

# **Unit 3: (High Intermediate Level) Reading Informational Text and Writing Argument Essays**

Content Area: **ELL**  
Course(s): **ELL HS - High Intermediate**  
Time Period: **JanFeb**  
Length: **8 weeks, 6th - 8th grades**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **English as a Second Language (High Intermediate Level):Grades 7 - 8**

## **Unit 3: Reading Informational Text and Writing Argument Essays**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: January 20, 2016

## **Unit Overview**

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Students will analyze text and identify nonfiction terms, develop reading strategies and skills, write argument essays, and complete practice exercises in grammar and language

## **CCSS**

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### **WIDA STANDARDS**

**#1: Ells communicate for social and instructional purposes within the school setting.**

**#2: Ells communicate information, ideas and concepts necessary in Language Arts.**

**#3: Ells communicate information, ideas and concepts necessary in Mathematics.**

**#4: Ells communicate information, ideas and concepts necessary in Science.**

## **#5: Ells communicate information, ideas and concepts necessary in Social Studies.**

|                               |   |
|-------------------------------|---|
| LA.6.CCSS.ELA-Literacy.L.6.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.6.CCSS.ELA-Literacy.L.6.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.6.CCSS.ELA-Literacy.L.6.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.6.CCSS.ELA-Literacy.L.6.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  |
| LA.6.CCSS.ELA-Literacy.L.6.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.6.CCSS.ELA-Literacy.L.6.6  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.          |
| LA.6.CCSS.ELA-Literacy.W.6.1  | Write arguments to support claims with clear reasons and relevant evidence.   |
| LA.6.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.  |
| LA.6.CCSS.ELA-Literacy.W.6.5  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.6.CCSS.ELA-Literacy.W.6.7  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| LA.6.CCSS.ELA-Literacy.W.6.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.6.CCSS.ELA-Literacy.W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.6.CCSS.ELA-Literacy.W.6.1a | Introduce claim(s) and organize the reasons and evidence clearly.   |
| LA.6.CCSS.ELA-Literacy.W.6.1b | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  |
| LA.6.CCSS.ELA-Literacy.W.6.1c | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  |
| LA.6.CCSS.ELA-Literacy.W.6.1d | Establish and maintain a formal style.  |
| LA.6.CCSS.ELA-Literacy.W.6.1e | Provide a concluding statement or section that follows from the argument presented.   |
| LA.6.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.   |
| LA.6.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.   |
| LA.6.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).  |
| LA.6.CCSS.ELA-Literacy.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   |
| LA.6.CCSS.ELA-Literacy.RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  |
| LA.6.CCSS.ELA-Literacy.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.   |
| LA.6.CCSS.ELA-Literacy.RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that   |

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|--------------------------------|---|
|                                | are supported by reasons and evidence from claims that are not.   |
| LA.6.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).   |
| LA.6.CCSS.ELA-Literacy.RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |
| LA.6.CCSS.ELA-Literacy.SL.6.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.6.CCSS.ELA-Literacy.SL.6.2  | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  |
| LA.6.CCSS.ELA-Literacy.SL.6.3  | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| LA.6.CCSS.ELA-Literacy.SL.6.5  | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.   |
| LA.6.CCSS.ELA-Literacy.SL.6.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |

## **Exit Skills**

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By the end of this unit, the students will be able to:

use selected vocabulary in various forms of communication

use relevant grammar in various forms of communication

apply knowledge of reading informational text, writing arguments, speaking and listening and language to nonfiction reading and writing.

write an argument essay

## **Enduring Understanding**

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**Students will be able to independently use their learning to :**

**Communicate correctly using basic grammar points and vocabulary relating to this unit.(speaking,listening, writing, and reading).**

**Analyze, critique and respond to a variety of informational text and biographical sketches.**

**Express their ideas and thoughts in written form.**

**Express their thoughts and ideas verbally in order to communicate effectively.**

## Essential Questions

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Students will keep considering:

Taking chances.

How reading informational text helps understand everyday life.

How writing an argument essay enhances the understanding of the writing process.

The usefulness of using correct grammar in and out of school.

## Learning Objectives

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Reading Informational Text: Analyze and Evaluate Key Ideas and Details, Craft and Structure; Integrate Knowledge and Ideas.

Writing Arguments: Analyze, Evaluate and Examine Topic and Convey ideas, Create and Produce Writing, Research to Build and Present Knowledge and Range of Writing.

Speaking and Listening: Comprehend and Collaborate.

Language: Remember, Understand, Apply, Analyze, Evaluate, and Create Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.

