Unit 2: Reading Information/Writing Informative/Explanatory

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 text, both written and read by student. Students will work throughout the unit to analyze informational texts to discover answers to teacher and student posed questions. Students will also analyze informational reading that has conflicting truths in it. Finally, students will write their own informative writing piece that includes sound research and formal writing style.

Standards

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

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCSS.ELA-Literacy.W.8.2	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.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the

	argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
ELL.6-8.2	The Language of Language Arts

Essential Questions

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

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.
- different sources may have conflicting statements of truth and a good reader will analyze these statements
- informative writing has its own style and set of rules to use when reading and writing
- relevant information must come from multiple, credible, print and digital sources
- writers must follow a standard format for citation, attributing all information and concepts to their sources.
- writing an effective research paper requires the selection, organization, and analysis of relevant content.

Skills: Students will be able to . . .

- analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact
- analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of interpretation
- analyze how a text makes connections among and distinctions between ideas
- analyze how a text makes connections among and distinctions between individuals
- analyze how a text makes connections among and distinctions between individuals, ideas, or events

- determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas
- determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- determine the meaning of words and phrases as they are used in an 8th grade text, including figurative, connotative, and technical meaning
- develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- draw evidence from informational texts to support analysis, reflection, and research
- establish and maintain a formal style when writing
- evaluate the motives (social, commercial, political) behind its presentation
- form and use verbs in the active voice when speaking and writing
- informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content
- provide an objective summary of the text
- use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text
- use technology to produce and publish writing
- write include formatting and multimedia when useful to aiding comprehension; provide a concluding statement or section that follows from and supports the information or explanation presented
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content
- write informative/explanatory texts to examine a topic and convey ideas,concepts, and information through organization of relevant content; introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories

Assessments

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

Activities

- using adapted text (when ELP is <4) and a story map read a text and determine what the central idea is. Find details to show how the central idea was developed.
- provide students with sentence starts and a story map to complete an objective summary of texts.
- students will read a text and after use a t-chart or venn diagram to compare and contrast two

individuals, ideas, or events from text. After, place information into simple or complex sentences

- complete dictionary word finds to determine meaning of unknown words
- use graphic organizers to identify and analyze an author's point of view in an informative writing piece
- with a small group read two or more texts on the same topic with conflicting information and factual differences to place into a venn diagram. After, students will place information into simple or complex sentences.
- Provide students with a graphic organizer to analyze how two separate texts have factual differences on the same topic. After, place information into simple or complex sentences.
- review with students how to decide if a resource is sound and reliable. Review safety during internet searches.
- teacher will model how to write an informative writing piece stage by stage. Provide students with graphic drawings and composition templates to assist.
- students will practice writing citations in MLA format. Teacher will model how to write.
- Teacher created posters for formatting an informative writing piece
- provide a word wall (either personal or classroom) for students to reference during their writing.
- Discuss three motives for writing informative pieces (social. commercial, political). Show students video clips or sound bytes. Students will evaluate the motive behind the different multimedia pieces. Students will use a checklist to mark which motive it can be connected to.
- create a poster for motives behind informative writing
- Smartboard activities to practice using active voice when writing and speaking. Create pictures to show active voice in context.
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

central/main, theme/idea, details, analyze/analysis, summarize, objective(ly), subjective(ly), connect(ions), distinct(ions), individual(istic), similarities, differences, distinguish, events, figurative, connotative, meaning, point of view, viewpoint, topic, factual, fact, conflict(ing), contradict(ion), disagree/agree, interpretation, informative, explanatory, relevant, develop, topic, quote, citations, introduction, categories, formatting, graphics, multimedia, conclude, formal vs. informal style, precise, academic, publish, collaborate,qualify, point of view, purpose, bias, misinformation, convince, allusions, motive, social, commercial, political, verbs, active voice, emphasis, action

Language Forms and Conventions Needed:

sequencing, adverbs of time, present tense verbs, past tense verbs (and, yet, however, but), connectors (and, yet, however, but), irregular and regular past tense verbs, word choice, part of speech, comparatives, superlatives, pronouns, MLA and APA citation formatting, prepositional phrases, synonyms, antonyms, multiple meaning words, transitional phrases, active and passive voice,

Activities to Differentiate Instruction

Graphic Organizer Template

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

Adapted Text

Recording of Texts

Plot Diagram

Character Web

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)

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:

- "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" - Winston Churchill
- Harriet Tubman: Conductor on the Underground Railroad- Ann Petry
- Freedom Walkers: The Story of the Montgomery Bus Boycott (From the introduction: "Why they Walked"- Russell Freedman
- "The Evolution of the Grocery Bag"- Henry Petroski