Reading: Informational Text: Craft and Structure

Students:	DesCartes Statements:

Students:	**RIT over 230:** • Describes techniques used by an author (level of English, person) in informational text • Describes techniques used by an author to create imagery in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts
Students:	**RIT 221-230:** • Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial) • Critiques the usefulness of diagrams, graphs, and charts • Determines author's assumptions in informational text • Evaluates passages to determine the bias found in informational text • Evaluates passages to determine the stereotype found in informational text • Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving) • Identifies characteristics of reference materials • Identifies the use of propaganda in informational text • Infers author's viewpoint/attitude in informational text • Infers the author's feelings toward the subject of informational text • Infers the author's specific purpose for an informational passage (gather support) • Infers the author's specific purpose for an informational passage (persuasive) • Interprets assertion in informational text • Interprets the mood created by the author in informational text • Locates bias in informational texts • Locates, interprets, and draws conclusions from charts and tables • Orders and paraphrases a sequence of events in informational text
Students:	**RIT 211-220:** • Analyzes examples of propaganda to determine the method of persuasion used in informational text (broad generalizations--using specific examples to describe the general phenomenon) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) • Analyzes persuasive/loaded language used in informational text • Classifies a literary text as a biography • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Classifies informational text as a book review • Classifies informational text as persuasive • Classifies text as a true story • Classifies text as personal writing • Classifies the purpose of a short informational passage (3-8 sentences) as "to inform" • Critiques the use of maps in informational text • Describes how an index is organized • Determines author's assumptions in informational text • Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts • Evaluates passages to determine the stereotype found in informational text • Evaluates the author's viewpoint or attitude in informational text • Evaluates validity of information in informational text • Explains how the author makes a given comparison in informational text • Explains techniques used by an author to create a specific image in informational text • Identifies a pair of words with a similar relationship to a given analogy • Identifies and uses structure of bibliographies in informational text • Identifies chronological order of events in informational text • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text • Identifies sequential order of events (more than three) in informational text • Identifies the characteristics of journals and other specialized periodicals • Identifies the organizational pattern of main idea plus supporting details in informational text

- Identifies the purpose of variations of text appearance (e.g., color, size, bold print)
- Identifies the use of propaganda in informational text
- Infers author's viewpoint/attitude in informational text
- Infers the author's feelings toward the subject of informational text
- Infers the author's intended purpose for an informational passage (to inform)
- Infers the author's specific purpose for an informational passage (persuasive)
- Infers the author's specific/main purpose for an informational passage (to inform)
- Infers the specific purpose of short informational passages (announcements/advertisements)
- Interprets the mood created by the author in informational text
- Locates and interprets information in a schedule, index, or label
- Locates bias in informational texts
- Locates information in a table of contents that uses Roman numerals
- Locates information in an index containing multiple entries for a single topic
- Orders and paraphrases a sequence of events in informational text
- Recognizes characteristics of advertisements
- Recognizes that compare and contrast is a useful strategy for informational texts
- Understands text features of textbooks (author biography)

Students:	**RIT 201-210:**

- Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good)
- Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)
- Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant)
- Analyzes persuasive/loaded language used in informational text
- Analyzes when the author's purpose is to inform in informational text
- Classifies a literary text as a biography
- Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)
- Classifies informational text as persuasive
- Compares characteristics to evaluate informational text
- Critiques the use of maps in informational text
- Determines author's assumptions in informational text
- Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts
- Evaluates electronic informational sources (Internet)
- Evaluates the author's viewpoint or attitude in informational text
- Evaluates the author's viewpoint or attitude in informational text using complex sentences and difficult vocabulary
- Evaluates to select the best order of directions to yield a specific product in informational text
- Evaluates validity of information in informational text
- Explains how one's experiences and values affect the interpretation of facts in informational text
- Explains how the author makes a given comparison in informational text
- Identifies a pair of words with a similar relationship to a given analogy
- Identifies and uses structure of bibliographies in informational text
- Identifies and uses structures of glossaries in informational text
- Identifies chronological order of events in informational text
- Identifies sequence of events in informational text (first)
- Identifies the characteristics of a thesaurus; identifies the characteristics of an encyclopedia
- Identifies the purpose of variations of text appearance (e.g., color, size, bold print)
- Identifies the use of propaganda in informational text
- Identifies words used to denote sequence in informational text
- Infers the author's assumptions about the audience when writing a persuasive informational passage (advertisement)
- Infers the author's purpose (term not used) in writing an informational passage (persuasive)
- Infers the author's specific/main purpose for an informational passage (to inform)
- Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of informational text
- Locates and interprets information in a schedule, index, or label
- Locates information in a glossary found in informational text
- Locates information in a table of contents that uses Roman numerals
- Orders and paraphrases a sequence of events in informational text
- Recognizes characteristics of advertisements

