

Unit 9.3: Communicating About Our World Through Informational Texts
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	This unit focuses on informational or expository text. The student reads different types of fiction and non-fiction texts that have an informational structure to analyze the components, purpose, style, and conventions of informational texts. The student produces original informational texts, using the writing process to show comprehension of the topic.
Transversal Themes:	Concepts, Ideas, Facts, Theories, Technology, Collaboration, Research, Integration, Educational Application, Internet
Integration Ideas:	Social Studies, Science, Media, Health, Current Affairs

Essential Questions (EQ) and Enduring Understandings (EU)

<p>EQ1. In what ways does literature contribute to our understanding of the world? EU1. Literature both reflects and contributes to knowledge.</p> <p>EQ2. How does comprehension of informational text contribute to lifelong learning? EU2. We can develop and enhance our knowledge and expertise of various topics by reading and writing informational/expository text.</p> <p>EQ3. How can text structure and graphic aids help me understand what I read? EU3. Informational/expository text features help the reader more easily navigate the text and often provide additional information to help readers comprehend the content.</p>

Transfer (T) and Acquisition (A) Goals

<p>T1. The student will leave class able to use his/her learning about informational texts to research a topic and find necessary information.</p> <p>T2. The student will leave class able to synthesize ideas from various sources of information about the same topic.</p> <p><i>The student acquires skills to...</i></p> <p>A1. Converse about a topic with a variety of facts, evidence, and references.</p> <p>A2. Conduct original research to formulate a thesis and defend it with multiple sources of information.</p> <p>A3. Apply knowledge of structure and text features to gain information from a text.</p> <p>A4. Apply knowledge of context clue strategies in order to determine the basic meaning of unknown words without a dictionary.</p>

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Puerto Rico Core Standards (PRCS)	
Listening	
9.L.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
9.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
9.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
9.L.1c	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
Speaking	
9.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.
9.S.2	Respond orally to closed and open-ended questions.
9.S.2a	Listen, discuss, respond to, and evaluate complex instructions and information.
9.S.2b	Explain, restate, and discuss information.
9.S.2c	Think deeply about closed and open-ended questions and answer with increasing sophistication.
9.S.3	Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
9.S.5	Demonstrate how to adjust language choices according to the context, purpose, task, and audience.
9.S.6	Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles.
Reading	
9.R.1	Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
9.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.
9.R.2I	Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.
9.R.3I	Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.
9.R.4I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.R.5I	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

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9.R.7I	Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
9.R.9I	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Writing	
9.W.1	Justify opinions and positions using valid reasoning and relevant and sufficient evidence.
9.W.2	Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective technique, organization, and analysis of content.
9.W.4	Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.
9.W.5	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
9.W.6	Conduct short research projects to write reports that answer a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.
9.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9.W.8	Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology.
Language	
9.LA.1	Demonstrate command of the conventions of English grammar.
9.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
9.LA.4a	Use context to help determine meaning.
9.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its origin.
9.LA.6	Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 9.L.1a 9.L.1c 9.S.2 9.S.2a 9.S.2c 9.R.1 9.R.3I 9.R.5I 9.R.7I 9.R.10 9.W.5 9.W.8 9.LA.3</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: T1 A1 A3</p>	<ul style="list-style-type: none"> A variety of language patterns and structures to explain text. Organizational patterns and the elements of expository writing. The features of informational text. 	<ul style="list-style-type: none"> Organizational structures (i.e. cause-effect, comparison-contrast, definition-example, problem-solution, etc.) Paragraph structures (topic sentence, supporting detail, evidence, analysis, conclusion, etc.) Text features (i.e. title, subtitle, caption, label, heading, bullet point, table of contents, index, chart, table, graph, diagram, glossary, timeline, etc.) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 9.2</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 9.2”). <p>Annotated Article</p> <ul style="list-style-type: none"> Step 1: The student independently selects an informational or expository text and annotates it with a colored pencil, marker, or sticky notes to label each of its text features. Step 2: The student also writes a brief description of the way in which the article is organized. The student defends his/her ideas with relevant examples from the text. Step 3: The student 	<p>Term and Definition Sort</p> <ul style="list-style-type: none"> The teacher creates cards with various text feature terms and definitions or examples of each text feature. The teacher ensures that each card displays only one term or only one definition/example. (See Attachment: 9.3 Other Evidence- Term and Definition Sort). The teacher shuffles the cards and places them in a bag or folder. In partnerships, the students receive a bag or folder with the cards and they begin to sort the cards by matching each term card with its corresponding definition/example card. <p>Exit Tickets</p> <ul style="list-style-type: none"> The student answers questions to identify text features and/or organizational structures of a given brief text. (See Attachment: 9.3 Other Evidence- Exit Tickets) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Text Features</p> <ul style="list-style-type: none"> The teacher presents the student with two different articles about the same topic. One article should include multiple text features while the other shows mostly body text. The teacher prompts, “How are each of these articles organized?” The student shares his/her observations out loud while the teacher charts the observations. The teacher prompts, “In which of these articles might you find information more quickly?” The student shares his/her observations out loud. The student also writes about the differences between the articles. The teacher provides the student with a guideline for text features (See Attachment: 9.3 Learning Activity- Text Features). The teacher returns to the sample article from earlier in the lesson and annotates to label each text feature with the correct term. After modeling a few examples, the teacher prompts the student to explain where a text feature can be found and how it should be labeled. The student then receives an independent copy of an article with many text features.

