

**NAME OF UNIT—** *Non-Fiction Article Collection - Celebrating Cultural Diversity in America*

**Objective** Students will be able to use text evidence to make logical inferences.

**“I Can” Statement** I can use text evidence to support my responses.

**Common Core Standards**

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Tx TEKS Standards**

6.2(B) use context such as definition, analogy, examples to clarify the meaning of words

6.6(F) respond using newly acquired vocabulary as appropriate

7.2(B) use context such as contrast or cause and effect to clarify the meaning of words

7.6(F) respond using newly acquired vocabulary as appropriate

8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words

8.6(F) respond using newly acquired vocabulary as appropriate

6.6(C) use text evidence to support an appropriate response

6.6(G) discuss and write about the explicit or implicit meanings of text

7.6(C) use text evidence to support an appropriate response

7.6(G) discuss and write about the implicit and explicit meanings of text

8.6(C) use text evidence to support an appropriate response

8.6(G) discuss and write about the explicit or implicit meanings of text

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**Here's how you might plan to use the 32 articles . . .**

4 articles for September

4 articles for October

4 articles for November / December combined

4 articles for January

4 articles for February

4 articles for March

4 articles for April

4 articles for May/June

**The Monday Method** means that you assign one article per Monday, all year long. The goal is that your student get consistent, reliable nonfiction articles on a consistent basis while you as the teacher always know what you're doing each Monday. It saves time, drastically reduces pressure and stress, and creates a standard routine for class which is exactly what we need coming off of pretty much any weekend! **However, there are other ways you can use these articles, too. Here are more options if you don't want to stick with Mondays:**

**Teacher Ideas for Use Beyond the Monday Method**

**Option 1:** Assign one article on Monday and have it due by Friday.

**Option 2:** If Fridays are typically more stressful for you, then use on Fridays instead!

**Option 3:** Are you always looking for "station materials" for your class if you're trying to run centers or stations? These articles work really well as station work!

**Option 4:** If you do a lot of intervention / RTI / tutoring at your school and you don't want to use regular classroom resources, these articles are good for those purposes because they're short and because they don't have a ton of questions associated with them. In my experience, my own intervention time with students requires that we go deep with one topic, which means the reading passage has to be short enough to allow for reading, discussion, re-reading, discussing what the questions are even asking before trying to respond to them, etc. These articles have been a life-saver that way!

**Otherwise, here's how the *Monday Method* looks:**

Read & respond on the same day, together. Students can submit responses on a shared document to promote both writing / typing AND discussion. This could be a shared Google doc, or a Padlet form, or any other tool to bring students' responses together for a more engaging discussion. >> Maximum student engagement with fewer items for you to grade!

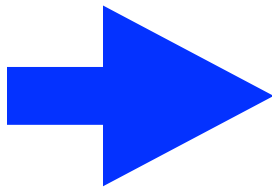
Search YouTube for a brief video highlighting the person of the week from the article, or for a video about a closely-connected concept from the article (Example: In Article #1 about Dr. Patricia Bath, you could find a video about her or a video about her invention... or both!). Compare the information from the video to the information in the article and discuss new insights or types of information presented in both forms. You can do this as the teacher, or challenge your students to do this on their own to extend the learning and discussion.

Refer to your grade level standards to look for additional teachable moments or to see where to differentiate higher or lower depending on your students' needs.

Remember that when it comes to engaging your students, they can listen to an audio recording of you reading the article (outside of class), or they can read it on their own. Or, you could read it aloud with them in real time--- that's actually my preferred method. Also, I have my students work with a partner / small group to "whisper read" it again for fluency practice and to reinforce the concept that we need to read carefully, more than once.

**NEED MORE IDEAS FOR ENGAGEMENT  
WITH ACTUAL, REAL EXAMPLES USING SPECIFIC  
CLASSROOM SCENARIOS FOR MIDDLE SCHOOL ELA?**

If you haven't already, I'd love to invite you to *join me at one of my free trainings* designed to help you **teach Middle School ELA with less stress on your part and more engagement from students!**



Click on the free training below that resonates with you the most, and I'll see you there with **more freebies, too!**

**OPTION A - CLICK HERE**

**Centers & Stations in the Middle School ELA Classroom**

*(Easy - Realistic - Actionable)*

**OPTION B - CLICK HERE**

**Realistic Ways to Differentiate in the Middle School ELA Class**

*(without going nuts)*

**OPTION C - CLICK HERE**

**Engaging Test Prep Strategies for Middle School ELA**

*(that don't feel like test prep)*