

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 5</b> Mini Research Project/ Reading Strategies</p> <p style="text-align: center;"><b>20 Days</b></p>	<p><b>Overarching learning goals:</b> I can research a topic in depth using a variety of resources including fiction and nonfiction</p> <p><b>Overarching language goals:</b> I can write a detailed paragraph with full analysis/claim, citation, evidence, interpretation and transition (or 5 paragraph essay on the subject of resources).</p>	<p><b>Death Penalty:</b> Articles comparing and contrasting the death penalty. Combined with the story of “The Bet” by Anton Chekov</p> <p><b>Migrant Farming:</b> Nonfiction: The Devil’s Food, From Mexico To Vermont, Testimonials from Migrant Farmers. Technology Extension: Have students find more experiences of migrant farmers. Fiction: The Circuit</p> <p><b>Overpopulation:</b> Nonfiction: Why not to have children, Technology extension: Have students research effects of overpopulation and brainstorm ideas. Fiction: To Be Or Not To Be soliloquy from Hamlet 2BR02B by Kurt Vonnegut</p> <p>Or substitute any topic of interest. Ideally should be able to pair a series of nonfiction articles, with a fictional story with related theme. If possible, include some type of technological extension and presentation.</p>
<p><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary-</b> words in context; word origins; idioms and comparisons</li> <li>- <b>2.0 Fluency-</b> The student will identify words rapidly so that attention is directed to the meaning of text.</li> <li>- <b>3.1.a Literal Understanding-</b> Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections</li> <li>- <b>3.1.b Literal Understanding-</b> recognize transition words to guide understanding of the text</li> <li>- <b>3.1.c Literal Understanding-</b> show understanding by asking questions and supporting answers with literal information from text.</li> <li>- <b>3.5 Monitoring and Correction Strategies</b></li> <li>- <b>5.1.a Accessing Information-</b> use library catalogs and computer databases to locate sources for research topics.</li> <li>- <b>5.1.b Accessing Information-</b> Access a variety of primary and secondary sources to locate information relevant to research questions.</li> <li>- <b>5.1.c Accessing Information-</b> gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).</li> <li>- <b>5.1.d Accessing Information-</b> use organizational strategies as an aid to comprehend increasingly difficult content material</li> <li>- <b>5.1.e Accessing Information-</b> Note instances of persuasion, propaganda, and faulty reasoning in text</li> <li>- <b>5.1.f Accessing Information-</b> use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.</li> <li>- <b>5.2.a Interpreting Information-</b> Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>5.2.b Interpreting Information</b>- Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.</li> <li>- <b>5.2.c Interpreting Information</b>- analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.</li> <li>- <b>5.2.d Interpreting Information</b>- determine the appropriateness of an information source for a research topic</li> <li>- <b>5.2.e Interpreting Information</b>- identify and credit the sources used to gain information for both quoted and paraphrased information in bibliography using a consistent format</li> <li>- <b>3.1.c Standard Usage</b>- recognize the principal parts of regular and irregular verbs</li> <li>- <b>3.1.d Standard Usage</b>- use the principal parts of verbs to form verb tenses</li> <li>- <b>3.1.e Standard Usage</b>- identify transitive, intransitive, and linking verbs</li> <li>- <b>3.1.f Standard Usage</b>- make subject and verbs agree</li> <li>- <b>3.2.e Sentence Structure</b>- write sentences with simple, complete, and compound predicates.</li> </ul>	
<p><b>PASS Plus</b> (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p><b>RI.7.1 Cite several pieces of textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 7.2 Determine two or more central ideas</b> in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>RI 7.5 Analyze the structure an author uses to organize a text</b>, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>RI 7.8 Trace and evaluate the argument and specific claims in a text</b>, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>RI 7.9 Analyze how two or more authors</b> writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	
<b>Possible Learning Activities</b>	<b>Possible Assessments</b>	<b>Essential Questions</b>
<p>Think/pair/share Venn Diagrams T-Chart Double Entry Journals Socratic Seminars Debate Character Autopsy Speech and presentations Philosopher Chairs Gallery Walks Cornell Notes Have students create social media pages (on paper) as a character or person from what they are studying. Paragraph organizer</p>	<p>PowerPoint or Prezi presentation (scored with rubric) Speeches Social Media Pages Cornell Notes Venn Diagrams 5 Paragraph Essay A.C.E.I.T. paragraph Socratic Seminar Debate</p>	<p>Have students write an A.C.E.I.T. paragraph over a specific text. Ex: Explain how Panchito's life is like a circuit?</p> <p>End of Unit: Have student's take a side on an issue fully explaining that side of the issue. Ex. Do you think the death penalty should exist still in the United States? Answer in a full 5 paragraph essay, using two examples from nonfiction text, and one example from the fictional text.</p> <p>Or</p>
<b>Academic Vocabulary/Concepts</b>	<b>Proficiency Scales</b>	
<p>This should be a review of all power standards, and a chance to spiral back in weaker standards. Review Key Vocab from standards 1, 3, 4.</p>	<p>Use proficiency scale from previous standards when applicable.</p>	
<p>Have students explain both sides of an issue and explain how the fictional text fits into the debate/discussion of the topic. Ex: Explain how Kurt Vonnegut's "2BR02B" explores the issue of overpopulation. The answer should explain: what is overpopulation, its impact on the planet, and how these issues are at the center of 2BR02B</p>		

\* All proficiency scales are derived from Marzano Research Laboratory's [Proficiency Scale Bank](#) and chosen by the OKCPS curriculum committee