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| Grade: 6-9 | ESL Units of Study Quarter 4 English Language Arts | Unit 8 |
| Analyzing Historical and Scientific Events Recommended Number of Instructional Days: 10 Days | | |
| Overview | | |
| <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>In this final unit of the school year, students will use analysis skills to know the how and why individuals, events and ideas develop and interact over the course of a text. They will defend arguments from scientific and historical events by using reasoning skills relevant to topics. Students will continue demonstrating their command of English grammar when writing and speaking.</p> <p>Activities for instruction should maintain being robust with high expectations for student learning. Integration of all skills learned up to this point can be utilized in settings of whole and small group instruction and learning. Because collaborative learning structures have been utilized throughout the school year, students should be able to continue working in a constructivist based classroom approach. Talk Moves are essential to the development of collegial conversations that will benefit students to increase their comprehension levels and academic language.</p> <p>This unit is taught in fourth quarter because they are building on the skills of textual analysis, informational research, and supporting claims learned in the earlier parts of the school year.</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 writing and speaking in discussions, students will use academically challenging vocabulary.</p> | | |
| Reading Anchor Standard | | |
| <p><u>CCRA.RI.3</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | | |
| Writing Anchor Standard | | |
| <p><u>CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | | |
| Language Anchor Standard | | |
| <p>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | | |

[CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.](#)

Concepts to Be Learned and Skills to Be Used

- WRITE/SUPPORT **arguments** using **evidence** to support
- DEMONSTRATE command of **standard English grammar**
- ANALYZE the development of **individuals, events and ideas**

Essential Questions

How can research be used to support claims in topics and text using relevant evidence?

How does citing sources establish credibility?

How do ideas influence individuals or events in a text?

How does providing information from multiple sources help establish credibility?

How do readers determine the overall meaning of a word, sentence, or paragraph to demonstrate understanding?

Assessment

Task Name:

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

Reading Standards for Informational Text

Key Ideas and Details

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- 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).
- RI.8.3 Analyze **how a text makes connections among and distinctions** between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Writing Standards

Text Types and Purposes

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

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

Reading Standards: Literature

Key Ideas and Details

RL.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.](#)

- RL.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.

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

W.7.1d. [Establish and maintain a formal style.](#)

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

Writing Standards

Text Types and Purposes

W.7.2d. [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

Writing Standards

Text Types and Purposes

W.7.3c. [Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.](#) (A focus in unit 4 and supporting standard in units 5 through 8)

- W.6.3c Standard is identical to grade 7
- W.8.3c Use a variety of transition words, phrases, and clauses to

convey sequence, signal shifts from one time frame or setting to another, and **show the relationships among experiences and events.**

Writing Standards

Research to build and Present Knowledge

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

Writing Standards

Research to Build and Present Knowledge

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (A focus in unit 4 and supporting standard in units 5 through 8)

- 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
- d. Acknowledge new information expressed by others and, when warranted, modify their own views. (A focus in unit 4 and supporting standard in units 5 through 8)
- SL6.1d **Review the key ideas** expressed **and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
- SL.8.1d Acknowledge new information expressed by others, and when warranted, **qualify or justify** their own views **in light of the evidence presented.**

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

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

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (A focus in unit 4 and supporting standard in units 5 through 8)

- 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 =

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|----|--|----|--------------------------------|
| 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 Students in grade 6 were asked to cite textual evidence to support their analysis of the informational text. Students will analyze how a key idea, event, or idea is established in a text. **In 7th grade, students build on this by using several pieces of evidence to support their analysis of informational text. Students will analyze the interactions between the individuals, events, and ideas in a text.** In grade 8, they begin choosing the strongest available evidence to support their analysis of informational text. Students will make connections and distinctions between individuals, ideas, or events.

W Students in grade 6 are expected to write arguments to support their claims and demonstrating a command of standard English grammar. **In 7th grade, they build on this by acknowledging alternate or opposing claims, organizing evidence and reasoning logically, create cohesion through relationships among evidence. Continuing to demonstrate a command of standard English grammar.** In grade 8, they begin to distinguish between opposing claims and clarify relationships among counterclaims.

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

Literature and Thought Series Unit 8 Resources

To Be a Hero

The Unknown Hero (essay) pg. 115

Online Resources:

Resource Guide for teachers grades 6-12

http://www.nyhistory.org/sites/default/files/curriculum_materials/revolution/Revolution-Teachers-Guide.pdf

Smithsonian Education:

<http://www.smithsonianeducation.org/educators/>

PBS Teachers:

<http://www.pbs.org/teachers/stem/>

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>

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.

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