

UNIT OF STUDY - 13

Title: Understanding Informational Texts Subject/Course: English Length: 1 week	
Topic: Reading Comprehension - Informational and Practical Texts Grade: 11 Designer: Mari Robertson	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: <p>Students will be required to interpret and use information in practical, informational, and technical texts not only throughout the rest of their education but throughout their lives.</p> <p>Students who master the skills associated with interpreting and using practical, informational, and technical texts will be able to educate themselves in a variety of ways to become more successful in their personal, educational, and career pursuits.</p> <p>Students who master practical, informational, and technical texts can save money in a plethora of ways throughout the rest of their lives.</p>	ESSENTIAL QUESTIONS: <p>What kind of information is found in practical, informational and technical texts?</p> <p>How does a student learn to comprehend practical texts?</p> <p>What are some reading strategies that assist a student in comprehending and interpreting practical texts?</p> <p>How does one become skilled in interpreting and using information found in practical texts?</p> <p>Why does a student need to master the skills associated with comprehending, interpreting, and using information contained in practical, informational, and technical texts?</p>
STUDENT LEARNING EXPECTATIONS: <p>R.10.11.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents</p> <p>R.10.11.2 Interpret and use information in practical, informational, and technical texts to:</p> <ul style="list-style-type: none"> • Follow instructions to perform specific tasks, answer questions, or solve problems • Identify the main ideas and determine the essential elements that support the main ideas • Summarize the texts and explain the relationship of visual components to the texts • Distinguish between a summary and a critique 	<p>R.10.11.2 (continued)</p> <ul style="list-style-type: none"> • Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams • Identify interrelationships between and among ideas and concepts within a text • Evaluate information from multiple sources • Draw conclusions based on evidence from texts • Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose • Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader • Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal
SPECIFIC DECLARATIVE KNOWLEDGE-What I know <p>Define and recognize various informational strategies. Identify particular circumstances for various informational strategies. Understand how to implement main ideas . Comprehend informational texts . Understand how to summarize informational texts. Understand the different types of charts, graphs, tables,</p>	SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do <p>Follow instructions to perform specific tasks, answer questions, or solve problems Identify the main ideas and determine the essential elements that support the main ideas Summarize the texts and explain the relationship of visual components to the texts Distinguish between a summary and a critique</p>

diagrams and how to interpret, analyze, and evaluate them.	Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams Identify interrelationships between and among ideas and concepts within a text Evaluate information from multiple sources Draw conclusions based on evidence from texts Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Students will analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. Students will evaluate information from multiple sources. Students will draw conclusions based on evidence from texts.	
Traditional Assessments:	Other Evidence of Learning: Answers to multiple choice questions in response to practical, informational, and technical texts. Open Responses.

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Students will read various practical, informational, and technical texts and answer multiple choice questions designed to test their abilities to perform the following:</p> <ul style="list-style-type: none"> • Follow instructions to perform specific tasks, answer questions, or solve problems • Identify the main ideas and determine the essential elements that support the main ideas • Summarize the texts and explain the relationship of visual components to the texts • Distinguish between a summary and a critique • Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams • Identify interrelationships between and among ideas and concepts within a text • Evaluate information from multiple sources • Draw conclusions based on evidence from texts • Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose <p>Students will respond to practical, informational, and technical texts in the form of open responses.</p>	<p>Prentice Hall <i>Grade 11 ACTAAP Preparation Workbook</i></p> <p>Previous ACTAAP tests</p>
Career Connections	
<p>Mechanic, journeyman, carpenter, contractor, repairman, handyman, forklift operator, computer engineer, civil engineer, architect, mechanical engineer, electrician, plumber, electrical engineer, builder, web designer, teacher.</p>	