

Unit 03 Author's Craft: Informational

Content Area: **English**
Course(s): **English 1**
Time Period: **Semester 1**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students will learn to analyze for author's craft in informational text, including being able to interpret words and phrases, unlock the structure of text, understand point of view and author's purpose, and trace/evaluate the author's argument. Students will use this knowledge to conduct deeper analysis of informational works.

Progress Indicators for Reading Literature

LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Progress Indicators for Reading Informational Text

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.9-10.5 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.

LA.RI.9-10.8 Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Progress Indicators for Writing

LA.W.9-10.1.D 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.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity 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.
---------------	---

Progress Indicators for Speaking and Listening

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.

Progress Indicators for Language

LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.4.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, its part of speech, or its etymology.
LA.L.9-10.4.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).

Essential Questions

- How can vocabulary help a person communicate more effectively in the world?
- How do the part of speech and the context clues help in correct use of new or unfamiliar vocabulary words?
- How does the gender and cultural background of an author influence his or her work?
- What elements of the human experience transcend cultures to present universal themes?
- How does informational text differ from literature in tone, structure and form?

Content/Skills

1. Words in Context and Rhetorical/Literary Terms

2. Possible Literature Selections:

*Freedom for the Speech that We Hate, The Other Wes Moore, The Immortal Life of Henrietta Lacks, The 9/11 Report, Entertainment Weekly*reviews,

Bug Business