## Interdisciplinary Connections

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|               |  |
|---------------|--|
| SCI.5-6.5.1.6 | All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.   |
| SCI.5-6.5.2.6 | All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.   |
| SCI.5-6.5.3.6 | All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics. |
| SCI.5-6.5.4.6 | All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.   |
| SOC.6.1.8     | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the  |

environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.2.8

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

## Technology Infusion

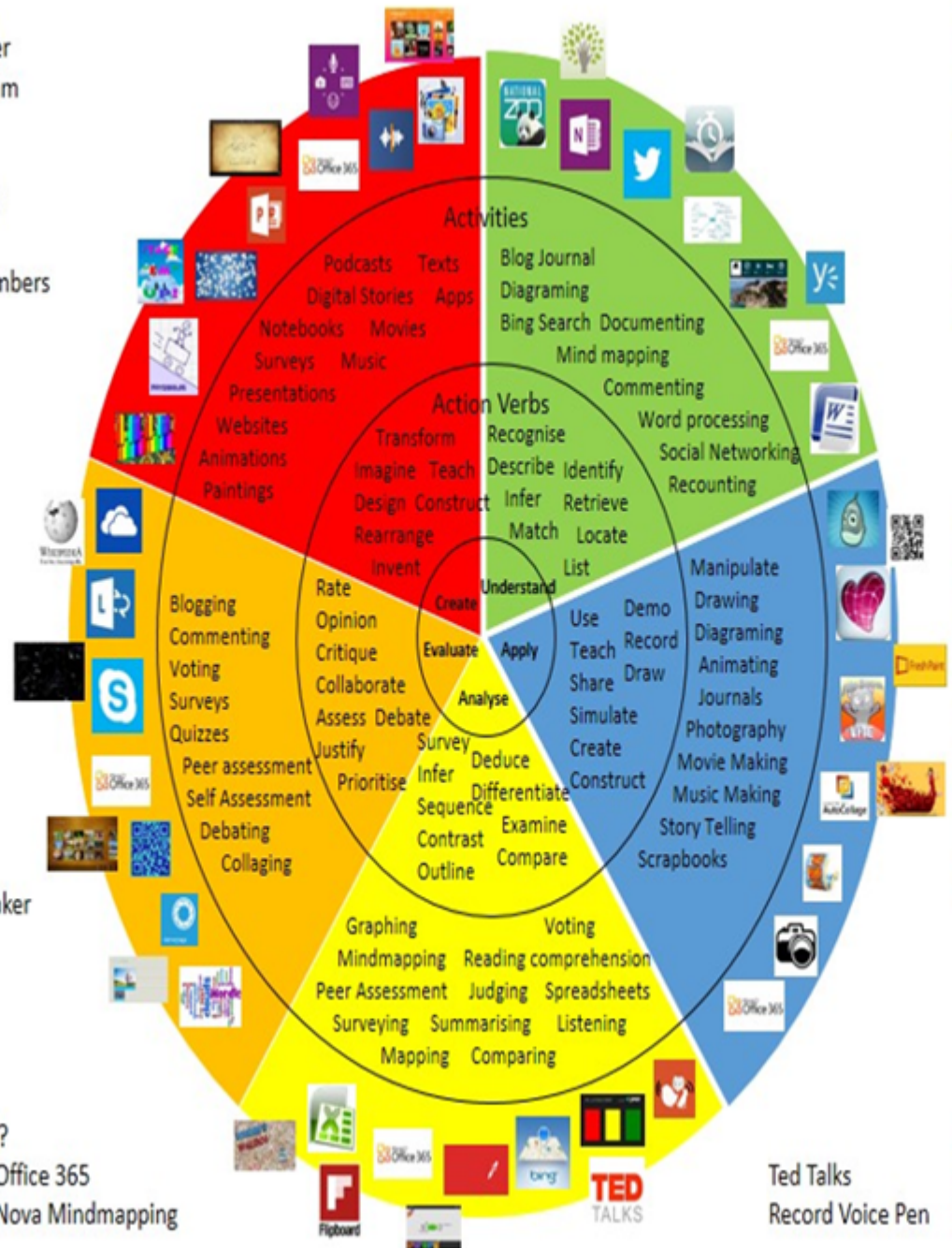
What technology can be used in this unit to enhance learning?

### Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Differentiation**

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As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes



- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Bridges to LiteratureII, McDougal Littell

Interactive Reader Plus for English Language Learners(7), McDougal Littell

Steps to Achieve Reading7, Steck Vaughn

"Scholastic Scope "

Step By Step Writing, Book2, Thompson Heinle Traits of Writing: The Complete Guide for Middle School

More Grammar Practice2, Heinle Cengage Learning

Language Exercises, Harcourt Achieve, Steck Vaughn

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## **Ancillary Resources**

Internet websites, Smartboard Notebook

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## **Sample Lesson**

**Unit Name: Reading Informational Text/Argument Writing**

CCSS: RI.6-8.1-.8,W.6-.8.1,.4-.5

**Interdisciplinary Connection:**

Science, Social Studies

**Statement of Objective:**

SWBAT identify central idea and supporting details of an author's argument and write a thesis statement

**Anticipatory Set/Do Now:**

Review informational text and argument writing

**Learning Activity:** As a class, read "Should Kids Play Football?" and discuss both sides of debate. In pairs, complete a debate list of 3 reasons for each side, choose a side and write a thesis statement

**Student Assessment/CFU's:**

Observation, oral questioning, hand signal, student conference

**Materials:**

ScholasticAction,Sept.7, Write an Argument Essay Activity Sheet, whiteboard, writing implements and notebook

**21st Century Themes and Skills:**

Communication and Collaboration  
Civic Literacy

**Differentiation:**

Small group instruction, peer discussion, modify & adjust work, notes on board, teacher edit, extended time

**Integration of Technology:**  
Smartboard

**Homework:** Reading Log