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 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 material 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.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.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.7.2	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.7.2.a	Introduce a topic clearly, previewing what is to follow; 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.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other

	information and examples.
CCSS.ELA-Literacy.W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.7.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.5	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.
CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-Literacy.W.7.10	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.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.1.a	Come to discussions prepared, having read or researched material under study; 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.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 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.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
CCSS.ELA-Literacy.L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in

	word meanings.
CCSS.ELA-Literacy.L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy.L.7.6	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 can 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

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

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- 8. how to identify a comparing and contrasting text structure

Students will be skilled at...

Students will be able to

A. make connections between what they are 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, text features (photographs, artwork, charts, labels, graphs)

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, primary and secondary sources,summarizing

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

H. use a Venn Diagram to compare and contrast information

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- H. 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 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

After reading a passage, students form Literature Circles in order to 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

Some 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 preparation and presentation

Peer assessments of committee presentations

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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.

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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

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 between 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 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.

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.

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

NJASK Test Prep books

Pearson ExamView Test Bank CD-ROM

www.pearsonsuccess.net