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			<p>highlights two different paragraphs within the article that are structured differently. The student writes a description comparing and contrasting the ways in which the two paragraphs are structured.</p> <ul style="list-style-type: none"> • Step 4: The student publishes the project by scanning the annotated article and subsequent written descriptions and uploading them to the class or school website. If technology is not available, the student pastes the annotated article and all written descriptions to a large poster board. 	<p><i>Student Journals</i></p> <ul style="list-style-type: none"> • The student writes entries about the organizational structure of various short articles. (See Literature Connections for sample articles). The student explains how he/she knows that the text follows the given structure and cites examples from the articles to support his/her assertions. 	<p>The student annotates the article to label various text features using the guideline as a reference. (See Attachment: 9.3 Learning Activity- Text Features).</p> <ul style="list-style-type: none"> • The student practices identifying and using text features with a Model Text Scavenger Hunt. (See Attachment: 9.3 Learning Activity- Text Feature Find). The student works in cooperative groups to “hunt” for examples of informational text features in various model texts in the classroom (science and social studies textbooks, reference books, texts from the Literature Connections section, etc.). <p><i>Organizational Structure of Text</i></p> <ul style="list-style-type: none"> • The teacher explains that many informational or expository texts follow certain structures. Understanding the way in which a text is structured can help the reader find important information. The teacher explains that the student can notice signal words and key features to help him/her determine a text’s structure. The teacher presents notes about organizational structure. (See Attachment: 9.3 Learning Activity-Expository Text Structure.) • The student reads various paragraphs to determine his/her structure. The student refers to his/her notes in order to justify and explain how each paragraph shows a certain text structure. The teacher can use any informational or expository paragraphs that demonstrate the structures in the
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					notes. (For an example, see Attachment: 9.3 Learning Activity- Organizational Structure Practice).
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 9.L.1 9.L.1c 9.S.2 9.S.2a 9.S.2b 9.S.2c 9.S.6 9.R.1 9.R.2l 9.R.3l 9.R.9l 9.R.10 9.W.1 9.W.8 9.LA.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: T1 A1</p>	<ul style="list-style-type: none"> Strategies use by effective readers (i.e. determining main ideas). Objective Summarization. The differences between main ideas and supporting details. 	<ul style="list-style-type: none"> Evidence Example Main idea Objective Subjective Summary Supporting detail 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Main Idea Mobile</p> <ul style="list-style-type: none"> Step 1: The teacher selects two different short texts and asks the student to choose one to read and use for the project. Step 2: The teacher supplies one clothes hanger (or shoe box cover, ruler, or stick) for each student. The teacher supplies markers, a hole puncher, index cards, and yarn or string for each student. Each student also needs two pieces of loose-leaf paper. Step 3: The teacher introduces the mobile project by displaying a sample. For a drawing of one, see Attachment: 9.3 Performance Task-Main Idea Mobile Sample). Step 4: The student reads the chosen article and annotates it for supporting 	<p>Exit Tickets</p> <ul style="list-style-type: none"> The teacher assesses the student’s ability to determine main ideas of brief paragraphs on exit tickets. The questions vary between multiple choice and open-ended statements. <p>Reading Log</p> <ul style="list-style-type: none"> The student continues to read independently and write reading log entries to show the titles, pages, and main ideas of the texts. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Determining Main Idea from Supporting Details</p> <ul style="list-style-type: none"> The teacher explains that authors are usually trying to convey certain main ideas when they write an informational or expository text. The teacher explains that authors support their ideas with details, examples, or evidence. The teacher explains a strategy for interpreting the main idea of a section of a text. The teacher states that the answer is never right there, but that you have to determine the overall main point of the section by carefully reading the details and thinking about what they have in common with each other. The teacher reminds the student to select important details from the beginning, middle, and end of the section so that he/she determines an overall main idea, not the main idea of merely the beginning. The teacher introduces the strategy in a small paragraph with a very clear topic. The teacher can select some paragraphs that include basic headings but whites out or deletes the headings. The teacher conducts a read aloud of the entire section, stopping to check for understanding with questions that

