

**NAME OF UNIT—** *Non-Fiction Article Collection - Mystery Collection*

**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 or multiple-meaning words

RI.6.5 – Analyze how a sentence, paragraph, or section fits into the overall structure and contributes to ideas

CCSS.ELA-LITERACY.L.7.4.A

Use context (e.g., 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.

RI.7.5 – Analyze how the author organizes the text and how sections contribute to meaning

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.

RI.8.5 – Analyze structure at the paragraph/sentence level and how it develops ideas

**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

6.10(C) analyze how authors use text structure to organize ideas

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

7.10(C) Analyze how the author's organizational pattern develops ideas

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

8.10(C) Analyze how the organizational pattern and text structure contribute to the author's purpose and message.

**NAME OF UNIT—** *Non-Fiction Article Collection - Mystery Series*

**You have a total of 32 articles, and you can use them in any order---these are not "month specific." Rather, the intention here is that you can think about how to use one article per week, all year long, to help you consistently provide reading comprehension practice without having to scramble each week to do so.**

- 4 articles for September
- 4 articles for October
- 4 articles for November / December combined since holidays shorten our time
- 4 articles for January
- 4 articles for February
- 4 articles for March
- 4 articles for April
- 4 articles for May/June since state testing and/or summer release shortens our time

**Teacher Ideas for Student Engagement & Differentiation**

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

Monday:

- \* Read together / aloud / record yourself reading it on Monday (so helpful for struggling readers).
- \* Annotate for important ideas (i.e. unfamiliar terms, "a-ha" moments, challenges that have been overcome, interesting bits of information, main idea, purpose of certain details).

Tuesday - Friday:

- \* Students can respond to one question per day, or perhaps they simply have until Friday to submit their responses. This method makes for nice warm-ups or "bell ringers" so you have a consistent way to start class every time.

**Another idea *not* based on a Monday - Friday setup:**

Read & respond on the same day (like Monday!) 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 (or make it independent work so you have a way to track student progress over time as the year progresses).

Search YouTube for a brief video highlighting the person of the week from the article. 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, and / or they can read it on their own. Or, you could read it aloud with them in real time.