Unit 2: Informational Text

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will develop their understanding of informational texts. Students will be reading a variety of informational texts and learning how to pull certain information from those texts. They will also be using that information to cite in their written work. In addition, students will be writing their own informative/explanatory texts using technology to produce and publish work.

Standards

Each WIDA sub-standard will be adapted to learner's proficiency level (entering, beginning, developing, expanding, bridging).

CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.6.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-Literacy.W.6.9.a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CCSS.ELA-Literacy.W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CCSS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. What language do we need to be knowledgeable in informational writing?
2. Why do we read informational text?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- citations are needed to provide evidence in an informational/explanatory text
- how to identify a comparing and contrasting text structure
- summarizing information from a text aides in comprehension of material
- writing an effective informational/explanatory text requires the selection, organization, and analysis of relevant content.

Skills: Students will be able to . . .

- analyze in detail how a key individual, event, or idea, is introduced, illustrated, and elaborated in a text.
- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person)
- determine the central idea of a text and how it is conveyed through particular details
- develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example
- organize idea, using strategies such as definition, classification, comparison/contrast, and cause/effect
- pose and respond to specific questions with elaboration and detail by making comments that

contribute to the topic, text, or issue

- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- provide a concluding statement or section that follows from the information or explanation presented
- read and objectively summarize informational text distinct from opinions or judgements
- use intensive pronouns to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- use technology to produce and publish writing
- write informative.explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style
- write informative/explanatory texts to examine a topic and convey ideas through the organization of relevant content; introduce a topic; include formatting, graphics, and multimedia when useful to aiding comprehension
- write informative/explanatory to examine a topic and convey idea, through the selection of relevant content
- write to cite evidence from informational text to support analysis and reflection
- write to cite evidence from literary text to support analysis and reflection

Assessments

- Formative assessment: oral- guided reading
- Formative assessment: oral and written- comprehension questions based on unit content
- Formative assessment: written and oral- vocabulary quizzes
- Formative assessment: written test- informational/explanatory text- WIDA rubric used
- Unit test, Summative: Written test- NJ Model Curriculum, Model Assessment

Activities

- present the students with a variety of graphic organizers to use while reading
- conference with students over time through draft process of the informational text
- create a classroom poster for different informational text features
- read ELP appropriate texts to find different text features
- provide students with reading notebook to assist in comprehension during independent reading
- guide students through writing process with graphic organizers
- complete a number of journal prompt do nows to guide students through shorter writing pieces daily
- instruct on how to “markup text” to aide in finding information in texts

- create charts on pronouns- complete a variety of Smartboard activities about pronouns
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

explicit, evidence, quotes, inferences, main idea, supporting details, summary, analyze, traits, characteristics, events, challenges, similarities, differences, facts, fiction, relevant, format, graphics, develop, organize, fact, opinion, conclusion, transitional words and phrases, task, purpose, audience, collaborate, interact, reflection, publish, cite, evidence, argument, elaborate, detail, 5-W words, intensive pronouns,

Language Forms and Conventions Needed:

use quotation marks, adverbs, compound and complex sentences, sentences with transitional phrases, sentence structure, adjectives, sequential phrases, simple, compound and complex sentences, word order and parallelism, explanatory sentences, explanatory sentence structures,comparative adjectives, conjunctions, adverbs, sentences with transitional phrases and conjunctions, various verb forms, prepositional phrases, verb forms, sentences appropriate to task, subject verb agreement, embedded clauses, referential phrases, conjunctions, referential phrases, transition words, asking informational and clarifying questions expressing and supporting opinions, describing people and actions

Activities to Differentiate Instruction

Graphic Organizer

Template

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

choice questions

wh- questions

pronoun chart

Adapted Text

Recording of Texts

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

Writing Diamond

Technology support (i.e., spell check, online thesaurus, grammar check, etc)

Cornell note taking sheet (can be partially completed by teacher)

Cloze sentences

Integrated/Cross-Disciplinary Instruction

Students will be reading text from various aspects of nonfiction, including both science and social studies.

Resources

NJ Model Curriculum

Reading A-Z based on ELP level

Suggested Texts as per NJ text exemplars:

- *A Short Walk through the Pyramids and through the World of Art*- Phillip Isaacson
- *The Great Fire*- Jim Murphy
- *Math Trek: Adventures in the Math Zone* (From Trek 7, The Fractual Pond Race)- Ivars Peterson & Nancy Henderson