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			<p>details.</p> <ul style="list-style-type: none"> • Step 5: The student writes supporting details from the article in his/her own words on separate index cards. • Step 6: The student synthesizes the supporting details into a main idea statement and writes it in his/her own words on one piece of loose-leaf paper. • Step 7: The student writes a clear objective summary of the article in his/her own words. • Step 8: The student constructs the mobile by punching one hole in each index card, pulling yarn through the hole, and tying it to the base of the hanger. The student ties the main idea statement paper to the top hook of the hanger. The student ties the objective summary to the bottom of the middle index card. • Step 9: The student displays and presents his/her mobile to a partner who chose a different article for the project. 		<p>ask the student to identify basic details of the paragraph.</p> <ul style="list-style-type: none"> • The teacher reads aloud the section a second time and this time, stops and models his or her thinking through “think-alouds”. The teacher writes notes in the margins to show comprehension. • The teacher presents the following graphic organizer to the student and thinks aloud to show him/her how to select an important detail from the beginning, middle, and end. (See Attachment: 9.3 Learning Activity-Main Idea Graphic Organizer). • The teacher reminds the student that the main idea is not one word; it is a phrase or sentence stating what the section is about. The teacher models this when writing sample main ideas on the graphic organizer. • The teacher uses the gradual release model to conduct student- partner and independent practice with this strategy over several days. The teacher reviews independent practice and exit tickets, and uses the data to help the student refine his/her use of this skill in subsequent days. <p><i>Writing Objective Summaries of Text</i></p> <ul style="list-style-type: none"> • The teacher introduces two brief summaries of a topic: one that includes subjective opinions and one that is objective and simply factual. The teacher prompts the student to read each summary with a partner and determine which one includes the author’s opinion and which is merely factual.
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					<ul style="list-style-type: none">• The teacher introduces the terms <i>objective: not influenced by personal feelings or opinions</i> and <i>subjective: based on or influenced by personal feelings or opinions</i>. The teacher then prompts the student to explain which brief summary was objective and which was subjective and to explain why in writing.• The teacher passes out strips of paper with individual sentences from an expository article that includes both objective and subjective statements. (See Literature Connections for various texts). The student practices categorizing each strip of paper into subjective and objective columns. (This activity could be conducted in partnerships, groups, or independently. The strips of paper could also be typed on to one page and the student could color code or write S or O to indicate the category.) The teacher circulates to gauge understanding.• The teacher then introduces entire paragraphs for the student to read and determine whether they are objective or subjective. The student explains his/her thinking to a partner.• Once the student demonstrates mastery of reading objective summaries, the teacher models how to write a summary that is free from personal opinion or feelings about a topic.• The student practices by writing objective summaries about his/her class, school, family, etc.• The student practices by writing objective
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					summaries about an informational text he/she is reading.
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<p>PRCS: 9.S.2a 9.S.3 9.R.1 9.R.4l 9.W.8 9.LA.3 9.LA.4 9.LA.4a 9.LA.4c</p> <p>EQ/EU: EQ3/EU3 EQ2/EU2</p> <p>T/A: A1 A3 A4</p>	<ul style="list-style-type: none"> Strategies used by effective readers (i.e. using context clues). How to use references to build upon knowledge. 	<ul style="list-style-type: none"> Antonym Context clue Dictionary Encyclopedia Example Explanation Glossary Index Media References Synonym Thesaurus 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Word Journals</p> <p>The student creates word journals throughout the unit to track words he/she is learning as he/she reads informational texts.</p> <ul style="list-style-type: none"> Step 1: The teacher presents a sample word journal. (See Attachment: 9.3 Performance Task-Word Journal) and explains expectations for the number of words that should be documented. (The number of words requirement depends on the amount of time for the project.) Step 2: The student completes word journal pages using the given format for the required number of words. Step 3: The student presents at least two words from his/her journal to the class and explains how he/she used context clues and then 	<p>Cloze Passages</p> <ul style="list-style-type: none"> The teacher provides the student with a cloze passage. The teacher copies a passage and whites out or deletes words that can be determined using context clues. The student completes the cloze passage and indicates which words gave him/her clues about the unknown word. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Determining Word Meanings from Context Clues</p> <ul style="list-style-type: none"> The teacher explains that context clues are hints given by the author to help define a difficult or unusual word. The clue is sometimes in the same sentence as the word, though it may precede or follow the sentence. The teacher provides notes and examples of types of context clues. (See Attachment: 9.3 Learning Activity- Types of Context Clues Notes). The student practices using context clues to find the meaning of unknown words. (See Attachment: 9.3 Learning Activity – Word Detective). <p>Determining Subject-Specific Word Meanings from Consulting References</p> <ul style="list-style-type: none"> The teacher prepares baskets for group work that include one encyclopedia, one dictionary, one science textbook with a glossary and index, etc. If technology is available, baskets can be placed at computer workstations so that computers serve as reference tools.



