Unit 2: Nonfiction Text Structure

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

This unit will focus on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and help the students develop the skills necessary to read for information and construct meaning from the text. A variety of materials used will include: newspaper and magazine articles, essays, biographies, autobiographies and short stories. Students will learn how to use the organizational elements in nonfiction text that will help support their comprehension.

Standards

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	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.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	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.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Questions

How should a reader approach material when reading for information?

How can identifying the type of text structure presented in the material be helpful to the reader?

Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading using a writing technique.

Application of Knowledge and Skills...

Students will know that...

- 1. to use background knowledge to make connections before, during, and after reading.
- 2. to preview reading material and make predictions.
- 3. to recognize when certain text is in different typeface (italics and bold)
- 4. how to identify a non-fiction cause and effect text structure.
- 5. how to identify a non-fiction problem-solution text structure
- 6. how to identify a non-fiction description text structure
- 7. how to identify order of events (sequence) text structure
- 8. how to identify a comparing and contrasting text structure

Students will be able to...

- A. make connections between their reading and their own life experiences (text to self), to what they know about life and events in the world (text to world) and to what they have read or studied in other texts (text to text).
- B. read the title, sub-topics, and text features (photographs, artwork, charts, labels, graphs) for information
- C. understand the important information being presented and how to use it for enhancing comprehension
- D. recognize cause and effect relationships
- E recognize problem and solution relationships.
- F. recall the main idea and supporting details
- G. determine primary and secondary sources
- H. summarize information gleaned from reading
- I. graph a time line to identify order of events, characteristic traits, and first person point of view
- J. use a Venn Diagram to compare and contrast information

Assessments

Context Derived Vocabulary

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes
Summative: Written Test

For each type of text structure, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.

Essay Responses to Open Ended Questions
Formative: Other written assessments

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Activities

Reading and Note-Taking Days:

Review of Essential Questions

Reading aloud/note-taking in pairs for each type of nonfiction text structure

Sharing/discussion of notes and questions as a full class

Additional Activities:

Review of vocabulary lists and study guides

Writing Workshop sessions for open-ended questions (essay responses)

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task

    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Leveled short stories
    - Leveled Selection Tests
    - Reader's Notebook: Adapted Version
    - Hear It! Audio CD
    - Leveled Vocabulary Warm Ups
    - Leveled Selection Support
    - Leveled Skills Development
    - Teacher-constructed notes
    - Structured activities between peers (class discussions, paired note-taking sessions) activate the social element of learning.
    - Discussion(auditory), notes and handouts (visual), and SmartBoard contributions (kinesthetic) allow for a variety of induction modes

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
    - title, sub-topic, text features, charts, graphs, primary source, secondary source, order of events, character traits, first person, point of view

Differentiation to extend learning for gifted students may include:

- Leveled short stories
- Leveled Selection Tests
- Reader's Notebook: Adapted Version
- Leveled Vocabulary Warm Ups
- Leveled Selection Support
- Leveled Skills Development

- Teacher-constructed notes

Integrated/Cross-Disciplinary Instruction

Students will be utilizing text from various aspects of nonfiction, including both science and social studies. This will allow them to realize that the skills learned in Reading can and should be transferred to other content areas.

Resources

Pearson Literature Anthology

Newspaper and magazine articles

Leveled informational texts

Leveled Selection Tests

Reader's Notebook: Adapted Version

Hear It! Audio CD

Leveled Vocabulary Warm Ups

Leveled Selection Support

Leveled Skills Development

Teacher-constructed notes

Pearson ExamView Test Bank CD-ROM

www.pearsonsuccess.net

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when

	it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.