**Key Learning**: Critical readers come to a deeper understanding of informational text.

**UEQ**: How do critical readers come to a deeper understanding of informational text?

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| **Launch** |  | **Text Analysis** | **Media Analysis** | **Culminating Activity-students create a collaborative media presentation** | **Review** |
| LEQ1 | How do readers draw inferences to help uncover hidden information? | How do different forms of media affect an audience? |
| AP topics  (skill break-down) | 1. Identify the steps and strategies for making an inference  2. Apply process to informational text | 1. Determine the purpose of the information in various media  2. Analyze the purpose of information in various media  3. Evaluate the motives of media |
| Possible ETs |  |  |
| Assignment |  |  |
| Vocabulary |  |  |
| LEQ2 | How do readers understand information presented by the author? | How does collaborative discussion further my knowledge of a topic? |  |
| AP topics  (skill break-down) | 1. Summarize the text  2. Analyze the structure of specific paragraphs in relation to the key concept  3. Analyze the connections and distinctions made within the text | 1. Identify, in groups, the advantages and disadvantages of various media presentations  2. Analyze, in groups, how the information supports the purpose  3. Evaluate, in groups, the effectiveness of various media  \*collaborative group work procedures need to be consistently implemented |  |
| Possible ETs |  |  |  |
| Assignment |  |  |  |
| Vocabulary |  | media, medium |  |
| LEQ3 | How does the presence of bias affect a reader’s understanding of text? |  |  |
|  | AP topics  (skill break-down) | 1. Identify possible motives for bias  2. Analyze the text for bias  3. Evaluate information critically |  |  |  |
| Possible ETs | Inductive reasoning (possible) |  |  |
| Assignment |  |  |  |
| Vocabulary | bias |  |  |

\*Zoot Suits could be an appropriate text