

# Reading Informational Texts

Content Area: **English Language Arts**  
Course(s): **English Literacy 1, English /Reading**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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Students will be able to use active reading and viewing strategies to comprehend non-fiction texts independently on state mandated and other standardized assessments. This includes informational articles and videos.

## Transfer

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Skills are applicable to English Language Arts class material and all classes requiring reading.

## Knowledge and Understandings

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Students will know...

- Skills needed for independent reading fluency and comprehension
- A variety of strategies for before, during, and after reading to construct meaning
- Strategies for success on tests and other assessments
- How to identify types of structure in non-fiction text and how author's use of these types affect meaning
- How to identify and analyze all facets of SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) and how these affect meaning

## Application of Skills and Knowledge

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Student will be skilled at...

- Reading independently with fluency and comprehension
- Taking standardized tests successfully
- Identifying and using reading strategies that work for him/her to be a successful reader
- Identifying and analyzing an author's purpose and how the author makes his/her purpose clear
- Analyzing the structure of an informational text and its impact on meaning

## Essential Questions

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Students will keep considering...

- What strategies can I use to help me comprehend non-fiction texts?
- How does an author's choices affect meaning of texts?
- How can I be successful on standardized assessments?
- What is the author hoping the reader will get from this text and how do I know this?

## Academic Vocabulary

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- audience
- clarifying
- comparing
- connotative meaning
- denotative meaning
- Inference
- Main Idea
- occasion
- purpose
- Reasoning
- speaker
- subject
- Supporting Details
- tone

## Learning Goal 1: Comprehension of Informational Texts

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Student will be able to independently read and comprehend informational texts.

### Target 1

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Students will be able to paraphrase and summarize informational texts.

LA.RI.9-10.2

Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

LA.RI.9-10.10a

By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

## Target 2

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Students will be able to infer meaning, particularly main idea, from informational texts.

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|--------------|---|
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.   |
| LA.RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).   |

## Target 3

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Students will be able to define vocabulary in context within informational texts.

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|----------------|--|
| LA.RI.9-10.4   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| LA.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.   |

## Learning Goal 2: Reading Strategies

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Student will be able to utilize active reading strategies before, during, and after reading informational texts.

## Target 1

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Students will be able to use prior experiences and knowledge to predict what will be presented in informational texts.

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|--------------|---|
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).   |

## Target 2

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Students will be able to use a variety of speaking and reading strategies to enhance comprehension during and after reading of informational texts.

LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### **Learning Goal 3: Elements of NonFiction**

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Students will be able to define, identify, and analyze critical components of informational texts, such as speaker, occasion, audience, purpose, subject, and tone.

#### **Target 1**

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Students will be able to identify and define components of informational texts, using models such as SOAPSTone.

LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### **Target 2**

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Students will be able to identify uses of critical components, including central idea in informational texts.

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### Target 3

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Students will be able to analyze an author's purpose in choosing literary elements and the structure of informational texts.

LA.RI.9-10.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### Target 4

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Students will be able to use elements of expository writing to write their own expository essay and present their expository speeches to the class.

LA.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.9-10.2.E

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.9-10.6

Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

LA.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Formative Assessment and Performance Opportunities

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- Annotation (During Reading)

- Anticipation Guides (Before Reading)
- Making connections to self, world, text (Before, During, After Reading)
- Reading Workshop/Focus Groups (During and After Reading)
- SOAPStone Analysis (During and After Reading)
- Think-Pair-Share (Before Reading)
- What I Know-Want to Know-Learned (Before, During, After Reading)

## Summative Assessment

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- Comprehension Questions modeled on standardized test of record
- Open Ended Responses (RACE and TIQE Formulas) (During and After Reading)
- Student Created Exam Questions (After Reading)
- Worksheets

## 21st Century Life and Careers

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.

## **Accommodations and Modifications**

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- Expository Essay Graphic Organizer to help students keep track of their thoughts and assist in the planning of the essay
- For ELL students, allow students to submit only the written portion of the expository essay project.
- For ELL students, provide a printout of all Powerpoints translated in their native language
- For ELL students, translate all reading materials, worksheets, and graphic organizers into their native language using Google translator
- For ELL students, when reading articles from Scope magazines, allow students to use the digital Spanish version
- For ELL students, whenever showing an informational video, use subtitles in their native language when possible
- For ESL students, allow students to type their essays and constructed responses in Google Docs in their native language so that the teacher can use Google translator to read and grade
- For hearing impaired students, give preferential seating near the teacher
- For hearing impaired students, use closed captioning when showing videos
- For students who require extra time on classwork and assessments, allow time in the beginning of class if possible for students to finish
- For students who require reduce classwork, allow students to complete half of the questions on worksheets and quizzes
- For students with anxiety disorders, allow them to do the expository speech one on one with the teacher if needed

- For visually impaired students, give preferential seating in the front of the room
- For visually impaired students, provide copies of all print reading material in larger font
- For visually impaired students, use the audio option that Scope magazine provides for their articles
- Main Idea Graphic Organizer to help students break information into digestible bites
- Prediction Chart to help students break information into digestible bites
- Use of ready to use nonfiction graphic organizers to help process information

## **Interdisciplinary Connections**

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- Discuss scientific and historical terms as related to the informational texts
- Inclusion of articles about finances and debt
- Inclusion of articles about global warming
- Inclusion of articles about LGBTQ+ issues and people
- Inclusion of articles about minorities and issues that minorities face
- Inclusion of articles about other cultures and global issues
- Inclusion of mental health articles

## **Unit Resources**

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- Be a Better Reader
- Commonlit
- Dogo News
- New York Times
- Newsela
- Scope Magazine
- Tween Tribune
- YouTube TED Talks