

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 1 Title:	Informational Text	Grade Level(s):	8
Assessed Trimester:	Trimester 1	Pacing:	6 Weeks	Date Created:	12/5/2012	Last Revision Date:	6/16/2014

Course Understandings: *Students will understand that effective readers:*

- Use and apply Reader Response and Historical/Biographical critical lenses to develop an understanding of diversity and personal perspectives
- Use strategies to comprehend, interpret, evaluate, and analyze fiction and nonfiction texts
- Use and apply literary and textual devices to analyze and construct meaning in fiction, non-fiction, drama, and poetry

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals

High Priority – Students must know:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.5.1.1)
- 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. (8.5.2.2)
- 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. (8.4.5.5)
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events: e.g. through comparisons, analogies, or categories (8.5.3.3).

Medium Priority – Students should know:

- Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (8.5.9.9)
- 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 (8.5.5.5)
- Adapt speech to a variety of contexts, audiences, tasks, and
- feedback from self and others, demonstrating command of formal English when indicated or appropriate. (8.9.6.6)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for MLA citation (8.7.8.8)
- Draw evidence from literary or informational texts to support
- analysis, reflection, and research. (8.7.9.9)

Low Priority – It is nice for students to know:

- 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 (8.4.10.10).
- 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 (8.5.4.4).

Transfer

Students will be able to independently use their learning to: (product, high order reasoning)

- Generate a written or oral report comparing how the structure and techniques of two informational texts affect a reader’s understanding of a message / perspective.
- Provide a written or oral, objective summary of an informational text.

Meaning	
<div>Unit Understanding(s):</div> <div>Students will understand that:<ul style="list-style-type: none">Inferences about nonfiction texts must be supported with details from the text.Different texts may offer differing perspectives and information.Multiple text structures affect a text’s message or quality.</div>	<div>Essential Question(s):</div> <div>Students will keep considering:<ul style="list-style-type: none">How do I make meaning out of nonfiction texts?What genres (memoir, editorial, review, interview, profile, article, etc.) do non-fiction writers use?How do non-fiction texts both reflect and shape our world?How do I choose informational texts for independent reading?</div>
Acquisition	
<div>Knowledge - Students will:<ul style="list-style-type: none">Identify the thesis and support within a given text.Identify where informational texts disagree on fact or interpretation.Identify informational text organization structures (i.e. description, comparison/contrast, sequence, problem/solution, cause/effect).</div> <div>Reasoning - Students will:<ul style="list-style-type: none">Infer the implied central idea.Use context clues and word-learning strategies.Analyze how specific word choices impact the meaning or tone.Analyze how a central idea is developed over the course of an informational text.Analyze two or more multi-cultural informational texts that contain conflicting information.Analyze the structure of a few paragraphs in an informational text including the role of particular sentences in developing and refining a key concept.</div>	<div>Skills - Students will:<ul style="list-style-type: none">Demonstrate evidence of a close reading by analyzing and interpreting specific lines and phrases from an informational text.</div>
<div>Common Misunderstandings<ul style="list-style-type: none">The way I read a text is the only way to read itNonfiction texts have the same structureThe central idea is always in the first paragraph</div>	<div>Essential new vocabulary<ul style="list-style-type: none">Annotate</div>