

<b>Grade: 6-8</b>	<b>ESL/ELA Units of Study Quarter 1 English Language Arts</b>	<b>Unit 3</b>
<b>Comparing and Contrasting Informational Texts in Writing and Media</b> <b>Recommended Number of Instructional Days: 20 Days</b>		
<b>Overview</b>		
<p><i>Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments.</i></p> <p><i>Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.</i></p> <p>Students will read watch and listen to an assortment of text and media to compare and contrast the portrayal of a subject. In writing, students will develop topics with relevant information and provide a concluding statement, establishing a formal style and utilizing precise language. Employing a critical literacy approach students will analyze how the media affects the message.</p> <p>Students will be reading and viewing non-fictional sources, film or multimedia in order to compare and contrast techniques and analyze an author's position. Teachers may incorporate structured small group interaction and graphic organizers to aide students when writing similarities and differences of word meaning, points of view and things presented.</p> <p>This unit is taught in the first quarter because the skills are fundamental. They require students to be able to use the writing process to clearly and coherently demonstrate understanding of the concepts, while reading and writing for informational purposes, and incorporate media literacy to facilitate real world connections.</p> <p>As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when</p>		

writing and speaking in discussions, students will use academically challenging vocabulary.

### Reading Anchor Standard

CCRA.RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

### Writing Anchor Standard

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the elective selection, organization, and analysis of content.

### Speaking and Listening Anchor Standard

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Language Anchor Standard

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### Concepts to Be Learned and Skills to Be Used

- COMPARE and CONTRAST a **text** ANALYZE **portrayal** of **subject**
- DEVELOP **topic** with relevant **information**
- USE **precise language**
- ESTABLISH **formal style**
- PROVIDE **concluding statement** with **support**
- CONSULT **reference materials**
- CLARIFY **multiple-meaning words**
- ANALYZE **main ideas**, SUPPORT **details**, EXPLAIN **ideas**
- INCLUDE **multimedia**

### Essential Questions

- Why is it important to compare and contrast text to different mediums?
- How does discussing or writing about informational text and media help to sharpen our thinking?
- How is word choice used to capture thoughts in order to communicate more effectively?

### Assessment

Task Name:

### Written Curriculum

## Standards that are the **FOCUS** in the Unit of Study:

### Reading Standards: Informational Text

#### Integration of Knowledge and Ideas

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- RI.6.7 Integrate information presented in different media or formats (visually and quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (print or digital text, video, multimedia) to present a particular topic or idea.

### Writing Standards

#### Text Types and Purposes

W.7.2 b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- This standard in grades 6 and 8 are identical to grade 7
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (A focus in unit 3 and supporting standard in units 4 through 8)
- This standard in grades 6 and 8 are identical to grade 7
- e. Establish and maintain a formal style. (A focus in unit 3 and supporting standard in units 4 through 8)
- This standard in grades 6 and 8 are identical to grade 7
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- This standard in grades 6 and 8 are identical to grade 7

### Speaking and Listening Standards

#### Comprehension and Collaboration

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (social, commercial, political) behind its presentation.

## Language Standards

### Vocabulary Acquisition and Use

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- This standard in grades 6 and 8 are identical to grade 7

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- This standard in grades 6 and 8 are identical to grade 7

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

### Reading Standards: Informational Text

#### Key Ideas and Details

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (A focus in unit 1 and supporting standard in units 2 through 8)

- RI.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1 Standard is identical to grade 7

### Writing Standards

#### Text Types and Purposes

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- This standard in grades 6 and 8 are identical to grade 7

### Speaking and Listening Standards

#### Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- This standard in grades 6 and 8 are identical to grade 7

## Language Standards

### Conventions of Standard English

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- This standard in grades 6 and 8 are identical to grade 7

## Language Standards

### Vocabulary Acquisition and Use

L.7.6 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. (A focus in unit 1 and supporting standard in units 2 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Standards that are **Continuous** for the entire school year:

**Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.**

## Reading Standards: Literature

### Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

## Reading Standards: Informational Text

### Range of Reading and Level of Text Complexity

RI.7.10 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.

