



Unit Name: Writing Development: Reading Information/Writing Informative/Explanatory

Duration: Unit 1 (2 months)

Essential Questions: What are the elements of Informational text? What characteristics define the genre? What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints? Why is sound, sufficient and relevant evidence necessary for informational text? How does a writer develop informational text? What is the message the author is trying to convey when writing informational text? How do rules of language affect communication? What are the elements/structure of an informative/explanatory essay? How do readers glean textual evidence to analyze, infer and determine central ideas and themes?

Enduring Understandings: Critical Readers...

Good writers develop and refine their ideas for communicating and sharing ideas.

Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences and contexts.

Rules and conventions of language are essential in helping readers understand and feel what is being communicated.

Readers are aware of the author's purpose; readers are looking for meaning. Readers use textual evidence to support analysis, inferences, and central ideas and themes while reading.

Relevant CCSS: RL.9-10.1-10; RI.9-10.1-10; W.9-10.1-10; L.9-10.1-6; SL.9-10.1-6



Core Instruction: Teachers will weave Informational Genre into reading, writing and grammar lessons

Reading: Genre Information

- Close reading skills; fluency; cite strong textual evidence to support analysis of text
- Analyze explicit as well as inferences drawn from text
- Determine central idea and analyze its development and how it's shaped by specific ideas
- Provide an objective summary
- Analyze how author develops and/or contracts points of view
- Analyze how text structure contributes to meaning
- Determine and analyze the meaning of words and phrases

Writing: nonfiction paragraphs: topic sentence, supporting sentences and concluding sentence (paragraphs have anywhere between 5-7 sentences)

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write an informational/explanatory essay (in theme with informational/explanatory novel, poems, and short stories read)

- Write with well-structured event sequences; point of view.
- Write a conclusion that reflects...
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.



Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content. Use common grade-appropriate Greek and Latin affixes and roots
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Speaking and Listening:

- Students will present their biographical research and lead a class discussion.

Interdisciplinary Connections

Students will research a biography of someone they are studying in either Social Studies or Science.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, body, brainstorm, character, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, confirm, consequence, consider, convey, correlate, credible, define, depict, draft, edit, emphasize, essay, evaluate, evidence, examine, expository, first draft, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, revise, review, respond, structure, succinct, support, symbolize, transition,



Tier 3 Vocabulary: nonfiction; factual; objective; dispassionate; cause/effect; chronological; sequence.

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)
Touchstone Anthology of Contemporary Creative Nonfiction, Edited by Lex Williford and Michael Martone

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Students will work on their research with a partner and create a powerpoint or prezi.



<p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p>Assessments and Performance Tasks:</p>	<p>Students will read and analyze relevant information.</p> <p>Journals</p> <p>Vocabulary quizzes</p> <p>Expository Essays</p> <p>Research/Expository paper & project</p> <p>Final writing portfolio with Conference</p>



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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
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<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and</p>
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<p>pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete</p>
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