# Unit 4 - Informational Reading and Writing

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Week 30**
Length: **10 Weeks**
Status: **Published**

## Unit Overview

In this unit, the students will practice reading from a variety of non fiction texts, reading multiple non fiction texts to compose an informational presentation and writing on a student selected topic, building stamina of writing on technology in single sittings, and using dictionaries and thesaurases.

## 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.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| CCSS.ELA-Literacy.RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| CCSS.ELA-Literacy.RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| CCSS.ELA-Literacy.W.5.6 | With some guidance and support from adults, 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 two pages in a single sitting. |
| CCSS.ELA-Literacy.SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| CCSS.ELA-Literacy.L.5.4.c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| ELL.3-5.2 | The Language of Language Arts |

## Essential Questions

How can I use all I have learned about research to tackle a topic, reading many texts in many genres, consolidating what I have learned into a richer understanding of the topic?

## Application of Knowledge and Skills...

## Students will know that...

- about a topic knowledgably one must read several texts on the same topic
- In order to write or speak To enhance the development of main ideas or themes you can include multimedia components in visual presentation
- Readers and writers read/write for a variety of reasons, to be informed is one of them
- To find the pronunciation or the meaning of a word someone can consult a reference material both print and digital

## Students will be skilled at...

- Find and comprehend information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly
- Integrating information from several texts on the same subject into a visual or written piece
- Using technology, including the internet, to produce and publish writing as well as to interact and collaborate with others

## Assessments

- formative assessment: performance- Powerpoint/Slides project on student selected topic RI.5.9, RI.5.10,W.5.6, SL.5.5, RI.5.7
- formative assessment: portfolio- dictionary project. Teacher selects new set of words each week to be identified using dictionaries, glossaries, thesauruses, either in print or electronically. L.5.4.c
- Formative assessment: written- non-fiction research paper RI.5.9, RI.5.10,W.5.6, SL.5.5, RI.5.7
- summative assessment: post test- use NJ Model curriculum post test RI.5.9, RI.5.10,W.5.6, SL.5.5, RI.5.7

## Activities

- . Instruct on how to use graphic supports found in non-fiction texts to find an answer to a question easier.
- Build typing stamina through online games and classroom projects.
- Conduct peer editing activities through Google Docs
- Create text sets on different subjects for classroom use. Students will use these text sets to read a variety of texts on the same topic. They will answer comprehension questions when they are done drawing on all the different articles.
- Instruct students on ‘marking up text’ reading strategy (highlight, circle, underline words).
- Instruct students on how to write a research paper using a variety of sources.
- Introduce students to a variety of research based articles.
- Over a period time with support compose a research paper based on the presentation the students

did.

- Read ELP appropriate research papers
- Research topic of a choice. Students may choose from text sets in the classroom or they may create their own text set for the topic of their choice. Students will take time to read a variety of texts on the same subject. This will lead to the creating a presentation assessment.

## Activities to Differentiate Instruction

- illustrated word/phrase walls
- environmental print
- pictures/photographs
- illustrations, diagrams, drawings
- songs/chants
- models & figures
- maps
- in pairs or partners
- L1 support

## Integrated/Cross-Disciplinary Instruction

Social Studies

Science

## Resources

Teacher's College- Reader's Workshop model. Unit 4

NJ Model Curriculum