# Unit 2: Informative writing & reading

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

## Unit Overview

In this unit, the students will develop their understanding of informational reading and writing. Throughout the writing and reading process the students will work to achieve the goal of finding and citing evidence that is important to the central idea of the passages. Students will also write their own informational pieces which includes cited research.

## Standards

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

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| CCSS.ELA-Literacy.RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS.ELA-Literacy.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| CCSS.ELA-Literacy.RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| CCSS.ELA-Literacy.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| CCSS.ELA-Literacy.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| CCSS.ELA-Literacy.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| CCSS.ELA-Literacy.RI.7.9 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| CCSS.ELA-Literacy.W.7.1.d | Establish and maintain a formal style. |
| CCSS.ELA-Literacy.W.7.2.a | Introduce a topic clearly, previewing what is to follow; 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.7.9.b | Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
| ELL.6-8.2 | The Language of Language Arts |

## Essential Questions

1. How should a reader approach material when reading for information?
2. How can research inform a writer, a reader, and a written product?

## Application of Knowledge and Skills...

## Knowledge: Students will know that...

- a formal style makes assertions and conclusions more authoritative.
- a sequence of components (introduction, body, and conclusion) along with relevant information and examples combine to ensure a clear product for readers.
- clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience.
- relevant information must come from multiple, credible print and digital sources, and writers must follow a standard format for citation, attributing all information and concepts to these sources
- writing an effective research paper requires the selection, organization, and analysis of relevant content.

## Skills: Students will be able to . . .

- analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
- analyze the interactions between individuals, events, and ideas in a text (how ideas influence individuals or events, or how individuals influence ideas or events)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- cite several pieces of textual evidence to support analysis of inferences drawn
- cite several pieces of textual evidence to support analysis of what text says explicitly
- determine an author's point of view or purpose
- determine the meaning of words and phrases including figurative, connotative, and technical meanings
- determine two or more central idea in a text and analyze their development over the course of the text
- draw evidence from literary or informational texts to support analysis, reflection, and research
- establish and maintain a formal style when writing
- provide an objective summary of the text
- when writing informative/explanatory text, introduce a topic clearly, previewing what is to follow
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

## Assessments

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

## Activities

- use graphic organizers to read and then cite from adapted texts
- read ELP appropriate texts to find the main idea- use graphic organizers such as flow charts to complete activity
- using the "marking the text" strategy identify evidence from texts that supports analysis, reflection, and research. Place evidence into simple or expanded sentences based on ELP
- provide students with templates and sentence starters to aide in writing explanatory/informative texts
- use language ladders to aid in analyzing interactions between individuals, events, and ideas in a text. (language ladder-words or phrases that are linked together because of a common function or meaning.)
- after reading an ELP appropriate text summarize using simple or complex sentences depending on ELP levels.
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

punctuation, coordinate adjectives, media, formats, evidence, analysis, research, collaborate, conclusion, formal, style, precise, inform, relevance, formatting, topic sentence, evidence, interpretation, purpose, point-of-view, structure, organization, figurative, connotative, technical, interaction, paraphrase, main idea, detail, support, development, inference, conclusion, judgment, cite, textual evidence, quote

Language Forms and Conventions Needed:

quoted/reported speech, language of citation, models, tense progression, reporting verbs(states, exclaims, outlines, classifies), sentences using comparative phrases, idiomatic expressions, signal, transition words, adjectives, facts, opinions, active verbs, embedded phrases, various verb forms, transitional phrases, agreement, syntax, citations, referential phrases, conjunctions, concise sentences

## Activities to Differentiate Instruction

Graphic Organizer

Template

t-chart

cloze sentences

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

Adapted Text

Recording of Texts

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

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

writing diamond

analysis frame poetry

sensory details chart

## Integrated/Cross-Disciplinary Instruction

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

## Resources

NJ Model Curriculum

Suggested Texts as per NJ text exemplars:

- "Letter on Thomas Jefferson" Adams on ADams - John Adams
- Preamble and First Amendament to the United States Constitution
- Words We Live By: Your Annotated Guide to the Constitution- Linda R. Monk
- "Space Probe" Astronomy & Space: From the Big Bang to the Big Crunch