NONFICTION

1.2 Reading Informational Text

Students read, understand, and respond to information text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

NEW TO THE CURRICULUM:

* *Beautiful Boy*   * *The Glass Castle*

* ***E*** *- The Poisonwood Bible*   * ***WC*** *- A Child Called It*

* ***WC*** *- Night*

SUGGESTED ESSAYS ABOUT LITERATURE
- "An Introduction to *Frankenstein*" - Mary Wollstonecraft Shelley
- "Seamus Heaney Discusses *Beowulf*" - Seamus Heaney
- from "On the Knocking at the Gate in *Macbeth*" - Thomas De Quincey
- http://www.teachersdomain.org/resource/tdc02.sci.life.stru.transplant/
- http://www.amputee-coalition.org/inmotion/nov_dec_06/hand_transplant.html

SUGGESTED ESSAYS ABOUT ISSUES
- from "An Academy for Women" by Daniel Defoe
- from *A Vindication of the Rights of Women* by Mary Wollstonecraft
- http://www.centerforhumanreprod.com/gender_selection.html?gclid=CPPKx8bVybMCF QSf4AodbRIAHQ
- http://www.popsci.com/science/article/2012-09/shawn-douglas-programs-dna-nanorobots-kill-cancer

SUGGESTED REVIEWS...
- "A Collaboration Across 1,200 Years" by D. J. R. Bruckner

SUGGESTED HISTORICAL CONNECTIONS
- Background sections for literature from textbook
- Literature in Context selections with corresponding literature
- "Banquo's Murder" from *Holinshed's Chronicles*
- "Duncan's Murder" from *Holinshed's Chronicles*

SUGGESTED LITERARY NONFICTION
- from *Night*

R=Remediation Strategy   **E=Enrichment Strategy**

12th grade Nonfiction

- *R* - "Shooting an Elephant"

SUGGESTED SATIRE
- "A Modest Proposal"
- http://www.teenink.com/opinion/pop_culture_trends/article/390579/Satirical-Essay-on-Social-Media/
- http://www.youtube.com/watch?v=KFZz6ICzpjI

R=Remediation Strategy **E=Enrichment Strategy**

Essential (Unit) Questions:
What are the strategies used to analyze an author's purpose and how is this achieved in nonfiction works?

Competencies: The students will be able to...
- Make inferences, conclusions, and predictions about the author's purpose based on textual evidence
- Determine the emergence of the theme and how the theme is shaped or changed by the structure of the text
- Assess the validity of a document based on context
- Analyze how an author uses diction and syntax to develop the tone
- Analyze how tone advances the theme and/or purpose
- Evaluate an author's persuasive methods

Related Common Core Standards:

Key Ideas and Details: Main Idea, Text Analysis
- **CC.1.2.11 - 12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11 - 12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.2.11 - 12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Suggested Activities/Strategies	Assessment Evidence:
- Talking to the Text to identify and analyze persuasive techniques, use of tone, - Web searches to reinforce historical background of work and author's life - Reading logs to record plot / character / theme development in the work (**R -** *Provide outline with an example of plot, character, theme, etc.)* - Read articles on the author's style/background of work/historical time period	- Quizzes on materials presented in class (definitions / content / comprehension) - Unit test on work - Short timed writings to assess student comprehension - Extended timed writings to assess student's ability to analyze and evaluate a text - Assessment of Talking to the Text - Keystone-focused writing on a theme related to the text - Student's reading logs

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12th grade Nonfiction

- Small group analysis of particular literary themes ***R -*** *Webbing plot diagram relationships* - Posters / collages / mini-presentations on related aspects of the work **R-***3-2-1 strategy: Write 3 things they learned from reading the text, Write 2 things you found interesting and want to learn more about, or they think they may learn more about, write 1 fact or concept they will remember next week.*	- Mini-presentations of the work's theme, character motivation/plot summary - Essay (ex:. analyze theme / interpretation / point of view) - Teacher observation - Study Island activities ***E -*** *Small Group Presentations / Mini-Lessons regarding Authorial Purpose, Strategies, Theme, Tone, and Effectiveness* ***E -*** *Research topic of choice*

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Essential (Unit) Questions:

How does text structure, point of view and tone effect the
reader's ability to determine author's purpose?

Competencies: The students will be able to..
- Explain how tone is created - through diction, syntax, figurative language, and imagery - within nonfictional works
- Make inferences, conclusions, and predictions about the author's purpose based on textual evidence
- Analyze the importance of text structure in relation to the author's purpose
- Evaluate how the author's point of view affects the reader's perceptions of an argument

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Related Common Core Standards:
Craft Structure: Point of View, Text Structure, Vocabulary
- **CC.1.2.11 - 12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11 - 12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **CC.1.2.11 - 12.F** Evaluate how words and phrases shape meaning and tone in texts.

