

Informational Text Playlists – Complete Grades 9-10 Bundle

This resource bundle aligns with all of the Common Core State Standards for Grades 9-10 Reading: Informational Texts. We have included twelve of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the informational text reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

Detailed Standard Coverage Notes:

- There are two playlists covering two of the Reading: History/Social Studies standards.
- Standard RI.9-10.2 is covered across two playlists: one focuses on objective summaries and the other focuses on determining and analyzing the central idea.
- There is no playlist for RI.9-10.10. As your students work through the other standards, they will read and comprehend a range of literary nonfiction within the grades 9-10 text-complexity band.

The accompanying Student Editions include dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.



Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.



Grades 9–10 Playlist: Determine Central Idea and Analyze Development

Aligns with CCSS.ELA-LITERACY.RI.9-10.2:

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Welcome

When reading a text with a lot of information, it can be difficult to determine which idea or ideas are central to the text. However, there are several steps that readers can take to determine the central idea or ideas of a text and to figure out how the author developed the idea throughout the text.

Objectives

In this playlist, students will learn how to:

- determine a central idea of a complex text.
- use the details of a text to analyze how a central idea develops throughout the text.

Review

Key Term

- In a piece of writing, a **central idea** is a thought or concept that is crucial to the meaning of the text as a whole. Sometimes, a piece of writing has only one central idea, while at other times, a text may include several central ideas.

Exploring the Standard

Sometimes, the central idea of a text is easy to determine. Other times, it can be difficult to identify. This is especially the case when the idea develops over the course of a complex passage. However, there are several steps readers can take to determine the central idea of a text, such as the following:

1. Carefully read the entire text.
2. Ask, “What is this text mostly about?”
3. See if the central idea is explicitly stated in the text, particularly in the first paragraph.
4. Identify the main idea of each paragraph.
5. If the central idea is explicitly stated in the text, consider whether the main ideas of the paragraphs support the central idea.
6. If the central idea is not explicitly stated in the text, use the ideas of the paragraphs to determine the central idea of the text.



Hint!

In addition to the above steps, readers can also practice active reading strategies whenever encountering a new text. Active reading strategies require readers to engage with the text by asking questions, taking notes, and analyzing how the text develops both structurally and thematically.

When reading a complex text and determining the central idea, it can be helpful to:

- read through the passage several times.
- use the title of the text to help determine its central idea or ideas.
- take notes while reading.
- create an outline of the passage in order to visualize and analyze how the central idea of the passage develops.

Watch!

Watch this video about how to be an active reader. It is long (17 minutes), but it includes many helpful tips about how to improve reading comprehension through practicing active reading strategies:

- <http://www.teachertube.com/video/active-reading-109281>

A Closer Look: Determine the Central Idea

The following is an excerpt taken from an 1886 biography of Harriet Tubman, entitled *Harriet: The Moses of Her People*, written by Sarah H. Bradford. Use the steps outlined above to determine the central idea.

¹Harriet was married somewhere about 1844, to a free colored man named John Tubman, but she had no children. For the last two years of slavery she lived with Dr. Thompson, before mentioned, her own master not being yet of age, and Dr. T.'s father being his guardian, as well as the owner of her own father. In 1849 the young man died, and the slaves were to be sold, though previously set free by an old will. Harriet resolved not to be sold, and so, with no knowledge of the North—having only heard of Pennsylvania and New Jersey—she walked away one night alone. She found a friend in a white lady, who knew her story and helped her on her way. After many adventures, she reached Philadelphia, where she found work and earned a small stock of money. With this money in her purse, she traveled back to Maryland for her husband, but she found him married to another woman, and no longer caring to live with her. This, however, was not until two years after her escape, for she does not seem to have reached her old home in the first two expeditions. In December, 1850, she had visited Baltimore and brought away her sister and two children, who had come up from Cambridge in a boat, under charge of her sister's husband, a free black. A few months after she had brought away her brother and two other men, but it was not till the fall of 1851, that she found her husband and learned of his infidelity. She did not give way to rage or grief, but collected a party of fugitives and brought them safely to Philadelphia. In December of the same year, she returned, and led out a party of eleven, among them her brother and his wife. With these she journeyed to Canada, and there spent the winter, for this was after the enforcement of Mason's Fugitive Slave



Grades 9–10 Playlist: Diction, Meaning, and Tone

Aligns with CCSS.ELA-LITERACY RI.9-10.4:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Welcome

When reading, it is important to develop the ability to analyze the overall language patterns or style of a technical text. This will allow readers to form a deeper understanding of informational texts. A skill that helps readers accomplish this task is to use context clues to determine the meaning of words, how those words affect the tone of the text, and how that tone reflects the author's overall purpose, audience, and context of the text. In essence, readers must analyze diction to understand how such word choices affect their reading experience and comprehension.

Objective

In this playlist, students will learn how to:

- analyze how specific word choices impact meaning and tone of text.

Review

Key Terms

- A word's **connotation** refers to the suggestions, associations, or emotional response that surround most words and extend beyond their literal, or **denotative**, meaning.
- **Diction** simply refers to a speaker's (or author's) word choice.
- **Tone** refers to the attitude of the author toward the reader, audience, or subject matter of a literary work.

Exploring the Standard

Authors' use of diction refers to their specific word choices that influence or create the meaning and tone of the text. For example, Martin Luther King Jr. was an influential and effective public speaker because of his ability to orate his claims and inspire people to advocate for change during the Civil Rights Movement. Similarly, the Constitution of the United States is regarded as America's rule of law because its diction embodies an extremely formal tone, while also laying out the foundational concepts and philosophies on which the country was built upon. While some of these texts may be difficult to decode or understand, readers can grasp the meaning and purpose through analyzing the word choices that also help readers know how they are to receive or feel about the text.



Teaching Notes: Diction, Meaning, and Tone

The goal of RI.9-10.4 is for students to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Have students read an informational brochure that advertises a company’s or organization’s purpose, mission, or services provided. Then have students indicated through circling, underlining, or listing words the author chose that embody the tone such a document should embody. Choose a few students to share their findings with the class, and discuss how the author’s overall use of diction helped them understand the meaning of the text.
2. Task students with finding an informational text on their own, and have them evaluate the author’s use of diction that influenced the tone and meaning of the text. Examples could include an advertisement, a speech, or other informative nonfiction document.

Writing Prompts

1. Assign students to read Patrick Henry’s speech to the Second Virginia Convention, “Give Me Liberty or Give Me Death.” Have students identify and list unfamiliar words while using context clues to determine their meaning. Then have students assess and summarize the tone of the document, and provide direct examples from the text as a means of supporting their idea(s). Finally, have students explain how the author’s word choice impacted their reading experience and comprehension.
 - The full transcription can be found here: http://avalon.law.yale.edu/18th_century/patrick.asp
2. Assign students to read and analyze Frederick Douglass’ “The Meaning of July Fourth to the Negro,” which is said to be among his most moving speeches. Have students reflect on the tone and meaning of the speech as it relates to the historical context. The full text can be found here: <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>. Use the following questions as a guide for their responses:
 - How does the tone reflect the significance of the speech, given the social climate of the mid-1850s?
 - How does the author’s diction influence and shape reader comprehension?

Additional Resources

Consider these additional resources that offer sample lesson plans and texts to teach RI.9-10.4:

- <https://www.engageny.org/ccls-ela/ri9-104>
- <http://www.ohiorc.org/standards/commoncore/ela/resources.aspx?id=6338&parent=0>

