s saved as text files)
- Graphic Organizers (i.e. Inspiration, Wespiration, Kidspiration)
- Email clients (i.e. Outlook, Gmail, Hotmail)

Albuquerque Public schools owns a District License for Word Q. You can install Word Q on your APS computers by going to tech.aps.edu

**Literature and Thought Series Unit 5 Resources**

**And Justice for All**
Justice Though the Ages (Timeline) pg. 10
The United States Versus Susan B. Anthony (Biography) pg. 112

**Who am I?**
On Being Seventeen, Bright and Unable to read. (Autobiography) pg. 24

High Point Level C may be used for text resources

**Online:**
- Multicultural Resources [http://www.edchange.org/multicultural](http://www.edchange.org/multicultural)
- [http://medialliteracyproject.org/](http://medialliteracyproject.org/)
- [http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1](http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1)
- WiDA: [http://www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx)
The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.