- This standard in grades 6 and 8 are identical to grade 7

**Writing Standards**

**Range of Writing**

W.7.10 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.

- This standard in grades 6 and 8 are identical to grade 7

**Production and Distribution of Writing**

W.7.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

- This standard in grades 6 and 8 are identical to grade 7

**Language Standards**

**Conventions of Standard English**

L.7.2b. Spell correctly.

- L.6.2b Standard is identical to grade 7
- L.6.2b Use an ellipsis to indicate an omission.

**Language Standards**

**Knowledge of Language**

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- This standard in grades 6 and 8 are identical to grade 7

**Clarifying the Standards**

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

**RI** In grade 6, students will be asked to look at different media or formats as sources to process information in order to understand a topic or issue. **As they move to grade 7, they will be asked to compare and contrast a text to multimedia versions of the text. They will analyze each medium’s portrayal of the subject.** In grade 8, they will be asked to assess the advantages and disadvantages of using different types of mediums to present a particular topic or idea.

**W** In sixth grade, students will introduce and develop a topic with supporting details. Their writing will include appropriate transitions, precise language; domain-specific vocabulary. Students will provide a concluding statement or section that is related to the information or explanation presented. **In seventh grade, students will clearly introduce and develop a topic with supporting details while previewing what is to follow. Students will continue to use precise language, domain-specific vocabulary, and a formal writing style. Students will provide a concluding statement or section using supports that are related to the information or explanation presented.** In eighth grade, students will clearly introduce and develop a topic with supporting details while previewing what is to follow. Students will continue to use precise language, domain-specific vocabulary, and a formal writing style. Students will provide a concluding statement or section using supports that are related to the information or explanation presented.

**SL** In grade 6, students interpreted information presented in diverse media and formats. They identified its contribution to a topic, text, or issue. **In seventh grade, students will be asked to analyze the main ideas and supporting details of diverse media. They will explain how ideas clarify a topic, text or issue.** In eighth grade, students will analyze the purpose of information in diverse media and formats, and evaluate the motives of the presentation.

**L** In grade 6, 7, and 8, students determined the meaning of unknown and multiple-meaning words at grade level and consult reference materials both print and digital for pronunciation, clarity, and meaning.

**Resources:  
References to Appendices A, B, and C and Other  
Resources**

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

Informational/Explanatory Writing, pg. 23

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory

writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### **Three Tiers of Words**

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or tiers, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower).

While the term tier may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learning tier one words.

- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

[Appendix B: Text Exemplars and Sample Performance Task](#)

## Literature and Thought Series Unit 1 Resources

### To Be a Hero

**Dr. Martin Luther King Jr. (Eulogy) 132**

### And Justice for All

**Unites States vs. Susan B. Anthony (Biography) pg. 113**

### Who Am I?

**On Being Seventeen, Bright and Unable to Read (NY Times article) pg.25**

**High Point Level C may be used for text resources**

### Informational Texts: English Language Arts

Adams, John. “Letter on Thomas Jefferson.” , pg. 90

Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself* , pg. 91

Churchill, Winston. “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940.” , pg. 91

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*, pg. 92

Steinbeck, John. *Travels with Charley: In Search of America*, pg. 92

**Informational Texts: History/Social Studies**

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791) , pg. 93

Lord, Walter. *A Night to Remember*, pg. 93

Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*, pg. 93

Murphy, Jim. *The Great Fire*, pg. 94

Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*, pg. 94

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*, pg. 94

Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*, pg. 95

Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*, pg. 95

**Informational Texts: Science, Mathematics, and Technical Subjects**

Macaulay, David. *Cathedral: The Story of Its Construction*, pg. 96

Mackay, Donald. *The Building of Manhattan*, pg. 96

Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*, pg. 96

Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*, pg. 97

Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*, pg. 97

Petroski, Henry. "The Evolution of the Grocery Bag.", pg. 98

"Geology." *U\*X\*L Encyclopedia of Science*, pg. 98

"Space Probe." *Astronomy & Space: From the Big Bang to the Big Crunch*, pg. 98

"Elementary Particles." *New Book of Popular Science*, pg. 99

California Invasive Plant Council. *Invasive Plant Inventor*, pg. 99

**Sample Performance Tasks for Informational Texts: English Language Arts, pg. 93**

- Students trace the line of argument in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. [RI.6.8]
- Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. [RI.6.3]

