

UNIT BLUEPRINT – Interpreting Literature and Nonfiction

BIG Ideas (“enduring understandings”)	Essential Questions (BIG Questions)
<p>CENTRAL IDEA: Writers make choices about the words, techniques, and examples they use to communicate.</p> <p>GENRE-SPECIFIC IDEAS:</p> <ol style="list-style-type: none"> Poets create poems that communicate a theme. Writers construct biographies, and histories that communicate ideas. A nonfiction writer explains important ideas about a topic. Writers construct stories that communicate a theme. 	<p>COMPREHENSIVE QUESTION: <i>What kinds of choices do writer make?</i></p> <p>GENRE-BASED QUESTIONS:</p> <ol style="list-style-type: none"> <i>How do readers interpret a poem?</i> <i>How do readers identify the important ideas in nonfiction?</i> <i>How do readers learn when they read nonfiction texts?</i> <i>How do readers figure out the theme of a story?</i>

Common Core Anchor Reading Standards:

KEY IDEAS AND DETAILS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text .
2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas .
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CRAFT AND STRUCTURE
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integrated NWEA-Aligned Skills: Identify, Analyze, Infer...author’s techniques; story sequence; story structure; metaphor, simile; character traits; theme; main idea;

Assessments

Daily/Weekly:

Construct glossary of literary terms.

Complete text analyses, including graphic organizers and short responses, with evidence.

Construct literary (poems and narratives) and nonfiction responses—with evidence/examples from the passages interpreted each week.

Comprehensive Task Assessment Task:

Constructed Response: (CCSSR9). **Analyze** how two or more **texts address similar themes or topics** --**compare** the **approaches** the authors take.

Answer with evidence.

- What is the theme they both communicate?
- How do you figure that out?
- How are the two alike? How is each different?
- What techniques did each writer use?

What kinds of choices do writers make: of poetry; of stories; of biographies; of speeches? Cite text-based examples.

Learning Activity *Examples*

Week 1—Poetry

Picture the important words in the poem—words that give the reader an image.
Analyze a poem, restate the meanings of important lines .
Make metaphor or simile chart: word in column 1; picture in column 2.
List examples of techniques the poet used. Explain how they helped communicate the theme.
Write a poem that communicates the same theme .

Week 2—Nonfiction

Use nonfiction features to identify important ideas and information . Then make a “learner’s guide”—how do you learn when you read nonfiction?
Clarify structure of a text: Outline passage , identifying important ideas and supporting information . Identify central idea . Summarize the passage, stating central idea .
Analyze Cause-Effect : Make timeline of important events in a nonfiction narrative --biography or history. Explain an important choice , causes and the effects of that choice.
Integrate information : Identify relevant information from two different articles to respond to a constructed response prompt .

Week 3—Elements of Fiction—Author’s Choices

Sequence --make timeline of events in a story--identifying important actions. Identify causes and effects of an event.
Complete "map" a story", characters and setting; problem and solution .
Write concise summary . Decide which event(s) are most important and how the writer uses them to communicate the theme .
Infer the theme of the story and support analysis with evidence based on the author's choices. (NWEA uses main idea and also theme in different questions.)
Plan a story to communicate a theme (or main idea—NWEA term).

Week 4—Character Development (Fiction)

Week 4 can be based on same story analyzed in week 3.

Complete character analysis chart: how author communicates the traits and feelings of characters in the story-- actions, dialogue, reactions of characters.
Add dialogue to a story—what might the characters have said at different points?
Dramatize a story, selecting events important to the character’s development and adding dialogue that communicates how the central character develops.
Analyze how the author uses the character’s development to support the theme of the story .
Synthesis: Adjust the plan for a story (from week 3); write it.