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			a reference to learn the meaning.		<ul style="list-style-type: none">• The teacher provides an article that includes a variety of highlighted science-specific words that could be referenced in the given textbook.• The teacher then models how to use the various references to search for the meaning of the first highlighted word. The teacher models how to continue searching in other references if the first few do not help determine the word meaning. The teacher guides student practice with the second highlighted word before releasing students to work in groups with the prepared baskets.• The student records the words and meanings in a chart in his/her notebook or on loose-leaf paper.
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 9.L.1 9.L.1a 9.L.1b 9.L.1c 9.S.1 9.S.2a 9.S.2b 9.S.3 9.S.5 9.S.6 9.R.1 9.R.2I 9.R.3I 9.R.7I 9.R.9I 9.W.1 9.W.2 9.W.4 9.W.5 9.W.6 9.W.7 9.W.8 9.LA.1 9.LA.3</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: T1 T2 A1 A2</p>	<ul style="list-style-type: none"> Ways to cite resources. How to determine main ideas from supporting details. How to outline ideas. Topic sentences. Thesis statements. 	<ul style="list-style-type: none"> Bibliography Citation Main idea Outline Reference Resource Supporting detail Thesis Topic sentence 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Writing a Research Paper</p> <ul style="list-style-type: none"> Step 1: The teacher selects two or three possible research topics for the class to study and gathers a variety of reference material and media about those topics. Step 2: The student selects one research topic and lists things he/she thinks he/she already knows in the K column of a KWLH chart. (See attachment: 9.3 Performance Task- KWLH chart). Step 3: The student generates open-ended questions about the topic in the W section of a KWHL chart. The teacher collects the charts and reviews them to ensure that the research questions are open-ended. Step 4: The student shares resources with others who 	<p>Student Journals</p> <ul style="list-style-type: none"> The student reads a variety of texts on the same topic and writes objective summaries with topic sentences and examples from multiple sources. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Synthesizing Different Information from Several Texts and Media</p> <ul style="list-style-type: none"> The teacher presents the student with an article, a website, and a film clip about a similar topic. (The topic varies depending on the resources available.) The student creates a KWLH chart in his/her notebook or on loose-leaf paper to describe what he/she thinks he/she knows/what he/she wants to know/what he/she learned/how he/she learned it. The student writes what he/she thinks he/she already knows about the topic in the K column. The student writes what he/she wants to know about the topic in the W column. The student views or reads each text or media source. The student writes information that he/she learned in the L column and cites the media source it came from in the H column. The student re-reads his/her KWLH chart that includes information from multiple sources. The student discusses and compares charts with a partner who viewed the same resources.



