Comparing Fiction and Nonfiction

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 serves as an introduction to both fiction and nonfiction passages. Students will be introduced to the varying elements and structures of both types of stories, as well as to active reading strategies that will aid in comprehension.

Students identify various genres of fiction and nonfiction, comparing and contrasting the characteristics from category to others. Their commentary takes the form of large-group discussions, Literature Circles, and essay-length responses to open-ended questions.

Standards

CCSS.ELA-Literacy.RL.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.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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.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.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.a	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
CCSS.ELA-Literacy.W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., "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").
CCSS.ELA-Literacy.W.8.10	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.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.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.

Essential Questions

How do literary devices enhance the meaning of a story?

What are the basic genres of both fiction and nonfiction, and how are they distinct from each other?

What applicability does literature have to real life?

How is reading for information different from reading a narrative?

Application of Knowledge and Skills...

Students will know that...

Students will know:

-literary terms for discussing fiction.

-literary terms for discussing nonfiction.

-that active reading strategies aid in comprehension.

-the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics.

-the definitions of vocabulary and academic words in literature.

-that video and graphic organizers add to experiencing literature.

-note-taking and question-answering strategies that aid comprehension.

- -literary terms for discussing fiction.
- -literary terms for discussing nonfiction.
- -note-taking and question-answering strategies that aid comprehension.
- -that active reading strategies aid in comprehension.
- -that video and graphic organizers add to experiencing literature.
- -the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics.
- -the definitions of vocabulary and academic words in literature.

Students will be skilled at...

Students will be able to:

-identify characters, plot, setting, point of view and theme in literature.

-identify point of view and historical context in nonfiction.

-explain elements and features that are common to various genres as well as those that are distinct to single genres.

-utilize the active reading strategy of author's purpose in literature.

-use context clues to decode meaning of vocabulary words in literature.

-use video and graphic organizers as a part of a literature study.

-take notes and answer comprehension questions when reading.

- -explain elements and features that are common to various genres as well as those that are distinct to single genres.
- -identify characters, plot, setting, point of view and theme in literature.
- -identify point of view and historical context in nonfiction.
- -take notes and answer comprehension questions when reading.
- -use context clues to decode meaning of vocabulary words in literature.
- -use video and graphic organizers as a part of a literature study.
- -utilize the active reading strategy of author's purpose in literature.

Assessments

Big Question Discussion
Diagnostic: Other oral assessments

Students are introduced to the Big Question and engage in a discussion to assess ideas they already have.

Critical Thinking Questions
Formative: Instructional/Assessment Focus

Students answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups
Diagnostic: Instructional/Assessment Focus

Students complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.

Selection Tests
Summative: Written Test

Students demonstrate their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.

Essay Response to Open Ended Questions
Formative: Extended Essay
Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherenced to formal writing guidelines.
Unit Project
Summative: Personal Project
Students complete a project that embodies all of the skills learned over the course of the unit. Students present their projects to the class.
Literature Circle
Formative: Other oral assessments

Students work in their Literature Circles to discuss questions, insights, and literary elements related to the passages they have read. 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.Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students compare and contrast the works they have read for this unit, classifying them into various genres and types.Additionally, students consult the contents of their anthology and the book-length selection list. They speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.

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.

- 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.

- Big Question Discussion
- Critical Thinking Questions
- Diagnostic: Instructional/Assessment Focus
- Diagnostic: Other oral assessments
- Essay Response to Open Ended Questions
- Formative: Extended Essay
- Formative: Instructional/Assessment Focus
- Formative: Other oral assessments
- Literature Circle
- Selection Tests
- 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 answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.
- Students are introduced to the Big Question and engage in a discussion to assess ideas they already have.
- Students complete a project that embodies all of the skills learned over the course of the unit. Students present their projects to the class.
- Students complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.
- Students demonstrate their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.
- Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherenced to formal writing guidelines.
- Students work in their Literature Circles to discuss questions, insights, and literary elements related to the passages they have read. 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.Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students compare and contrast the works they have read for this unit, classifying them into various genres and types.Additionally, students consult the contents of their anthology and the book-length selection list. They speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.
- Summative: Personal Project
- Summative: Written Test
- Unit Project
- Vocabulary Warm Ups

Activities

Exploring the Big Question

Note-taking

Reading and discussion of various fiction and informational texts

Responding to Critical Thinking questions

Responding to After-You-Read questions

Class investigation and preliminary classification of titles read

Literature Circles

Writing about the Big Question

Unit Project

Activities to Differentiate Instruction

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

Integrated/Cross-Disciplinary Instruction

Students engage in a structured inquiry of titles read. They discuss and classify the works of literature by genre, and they follow up on these discussions as they read the works throughout the year.

Resources

Pearson Literature Anthology

(particularly the table of contents, as students discuss titles to be read)

List of book-length fiction and nonfiction titles

Reader's Notebook

Adapted Reader's Notebook

Teacher's Manual

Teacher's Unit Resource Manuals

Selection Tests

Open-Book Tests

Unit Tests

Benchmark Tests