

**Q2 Unit Theme:** How do societal expectations influence perspectives or identities?

*Standards:*

**RI.7.5** - Analyze the structure an author uses to organize a text including **how specific sections contribute to the whole** and the development of ideas.

**RI.7.6** - Determine an **author's point of view, perspective, and/or purpose** in a text and analyze how the author distinguishes his or her position from that of others.

What Will Students Do?	Content Vocabulary <a href="#">Strategy #1</a>	Level 1 Scaffolds/Supports <u>Whole group:</u>	Level 2 Scaffolds/Supports <u>Small Groups:</u>	Level 3 Scaffolds/Supports <u>Small Groups or 1:1:</u>
<b>Analyze</b> the structure an author uses to organize	Structure Part/Whole	-check for understanding of identifying structure	-Provide a list of words to help identify the <a href="#">Text structures</a>	-highlight the words that show the <a href="#">Text structures</a>
<b>Determine</b> how specific sections contribute to the whole	Part/Whole	-check for understanding -graphic organizers	-Chunk text where structures change for student to label -Graphic organizer of main ideas/details of sections	-Chunk text and label where structures change -direct instruction summarizing main ideas and key details of each section with graphic organizer
<b>Determine</b> Author's POV, Perspective, <a href="#">Purpose</a>	Point of View Perspective <a href="#">Purpose</a> verbs Connotation Tone	-reminders of where to find <a href="#">tone list</a> if needed -reminders of where to find <a href="#">Author's Purpose</a> list if needed - <a href="#">checklist</a> for determining author's perspective/POV	-provide <a href="#">tone list</a> -provide <a href="#">Author's Purpose</a> list - <a href="#">graphic organizer</a> for determining author's perspective/POV	-identify most of the connotative words -provide <a href="#">tone list</a> -provide <a href="#">Author's Purpose</a> list - <a href="#">graphic organizer</a> for determining author's perspective/POV with an example provided
<a href="#">General scaffolds</a> for language learners and struggling readers - not content specific		-Develop academic vocab -Expose students to more sophisticated texts -Provide time to practice -Opportunities to discuss in groups	-Teach new vocab & concepts -Provide time to practice -Read aloud -Display/model use of anchor charts -Opportunities to discuss in groups	-Teach new vocab & concepts -Post key words & phrases -Read aloud -Visual cues/graphic organizers -Multiple exposures to texts -Opportunities to discuss in groups

**Learning Progressions:**

**RI.7.5 Part to Whole**

1. Identify detail in an informational text or illustration.
2. Determine the text structure (narrative, sequence, cause/effect, problem/solution, compare/contrast, descriptive)
3. Determine how a word, phrase, sentence or paragraph fits into the overall structure
4. Chunk and Summarize the text by paraphrasing main ideas and key details of each section.
5. examine the text's structure, type of elaboration, and ideas to analyze the author's intended nuanced purpose for the section & whole.

**RI.7.6 Author's purpose/perspective**

1. Identify common text features
2. Identify words, phrases , and examples that demonstrate the author's point of view or purpose of an informational text
3. Use word choice (connotative diction) to determine the tone of sections and of the overall text
4. Explain how the author's inclusion or omission of details relates to how he/she feels about the topic.
5. Use the purpose of sections (from RI.7.5), connotation/tone, and choice of details to write a purpose/perspective statement for the text.

Resources

**Pre-Assessment:**

Dress Code Body  
Shaming  
[Google Form](#)

**Teaching resources:**

[Pizza Introduction - Story](#)  
[Hate is always Tragic](#)

**Tools:**

[Identify the type](#) of informational text  
[Text structures](#)