Nonfiction Text Structure

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit focuses on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and helps the students develop the skills necessary to read for information and construct meaning from the text. A variety of non-fiction 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

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.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.RL.6.8	(Not applicable to literature)
CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.6.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5	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.
CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.L.6.2.b	Spell correctly.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.6.3.b	Maintain consistency in style and tone.
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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.6.5.a	Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCSS.ELA-Literacy.L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
CCSS.ELA-Literacy.L.6.6	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.

Essential Questions

How should a reader approach material when reading for information?

How does the reader identify the type of text structure presented in the material?

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...

Students will know:

-that they must use background knowledge to make connections before, during, and after reading.

-that they must preview reading material and make predictions.

-the implications when certain text is in different typeface (italics and bold)

-how to identify a non-fiction cause and effect text structure.

-how to identify a non-fiction problem-solution text structure

-how to identify a non-fiction description text structure

-how to identify order of events (sequence) text structure

-how to identify a comparing and contrasting text structure

- -how to identify a comparing and contrasting text structure
- -how to identify a non-fiction cause and effect text structure.
- -how to identify a non-fiction description text structure

- -how to identify a non-fiction problem-solution text structure
- -how to identify order of events (sequence) text structure
- -that they must preview reading material and make predictions.
- -that they must use background knowledge to make connections before, during, and after reading.
- -the implications when certain text is in different typeface (italics and bold)

Students will be skilled at...

Students will be able to:

-express in spoken and written terms the connections between what they are reading and their own life experiences (text to self), between the text and what they know about life and events in the world (text to world), and between what they have read or studied in other texts (text to text).

-read and explain the title, sub-topics and text features (photographs, artwork, charts, labels, graphs) of a text.

-summarize and analyze the important information being presented and how to use it for enhancing comprehension.

-recognize and elucidate cause and effect relationships.

-recognize and elucidate problem and solution relationships.

-recall and identify the main idea and supporting details.

-distinguish between primary and secondary sources.

-summarize the main idea of a nonfiction text.

-graph a time line to identify order of events, characteristic traits, and first person point of view.

-use a Venn Diagram to compare and contrast information.

- -distinguish between primary and secondary sources.
- -express in spoken and written terms the connections between what they are reading and their own life experiences (text to self), between the text and what they know about life and events in the world (text to world), and between what they have read or studied in other texts (text to text).
- -graph a time line to identify order of events, characteristic traits, and first person point of view.
- -read and explain the title, sub-topics and text features (photographs, artwork, charts, labels, graphs) of a text.
- -recall and identify the main idea and supporting details.
- -recognize and elucidate cause and effect relationships.
- -recognize and elucidate problem and solution relationships.
- -summarize and analyze the important information being presented and how to use it for enhancing comprehension.
- -summarize the main idea of a nonfiction text.

- -use a Venn Diagram to compare and contrast information.

Assessments

Discussion of Essential Questions
Formative: Other oral assessments

At the beginning of the unit, students will discuss in both small and large groups the essential questions and the guiding principles of the unit.

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 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.

Literature Circles
Formative: Other oral assessments

Working in Literature Circles, students discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Committee Presentations
Formative: Other oral assessments

Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.

Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.

Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.

Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students' self-assessments of their own work in committees

Teacher assessment of students' overall work in preparations and presentations

Peer assessments of committee presentations

- Assessment Instruments:
- At the beginning of the unit, students will discuss in both small and large groups the essential questions and the guiding principles of the unit.
- At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.
- Committee Presentations
- Comprehension Quizzes
- Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.
- Context Derived Vocabulary
- Discussion of Essential Questions
- Essay Responses to Open Ended Questions
- 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.
- Formative: Other oral assessments
- Formative: Other oral assessments
- Formative: Other oral assessments
- Formative: Other written assessments
- Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
- Literature Circles
- Peer assessments of committee presentations
- Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
- Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.
- Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students take tests requiring them to put words into sentences that

show each word's correct meaning and use.

- 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.
- Students' self-assessments of their own work in committees
- Summative: Written Test
- Summative: Written Test
- Teacher assessment of students' overall work in preparations and presentations
- Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:
- Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
- Working in Literature Circles, students discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

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)

Investigation of cross-curricular connections

Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

Activities to Differentiate Instruction

Leveled informational texts

Leveled Selection Tests

Reader's Notebook, Adapted Version

Hear It! Audio CD

See It! Video DVD

Leveled Vocabulary Warm Ups

Leveled Selection Support

Leveled Skills Development

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

Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.

Structured activities among peers (Literature Circles, paired note-taking sessions) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.

Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

Integrated/Cross-Disciplinary Instruction

Students will be reading 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.

For additional cross-curricular connections, teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts read.

Resources

Pearson Literature Anthology

Newspaper and magazine articles

Leveled informational texts

Leveled Selection Tests

Reader's Notebook, Adapted Version

Hear It! Audio CD

See It! Video DVD

Leveled Vocabulary Warm-Ups

Leveled Selection Support

Leveled Skills Development

Teacher-constructed notes

Pearson *ExamView* Test Bank CD-ROM

www.pearsonsuccess.net