**Sample Performance Tasks for Informational Texts:**

**History/Social Studies & Science, Mathematics, and Technical Subjects, pg. 100**

- Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s Words We Live By: Your Annotated Guide to the Constitution. [RH.6–8.1]
- Students evaluate Jim Murphy’s The Great Fire to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was “ready to burn.” [RH.6–8.6]
- Students describe how Russell Freedman in his book Freedom Walkers: The Story of the Montgomery Bus Boycott integrates and presents information both sequentially and causally to explain how the civil rights movement began. [RH.6–8.5]
- Students integrate the quantitative or technical information expressed in the text of David Macaulay’s Cathedral: The Story of Its Construction with the information conveyed by the diagrams and models Macaulay provides, developing a deeper understanding of Gothic architecture. [RST.6–8.7]
- Students construct a holistic picture of the history of Manhattan by comparing and contrasting the information gained from Donald Mackay’s The Building of Manhattan with the multimedia sources available on the “Manhattan on the Web” portal hosted by the New York Public Library (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>). [RST.6–8.9]
- Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson’s Math Trek: Adventures in the Math Zone and then generate their own fractal geometric structure by following the multistep procedure for creating a Koch’s curve. [RST.6–8.3]

**Appendix C: Samples of Student Writing**

No Informative/Explanatory student writing samples available

### **Online Resources:**

- President Obama's Speeches  
<http://constitutioncenter.org/amoreperfectunion/>
- Time Magazine's Top Ten Speeches:  
[http://content.time.com/time/specials/packages/article/0,28804,1841228\\_1841749\\_1841738,00.html](http://content.time.com/time/specials/packages/article/0,28804,1841228_1841749_1841738,00.html)
- Multicultural Resources <http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>
- WiDA: <http://www.wida.us/standards/eld.aspx>
- <http://www.americanliterature.com/>
- [http://www.greatsource.com/iwrite/students/s\\_narrative.html](http://www.greatsource.com/iwrite/students/s_narrative.html)
- [http://essayinfo.com/essays/narrative\\_essay.php#.UVxWERY7D7Q](http://essayinfo.com/essays/narrative_essay.php#.UVxWERY7D7Q)

### **Additional Resources**

- <http://www.facinghistory.org/>
- <http://www.aps.edu/libraries/research-databases>
- <http://owl.english.purdue.edu/>
- <http://poetry.org>
- <http://www.classicshorts.com/>
- <http://www.discover.sirs.com>
- <http://www.educationworld.com/subjects/>
- <http://www.splcenter.org/>
- [http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout\\_teachers\\_68](http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68)
- <http://www.internet4classrooms.com/>
- <https://jeopardylabs.com/play/7th-grade-language-arts-review-round-2>
- <https://sites.google.com/a/mystma.org/7th-grade-language-arts-kelm/home/educational-games>
- <http://www.wordgametime.com/grade/7th-grade>
- <http://www.puzzle-maker.com/CW/>

### **Additional Resources**

GLAD (Guided Language Acquisition Design) Strategies Training through APS/LCE and DLeNM

Word Q is a Universal Tool that can be used by all students. (Regular education, special education and ESL students) Word Q works with all applications. Word Q is ready to help with any reading and writing assignments that involve electronic text applications such as:

- Web browsers (i.e. Internet explorer, Safari, Chrome)
- Word Processing applications (i.e. MS Word, iWorks, Notepad, PDF's saved as text files)
- Graphic Organizers (i.e. Inspiration, Wespuration, Kidspiration)
- Email clients (i.e. Outlook, Gmail, Hotmail)

Albuquerque Public schools owns a District License for Word Q. You can install Word

Q on your APS computers by going to [tech.aps.edu](http://tech.aps.edu)

**The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study**