**Unit Learner Outcomes**

**Weekly Article Informational Text Project**

The Common Core standards do a good job building on one another in the order of Bloom’s Taxonomy. I am going to order my lesson in the same way.

**Reading Standards:**

**Key Ideas and Details:**

RI 9&10.1 Students will read Nonfiction articles weekly. These articles will deal with current events or information that is relevant to the students. According to the standard, students will “cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”

RI 9&10.2 Students will read the passage and answer six questions after annotating the article. The six questions come from the acronym SOAPSTone. The acronym stands for: Subject, Occasion, Audience, Purpose, Speaker and Tone. Answering this will help the students “determine a central idea of a text and analyze its development…including how it emerges and is shaped and refined by specific details, provide an objective summary of the text.”

RI 9&10.3 Also during the analysis, the students will “analyze how the author unfolds an analysis…[of] the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.”

**Craft and Structure**

RI 9&10.4 After we have done this project for a few weeks the students will begin to “determine the meaning of words and phrases as they are used in a text…and analyze the cumulative impact of specific word choices on meaning and tone.” This is important for the students to analyze because this will help them understand how an author can support a subtle agenda without an overt tone.

RI 9&10.6 Also after having annotated the whole article, the students will “determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.” This analyzation is important for the students to show proper analysis of the text. If the students are unable to do this, they will not be able to move to synthesis and evaluation.

**Integration of Knowledge and Ideas**

RI 9&10.7 In order for students to move to the final stages of Bloom’s Taxonomy and show that they are proficient informational text readers, they must be able to not just read one article on a certain topic. They should be able to “analyze various accounts of a subject told in different mediums…determining which details are emphasized in each account.” This is an important 20th century skill that the students need to use because they are naturally obtaining a lot of their information through video. They should cross-reference this information with an article on the same subject to either validate or discredit the source.

RI 9&10.8 Another way for them to show that they are able to synthesize the information is for them to “delineate 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 fallacious reasoning.” Although they will be doing this work initially, they will be synthesizing it at this point.

**Writing Standards:**

**Text Types and Purposes**

W 9&10.1 An important aspect of this project is that the students are not only learning how to read informational text; they are also learning how to write about it. The first writing standard covers how they are going to “write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” The relevant and sufficient adjectives are very important in this. If they are not able to tell me why they chose the text that they chose, then they have not yet started to fully understand the text. The students will use the process as outlined in the standard.

W 9&10.3 I chose this standard because I think this is a unique way for the students to show that they understand the topic. In W10.3 the students must write a narrative that can retell an event. The new PARCC assessment asks the students to write a narrative “real or imagined”. The PARCC says that it can ask a student to write a narrative about topics such as a scientific process or a historical event. I think it is important then for the students to practice this skill. This requires them to not just rewrite about a topic but write about it from a narrative perspective. The students will use the process outlined in this standard.

**Production and Distribution of Writing**

W 9&10.4 Obviously, if I am going to require the students to write, I will want them to produce their writing in a “clear and coherent…development, organization, and style [which] are appropriate to task, purpose, and audience.” This type of writing will require a lot of carryover from what they did in the reading section.

W 9&10.5 While they are writing these responses they need to be sure to “develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.” Being able to make these types of decisions off of a text which they read is not going to be easy. The students need to make sure they are aware or who they are writing to and why they are writing to them. They need to work their revisions to fit these answers.

**Research to Build and Present Knowledge**

W 9&10.7-9 One of the ways for the to show evaluation in Bloom’s Taxonomy is for them to create their own research project in which they use all of the knowledge that they have gained through reading and writing about certain topics to write about a topic themselves. During this process, they will conduct the research project by “gather[ing] relevant information from multiple authoritative print and digital media source, using advanced searches effectively.” From this information they will “draw evidence from…informational texts to support analysis, reflection, and research.” This important for them to show me they have understood all of the work that they have done. If they do not understand this and are unable to do this work, then there is something within the lesson that needs to be retaught. At this point, because of how many articles they have seen, they should be able to do their own research and evaluate it themselves.

References

English Language Arts Standards. (n.d.). Retrieved March 2, 2015, from <http://www.corestandards.org/ELA>Literacy/