Unit 3: Reading Information/Writing Argument

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 reading informational text. Students will use strategies and skills to read informational text in order to draw information from for future use. In addition, students will also work on their citing skills. Finally, students will work throughout the unit to complete an argument written with credible sources, opposing views, and formal 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.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.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.8.8	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.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.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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.8.8	Gather relevant information from multiple print and digital sources, using search terms

	effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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").
ELL.6-8.2	The Language of Language Arts

Essential Questions

How do organization and presentation determine the effectiveness of an argument?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- -the essential structure and organization of an essay intended to argue or persuade.
- advanced strategies that ensure proper style, tone, and voice.
- individuals, events, and concepts develop and interact throughout a nonfiction text.
- information in a work of extended nonfiction supports a central idea.
- the importance of clear, coherent relationships among claims, reasons, and evidence
- the importance of framing an argument with facts.
- the practice of using reasons when writing to persuade.
- works of nonfiction vary in their credibility and authority.

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 individuals, idea, or events
- analyze how the author acknowledges and responds to conflicting evidence or viewpoints when reading
- analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
- analyze the impact of specific word choices on meaning and tone, including analogies or allusions

- cite the textual evidence that most strongly supports an analysis of what the text says explicitly
- delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- determine an author's point of view or purpose in a text
- determine the meaning of words and phrases as they are used in an 8th grade text, including figurative, connotative, and technical meanings
- draw evidence from literary or informational texts to support analysis, reflection, and research
- gather relevant information from multiple print and digital sources
- gather relevant information from multiple print and digital sources and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form of citation
- organize the reasons and evidence logically when writing arguments
- recognize when irrelevant evidence is introduced when delineating and evaluating an argument and specific claims in a text
- use technology, including the internet, to produce and publish writing
- when writing arguments establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented
- when writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claims from alternate or opposing claims
- write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

Assessments

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

Activities

- read ELP appropriate informational texts with visual supports to find textual evidence to support analysis of text. Use graphic organizers
- Provide a model of Cornell Notes. Students will use while citing textual evidence. Depending on ELP provide partially completed Cornell Notes.
- Use phrase citations in reading while discovering the central idea of a text (Phrase citations are actual phrases copied from the text that communicate targeted concepts to reduce the linguistic complexity)
- defining idioms and using them. Create T-chart of idiom and its actual meaning.

- use a main idea/detail flow chart in small group to summarize important points in an informational text
- use a graphic organizer to assist in identifying author's point of view. Using visuals discuss how author distinguishes his or her position
- teacher modeling of following, evaluating, and assessing an argument. Use graphic organizers to organize ideas and thought process.
- use marking the text strategy to identify different sections of an argument (introduction, supporting evidence, and reasons while addressing opposing claims)
- use a graphic organizer to organize writing of argumentative text
- create classroom poster for reference on transitional words and phrases to use during argumentative writing
- go to the media center to collect relevant materials to use for research on subject . Review how to decide if a source is credible or not.
- use leveled mentor texts with students when reading arguments. Provide a graphic organizer to allow students to organize the components of an argument
- provide students with a list of sentence starts when writing an argument
- teacher model of writing an argument
- use a purpose and audience planning chart when writing an argument to help guide students to plan their writing according to purpose and audience.
- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

cite, explicit, textual evidence, analysis, quote, paraphrase, implicit, infer, central/main, theme/idea, development, supporting ideas/details, analyze/analysis, determine, connect, distinct, ideas, similarities, differences, figurative, connotative, meanings, analogies, allusions, word choice, meaning, tone, analogies, structure, specific, concept, point of view, first person, second person, third person, omniscient, author, acknowledge, respond, conflicting, evidence, sound reasoning, sufficient, recognize, irrelevant, specific claims, case, factual, disagree/agree, topic, case, interpretation, counterclaims, claims, opposing, alternate, evidence, logical, credible, cohesion, clarity, formal, informal, style, concluding, audience, technology, produce, publish, quote, paraphrase, source, data, citations, plagiarism, respond, relevant evidence, purpose, bias, information v. misinformation, motives, political, presentation, delineate, verbs, active voice, emphasis, action

Language Forms and Conventions Needed:

subject-verb agreement, past tense, informational text sentence forms, language of citation, sequencing, adverbs of time, part of speech, comparatives, superlatives, argumentative/persuasive phrases, and clauses, elements of formal v informal, pronouns, sentence types, mechanics, using search engines, MLA and APA documentation guidelines, ask for examples, negatives,

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

adapted text

story board

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

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