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			<p>chose the same research topic and gathers notes to answer the questions posed in the W column.</p> <ul style="list-style-type: none">• Step 5: The student cites references for each piece of information learned in the H column of the KWLH chart.• Step 6: The student organizes information learned from all sources into logical categories using a color code or similar symbol.• Step 7: The student creates an outline that categorizes the learned information from various sources into separate groups of supporting details. The student writes a main idea statement to synthesize the main point of each group of details and writes it as a topic sentence. For a sample graphic organizer for outlining see Attachment 9.3: Performance Task-Outline for Research Paper.• Step 8: The student forms a thesis statement that reflects the overall main point of his/her research paper based on the three (or more) body paragraphs he/she has outlined. The		<ul style="list-style-type: none">• The student writes a paragraph to objectively summarize the information in the chart.• The student follows citation rules to create a bibliography of the three sources used. (For citation rules visit your public library website).
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			<p>thesis statement should synthesize all of the ideas of the topic sentences into an overall controlling idea. The teacher reviews outlines and provides feedback.</p> <ul style="list-style-type: none">• Step 9: The student writes a rough draft using his/her outline.• Step 10: The student trades papers with a partner and provides feedback on sticky notes. The students discuss the feedback with each other to ensure quality revision and understanding of the feedback.• Step 11: The student writes a final draft of the composition.• Step 12: The student uses the H column of his/her KWLH chart to create a bibliography of sources.• Step 13: The student presents his/her paper in groups of 3 or more where each student researched a different topic. When not presenting, the other students evaluate the speaker's presentation using the oral presentation rubric. (See Attachment: 9.3 Performance Task: Oral		
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			Presentation Rubric)		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Joanna Cole**
 - *The Magic School Bus Series*
- **Gail Gibbons**
 - *Stargazers*
- **Margaret Wise Brown**
 - *The Important Book*
- **Pam Muñoz Ryan**
 - *The Flag I Love*
- **Seymour Simon**
 - *Sharks*
- *READ XL (Ninth grade) Textbook*
- **page 76 (Magazine Article: Problem and Solution)**
 - *“Finding Your Place in the Crowd”*
- **Angela Shelf Medearis page 81 (Poetry: Problem and Solution)**
 - *“Nonconformist”*
- **page 110 (Magazine Article: Problem and Solution)**
 - *“Fighting for My Future”*
- **Portia Nelson page 116 (Poem: Problem and Solution)**
 - *“Autobiography in Five Short Chapters”*
- **Melba Patillo Beals page 190 (Autobiography: Draw Conclusions)**
 - *from Warriors Don’t Cry*
- **Rodney L. Slater page 196 (Newspaper Editorial: Draw Conclusions)**
 - *“When the Doors Opened at Central High”*
- **young people page 324 (Essays and Poetry: Make Inferences)**
 - *Voices From What Are You? Essays and poetry*

Additional Resources

- An introduction to text features: <http://www.schooltube.com/video/a623aca4cd8a44ec8e93/Introduction-to-Text-Features>
- Many activities for expository text and features, ready to print: <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>



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- Reading (and Scaffolding) Expository Texts: <http://www.adlit.org/article/39906/#organizers>
- Using Context Clues: Exercises: http://wps.ablongman.com/long_licklider_vocabulary_2/6/1626/416421.cw/index.html
- <http://www.english-zone.com/vocab/vic02.html>
- *Freedom Writers* (film)

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Performance Tasks

Annotated Article

- Step 1: The student independently selects an informational or expository text and annotates it with a colored pencil, marker, or sticky notes to label each of its text features.
- Step 2: The student also writes a brief description of the way in which the article is organized. The student defends his/her ideas with relevant examples from the text.
- Step 3: The student highlights two different paragraphs within the article that are structured differently. The student writes a description comparing and contrasting the ways in which the two paragraphs are structured.
- Step 4: The student publishes the project by scanning the annotated article and subsequent written descriptions and uploading them to the class or school website. If technology is not available, the student pastes the annotated article and all written descriptions to a large poster board.

