

**English Language Arts**  
**Unit 34: Informative/Explanatory: Reading, Writing, Speaking,**  
**Listening, and Language**

<p style="text-align: center;"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>■ Good researchers analyze and assess authors and speakers' evidence, point of view, and purpose.</li> <li>■ Good readers and listeners examine and compare how information is presented in different texts and diverse forms of media.</li> <li>■ Good readers and listeners determine central ideas and analyze how information is illustrated and elaborated in the text.</li> <li>■ Informative/explanatory writers and speakers use diverse media, formats, and evidence to convey clearly and accurately their ideas.</li> </ul>
<p style="text-align: center;"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>■ How do authors and speakers present evidence to support their point of view and purpose?</li> <li>■ What techniques and formats do authors and speakers use to present information?</li> <li>■ How does a researcher formulate questions and find and organize information in a well-reasoned and coherent manner?</li> <li>■ What criteria does an author or speaker use in selecting and presenting relative information to inform an audience?</li> <li>■ How does the refining and revising of writing individually and collaboratively strengthen one's writing?</li> <li>■ Why is adherence to standard English conventions important in communicating one's ideas clearly in writing and speech?</li> </ul>
<p style="text-align: center;"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>■ Informative and explanatory texts examine and convey complex ideas and information clearly and accurately.</li> <li>■ Researchers integrate and evaluate content presented in diverse formats and media.</li> <li>■ Effective authors and speakers present evidence to support their point of view; effective readers and listeners recognize an author's purpose determines his/her choice of style and content.</li> <li>■ Effective writers and speakers select, analyze, and organize the content of their work.</li> <li>■ Research of effective writers and speakers is based on focused questions and the relevant information gathered from multiple sources.</li> <li>■ Authors and speakers draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>■ Authors and speakers use visual displays and forms of media to support and enhance their presentation of information.</li> <li>■ Authors work individually and collaboratively to develop and strengthen writing via meaningful feedback and revision.</li> <li>■ Writers and speakers adhere to standard English conventions, adapt language and style to fit audience and purpose, and use a range of vocabulary correctly to create a well-written or well-delivered and informative</li> </ul>

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<b>Vocab.</b>	<u>Terms:</u> MLA format, informative/explanatory writing, thesis, topic sentence, note taking, outline, work cited, parenthetical citation, plagiarism, paraphrasing, quotation, subtopics
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>● Identify and incorporate evidence to analyze texts and multimedia presentations.</li><li>● Determine the uses of central themes and ideas and how characters, ideas and events are used in a text.</li><li>● Analyze meanings of words and phrases and how they fit within the structure of a text.</li><li>● Determine the author's point of view in a text and how that fits the author's purpose.</li><li>● Use multiple forms of media to create informative explanatory texts and presentations that convey clearly a topic or idea.</li><li>● Engage in collaborative discussions to present information gathered from different texts and media and discuss evidence of claims made in writing or speaking.</li><li>● Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English.</li><li>● Locate relevant sources and gather information to answer and elaborate on an original or teacher-provided research question.</li><li>● Provide appropriate bibliographic information when citing sources.</li></ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Reading Informational Text - grade seven</u>  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.  RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  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 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  RI 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  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.  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.  <u>Writing - grade seven</u>  W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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.  W 7.7: Conduct short research projects to answer a question, drawing on several</p>
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sources and generating additional related, focused questions for further research and investigation.

W 7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Speaking and Listening - grade seven

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 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.

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

SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language- grade seven

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

b. Spell correctly.

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

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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.

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|  | <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li><li>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.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li></ul> <p>L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li><li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li></ul> |
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<p><b>Sample Lessons and Learning Activities</b></p>	<ul style="list-style-type: none"> <li>■ Research an interdisciplinary topic through the process of: formulating a research question or questions, assessing the credibility of sources, taking notes from multiple print and digital sources, and quoting or paraphrasing while avoiding plagiarism (RI.1, RI.2, RI.6, RI.7, W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.4, L.5)</li> <li>■ Read mentor texts to learn the ways in which authors organize, explain, and elaborate on information. (RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.9, L.4, L.5, L.6)</li> <li>■ Making use of a graphic organizer and utilizing revision feedback, produce a clear and coherent informative/explanatory essay that follows standard English conventions and uses technology (W.2, W.4, W.5, W.6, L.1, L.2, L.3, L.5, L.6)</li> <li>■ Synthesize research into a short oral presentation, while adapting speech suitable to the context and using technology to enhance communication (SL.2, SL.4, SL.5, SL.6, L.1, L.3)</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>■ Notetaking Assessment</li> <li>■ Writing Rubric based on C.C.S.S. and Lucy Calkins' Units of Study</li> <li>■ Teacher-generated writing and speaking rubrics</li> <li>■ Audience/Peer feedback</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>■ Assorted print and digital texts pertaining to the chosen topic</li> <li>■ <i>Write Source 2000: A Guide to Writing, Thinking, and Learning</i></li> <li>■ <i>Nonfiction Craft Lessons</i>, by Joann Portapuli and Ralph Fletcher</li> <li>■ <i>Ancient Greece</i> by kidsdiscover.com</li> <li>■ <a href="http://owl.english.purdue.edu/owl/">owl.english.purdue.edu/owl/</a></li> <li>■ Citation Machine</li> <li>■ <i>6-8 Units of Study</i> by Lucy Calkins</li> </ul>

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