Students:	RIT 191-200:
	• Analyzes persuasive language used in informational text
	• Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform"
	• Critiques the use of maps in informational text
	• Describes characteristics of sentences that are opinions in informational text
	• Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)
	• Distinguishes between facts and propaganda in informational advertisements
	• Explains how the author makes a given comparison in informational text
	• Identifies a pair of words with a similar relationship to a given analogy
	• Identifies and uses structures of glossaries in informational text
	• Identifies sequence of events in informational text (first)
	• Identifies techniques used by the author to play with the sound of words
	• Identifies the characteristics of an atlas
	• Identifies the characteristics of an encyclopedia
	• Identifies the characteristics of informational magazines
	• Identifies the characteristics of nonfiction
	• Identifies the characteristics of weather reports
	• Identifies the purpose of variations of text appearance (e.g., color, size, bold print)
	• Infers an author's bias from short paragraphs of informational text (1-4 sentences)
	• Infers the author's purpose (term not used) in writing an informational passage (advertisement)
	• Infers the author's purpose (term not used) in writing an informational passage (persuasive)
	• Infers the author's specific purpose (term not used) for an informational passage (to inform)
	• Locates and interprets information in a schedule, index, or label
	• Locates information found in a simple chart in informational text
	• Locates information in a glossary found in informational text
	• Locates information in a simple index
	• Locates information in an informational schedule
	• Locates information using a table of contents in literary text
	• Orders directions sequentially in informational text
	• Recognizes characteristics of advertisements
	• Recognizes the characteristics of glossaries in informational text

Students:	RIT 181-190:
	• Classifies literary texts as nonfiction
	• Classifies text as a journal entry
	• Describes the functions of a table of contents in informational texts
	• Explains that the purpose of an informational advertisement is to sell a product
	• Identifies the characteristics of a list
	• Identifies the characteristics of dictionaries
	• Identifies the characteristics of informal notes
	• Identifies the characteristics of informational magazines
	• Identifies the characteristics of letters
	• Identifies the characteristics of lists
	• Infers the author's purpose (term not used) in writing an informational passage (persuasive)
	• Infers the author's specific purpose (term not used) for an informational passage (to inform)
	• Infers the author's specific purpose for writing a complex informational text
	• Infers the author's viewpoint (term not used) in short paragraphs of informational text
	• Locates and summarizes information found in a Venn Diagram
	• Locates information in a glossary found in informational text
	• Locates information in a table of contents or title page in informational text
	• Locates information using a table of contents in literary text
	• Locates information using an index in informational text
	• Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences)
	• Orders sentences to create a paragraph that makes sense in informational text
	• Uses as bibliography to locate information in informational text

Students:	RIT 171-180:
	• Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign)
	• Determines the author's purpose (term not used) in creating an informational sign or diagram
	• Identifies the characteristics of lists
	• Identifies the characteristics thank you notes
	• Identifies the function of a dictionary
	• Infers the author's specific purpose (term not used) for an informational passage (persuasive)
	• Infers the author's viewpoint (term not used) in short paragraphs of informational text
	• Locates information in a table of contents or title page in informational text
	• Recognizes the types of information likely to be found in a newspaper

Students:

RIT 161-170:
- Identifies examples of thank you notes
- Identifies the function of a dictionary

Students:	
	RIT Below 161:
	• Gives an example of an event that is real
	• Locates information in text based on classification indicator (term not used)