

Unit 2: Word Wall Words and EQs

An American Plague by Jim Murphy

Word Wall Words	Central Idea	The main idea of a piece of writing (a paragraph, chapter or entire work)
	Comparisons	The similarity and/or differences between two or more pieces of writing, authors' viewpoints, and/or key concepts
	Analogies	A comparison between two or more things, usually for the purpose of clarifying or making more clear
	Categories	A set of similar people or things (writing) that share characteristics
	Generalizations	A general or vague statement gathered based on inference and not necessarily evidence or fact
	Conclusions	To make a judgement based on reasoning (verb)
	Strong Textual Evidence	Facts and/or reasoning that are based on valid, credible sources and are used to support an author's viewpoint or opinion
	Conflicting Evidence	Two or more pieces of evidence that do not agree with one another or are somehow in contrast with one another
	Key Concepts	The more or most important ideas in a piece of writing
	Tone	The author's mood or feelings towards a given subject
	Connotative	The meaning that society (people) give to a particular word
	Technical	The meaning that is more formal and can be found in a dictionary definition (denotation)
	Figurative	The non-literal interpretation of a word or piece of writing
	Validity	The credibility, truthfulness, or factualness of a piece of writing (how truthful or factual it is)
	Conflicting Information	Two or more pieces of information that do not agree with one another
Mediums	The mode through which an idea is communicate; for example: a book, a newspaper, a website, etc.	

Unit EQ	How can a reader analyze, compare, and evaluate various mediums and formats of informational non-fiction texts?
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Lesson EQs	How does an author use and connect supporting details to develop a central idea across the course of a text?
	How does a particular author make connections among and distinctions among individuals, ideas, or events?
	How can a reader use and cite strong textual evidence to support an analysis of a text?
	How can a reader support generalizations and conclusions with evidence?
	How does an author acknowledge and respond to conflicting viewpoints or evidence about a particular topic?
	How does an author use particular sentences and paragraphs to develop and refine key concepts?
	How does an author create tone in nonfiction?
	How does a reader assess the validity of nonfiction?
	How can a reader analyze two or more texts based on their points of disagreement?
	Why would an author choose one medium over another to present similar information?