Suggested Activities/Strategies	Assessment Evidence:
- Use Talking to the Text to identify and analyze diction, syntax, figurative language, and imagery - Use Talking to the Text to draw inferences, conclusions, and predictions - Use a graphic organizer to distinguish between style, tone, and mood - Posters/collages/ mini-presentations on related aspects of the work - Skits (students pose as characters from the text) *R* - K.I.M. Vocabulary Strategy (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym: *K* represents the key word; students record the word to be learned. *I* represents important information; students record what they have learned about the key word in "their	- Short timed writings to assess student understanding of structural devices - Talking to the Text Performance Assessments - Teacher observations - Study Island activities - Quizzes on presented material *R - Questions and answers created for quiz using Bloom's Taxonomy questions created by students* *E - Mini-Lesson /Group Presentations*

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own words." *M* represents memory clue or mnemonic (Drawing, picture or symbol) By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.	

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Essential (Unit) Questions:
How being able to analyze and evaluate different mediums
of text to distinguish relevance and purpose effectively?

Competencies: The students will be able to...
- Identify various literary forms
- Explain, discuss, analyze, and evaluate similarities and differences between texts and mediums
- Explain, discuss, analyze, and evaluate the similarities and differences between texts
- Determine the difference between a factual piece and an opinion piece
- Explain the use of facts or opinions in nonfiction
- Analyze the effectiveness of facts and /or opinions in nonfiction
- Analyze the effectiveness of author's bias
- Define and identify propaganda techniques
- Assess the validity of an author's claim by analyzing propaganda techniques

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Related Common Core Standards:
Integration of Knowledge and Ideas: Diverse Media, Evaluating Arguments, and Analysis Across Texts
- **CC.1.2.11 - 12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **CC.1.2.11 - 12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- **CC.1.2.11 - 12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Suggested Activities/Strategies
- *R - Use graphic organizer (Venn Diagram) to compare and contrast two mediums*
- Differentiated Instruction stations (picture, video, poem, short story, etc). Compare/contrast findings as a group.
- Compare/contrast graphic organizer (*R* - provide samples and/or phrase starters)
- *Think-Pair-Share* to discuss connections between the two mediums

Assessment Evidence:
- Study Island activities
- *E - Mini-Lessons / Group Presentation*
- *E - Research on topic of choice*
- Teacher observation
- Study Island activities
- Quizzes on presented material
- *R - Questions and answers created for quiz using Bloom's Taxonomy questions created by students*
- *R - Questions and answers created*

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● Examine various types of propaganda in the forms (print magazines, commercials, etc.) ● Watch clips from presidential debates to explore fact and opinion ● Read an article and use a graphic organizer to chart examples of fact and opinion ● read "Ambush" by Tim O'Brien and determine if there is author's bias because of his military background *(R - Use a graphic organizer to record textual evidence)* ● *R - Create questions for a quiz regarding the various types of propaganda. Provide examples of each level of Bloom's Taxonomy questions to assist* ● View various clips (*Colbert Report* and *The Daily Show*) and determine propaganda techniques.	*for quiz using Bloom's Taxonomy questions created by students* ● *E - Mini-Lesson / Group Presentations*

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Essential (Unit) Questions:
What are strategies that help to clarify the meaning of new vocabulary terms in nonfiction?

Competencies: The students will be able to...
- Identify a synonym/antonym for a word in the text
- Understand the function of affixes and identify the meaning of a word with an affix
- Utilize context clues to make meaning of unfamiliar vocabulary terms
- Make predictions and draw conclusions about unfamiliar vocabulary terms
- Use knowledge of words from literary works to recognize and understand the meaning of new works during reading.
- Use new words accurately in speaking and in writing
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of relationships to other words.
- Effectively use a dictionary or a related reference to find the meaning of a word.
- Understand the meaning of and apply key vocabulary across the curriculum

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Common Core Standards:
Vocabulary Acquisition and Use
Range of Reading
- **CC.1.2.11 - 12.J** 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
- **CC.1.2.11 - 12.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.
- **CC.1.2.11 - 12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Suggested Activities/Strategies	**Assessment Evidence:**
● Worksheets on new vocabulary ● Worksheets to review previous ● vocabulary ● Crossword puzzles/word searches including new and recall vocabulary (***R** - Provide a Word Bank*)	● Quizzes on materials presented in class (definitions, word meanings, and affixes) ● Correct use of new vocabulary in individual or in group writing assignments. ● Identify multiple meaning of words (connotation) within texts

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● Write a short story implementing new vocabulary terms (small group or individual) (*R - Create a comic strip)* ● Create notecards for a study strategy ● *R - Vocabulary notecards by drawing pictures or mnemonics* ● *R* - K.I.M. Vocabulary Strategy (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym: *K* represents the key word; students record the word to be learned. *I* represents important information; students record what they have learned about the key word in "their own words." *M* represents memory clue or mnemonic (Drawing, picture or symbol) By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.	

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