Main Idea Mobile

- Step 1: The teacher selects two different short texts and asks the student to choose one to read and use for the project.
- Step 2: The teacher supplies one clothes hanger (or shoe box cover, ruler, or stick) for each student. The teacher supplies markers, a hole puncher, index cards, and yarn or string for each student. Each student also needs two pieces of loose-leaf paper.
- Step 3: The teacher introduces the mobile project by displaying a sample. For a drawing of one see Attachment: 9.3 Performance Task-Main Idea Mobile Sample).
- Step 4: The student reads the chosen article and annotates it for supporting details.
- Step 5: The student writes supporting details from the article in his/her own words on separate index cards.
- Step 6: The student synthesizes the supporting details into a main idea statement and writes it in his/her own words on one piece of loose leaf paper.
- Step 7: The student writes a clear objective summary of the article in his/her own words.
- Step 8: The student constructs the mobile by punching one hole in each index card, pulling yarn through the hole, and tying it to the base of the hanger. The student ties the main idea statement paper to the top hook of the hanger. The student ties the objective summary to the bottom of the middle index card.
- Step 9: The student displays and presents his/her mobile to a partner who chose a different article for the project.

Word Journals

The student creates word journals throughout the unit to track words he/she is learning as he/she reads informational texts.

- Step 1: The teacher presents a sample word journal. (See Attachment: 9.3 Performance Task-Word Journal) and explains expectations for the number of words that should be documented. (The number of words requirement depends on the amount of time for the project.)
- Step 2: The student completes word journal pages using the given format for the required number of words.
- Step 3: The student presents at least two words from his/her journal to the class and explains how he/she used context clues and then a reference to learn the meaning.

Writing a Research Paper

- Step 1: The teacher selects two or three possible research topics for the class to study and gathers a variety of reference material and media about those topics.
- Step 2: The student selects one research topic and lists things he/she thinks he/she already knows in the K column of a KWLH chart. (See attachment: 9.3 Performance Task- KWLH chart).
- Step 3: The student generates open-ended questions about the topic in the W section of a KWHL chart. The teacher collects the charts and reviews them to ensure that the research questions are open-ended.
- Step 4: The student shares resources with others who chose the same research topic and gathers notes to answer the questions posed in the W column.

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- Step 5: The student cites references for each piece of information learned in the H column of the KWLH chart.
- Step 6: The student organizes information learned from all sources into logical categories using a color code or similar symbol.
- Step 7: The student creates an outline that categorizes the learned information from various sources into separate groups of supporting details. The student writes a main idea statement to synthesize the main point of each group of details and writes it as a topic sentence. For a sample graphic organizer for outlining see Attachment 9.3: Performance Task- Outline for Research Paper.
- Step 8: The student forms a thesis statement that reflects the overall main point of his/her research paper based on the three (or more) body paragraphs he/she has outlined. The thesis statement should synthesize all of the ideas of the topic sentences into an overall controlling idea. The teacher reviews outlines and provides feedback.
- Step 9: The student writes a rough draft using his/her outline.
- Step 10: The student trades papers with a partner and provides feedback on sticky notes. The students discuss the feedback with each other to ensure quality revision and understanding of the feedback.
- Step 11: The student writes a final draft of the composition.
- Step 12: The student uses the H column of his/her KWLH chart to create a bibliography of sources.
- Step 13: The student presents his/her paper in groups of 3 or more where each student researched a different topic. When not presenting, the other students evaluate the speaker's presentation using the oral presentation rubric. (See Attachment: 9.3 Performance Task: Oral Presentation Rubric)

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Suggested Sample Lessons

- Lesson on organizing research notes: “Organize This!”: <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-organize-179.html>
- Lesson on determining word meanings from context clues: <http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf>
- Lesson on determining word meanings from context clues: <http://users.manchester.edu/Student/lehouser/ProfWeb/Context%20Clues%20Lesson%20Plan.pdf>
- Lesson to explore how section headings support understanding of expository texts: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-section-headings-support-24.html>