

# Reading Non-fiction

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

## Unit Overview

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Student 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

## Essential Questions

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Students will keep considering...

- What strategies can I use to help me comprehend non-fiction texts?
- How do an author's choices affect meaning of texts?
- How can I be successful on standardized assessments?

## **Academic Vocabulary**

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- audience
- clarifying
- comparing
- connotative meaning
- denotative meaning
- occasion
- purpose
- speaker
- subject
- tone

## **Objective 1**

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Student will be able to independently comprehend non-fiction texts.

## **Learning Goal 1**

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Student will be able to paraphrase and summarize non-fiction 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.9-10.10b

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

## **Learning Goal 2**

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Student will be able to infer meaning, particularly main idea, from non-fiction 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.9-10.5

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).

### **Learning Goal 3**

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Student will be able to define vocabulary in context within non-fiction texts.

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.9-10.10b

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Objective 2**

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

### **Learning Goal 4**

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Student will be able to use prior experiences and knowledge to predict what will be presented in non-fiction 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.

### **Learning Goal 5**

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Student will be able to use a variety of speaking and reading strategies to enhance comprehension during and after reading of non-fiction material.

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.

### **Objective 3**

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Student will be able to define, identify, and analyze critical components of non-fiction, such as speaker, occasion, audience, purpose, subject, and tone.

### **Learning Goal 6**

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Student will be able to identify and define components of non-fiction, using models such as SOAPSTone.

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| 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. |

### **Learning Goal 7**

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Student will be able to identify uses of critical components, including central idea in non-fiction 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.9-10.3 | 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.  |

### **Learning Goal 8**

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Student will be able to analyze an author's purpose in choosing literary elements and the structure of non-fiction 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.9-10.6

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.

## **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)

## **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.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.

## **Accommodations/Modifications**

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- Be given a copy of teacher's lecture notes
- Be given a written list of instructions
- Be given an outline of a lesson

- Create alternate projects or assignments
- Have another student share class notes with him/her
- Have curriculum materials translated into native language
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Listen to audio recordings instead of reading text
- Take more time to complete a project
- Take more time to complete a task or test
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use alternate texts at lower readability level
- Use manipulatives to teach or demonstrate concepts
- Use visual presentations of verbal material, such as word webs and visual organizers
- Work with fewer items per page or line and/or materials in a larger print size
- Write shorter papers

## **Interdisciplinary Connections**

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- Discuss scientific and historical terms as related to the informational texts

## **Unit Resources**

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"The World of the Forensic Scientist" from *Be a Better Reader*

"For Love of the Game-Or Money?" from *Be a Better Reader*

*CSI* episode

"Did Sam Do It?"

*The Fugitive* DVD

"Black Men in Public Spaces"