*English Instructional Plan – Text Analysis Basics*

**Primary Strand: 9.4-12.4 Reading**

**Integrated Strand:** **9.1-12.1 Communication and Multimodal Literacy**

**Essential Understanding:**

* Understand that analysis of a text should be based on textual evidence rather than personal opinion.
* Understand that writers use techniques and literary devices to evoke emotion in the reader.
* Understand that informational and technical writing is often non-linear, fragmented, and supported with graphics.

**Essential Knowledge, Skills, and Processes:**

* Analyze texts to identify the author’s viewpoints and beliefs and critique how these relate to larger historical, social, and cultural contexts
* Describe how the use of context and language structures conveys an author’s intent and viewpoint
* Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree
* Analyze how authors use rhetoric

**Primary SOL:**

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

**Academic Background/Language:** textual evidence, literary devices, informational writing, technical writing

**Reinforced (Related Standard) SOL: 10.1**

1. Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.
2. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

## Materials

* Fiction text and nonfiction text with similar themes
* Graphic organizers

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Place the students in groups.
* Distribute one fiction text and one nonfiction text to each student in the group.
* Explain to students that they will work within their groups to analyze two texts; one fiction, and one nonfiction, from two different eras. Explain that they will use evidence from the text to explain their analyses.
* Examples of prompts to help with student analysis of text:
	+ Why are the images in the text used?
	+ How is evidence in the text related?
	+ What techniques does the author use? What does the use of these techniques demonstrate about his or her interests?
	+ How does the vocabulary in the text evoke a specific tone?
	+ What does the author’s use of specific vocabulary demonstrate?
	+ How does the author’s use of certain techniques strengthen mood or concept of the text?
	+ What are the primary similarities between the texts? Differences?
	+ How does each author’s social construct influence the author’s intent and viewpoint?

**Assessment (Diagnostic, Formative, Summative)**

**Formative:** Jigsaw: Form new groups of students by allowing one member from each group to travel and “share” the text analyses to the rest of the groups. If possible, students should add an additional point to the analyses and bring it back to their original groups. As students discuss the text, provide clarification as necessary.

**ELL and Academic Language Learners:**

* Provide students with sentence frames to assist with the text analyses. Additionally, students can be given a graphic organizer to chart the text for one or two specific techniques.
* **Writing Connections:**

Students write a paragraph comparing and contrasting the techniques used in the fiction and nonfiction pieces.

**Extensions and Connections**

* Students can compare texts to an independent novel.

**Strategies for Differentiation**

* Provide students with sentence frames to help them discuss the text.
* Provide graphic organizers so students can visually analyze text.
* Use guiding questions within the text that will allow students to engage in close reading.
* Use text dependent questions to broaden analysis.