

Waterford Public Schools



Grades 6-8

English/Language Arts Curriculum Revision

2022

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Curriculum Revision Committee
Grades 6-8 English Language Arts Curriculum

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Grade 6 ELA

What makes people who they are?

How can stories define us?

How can stories deceive us?

T1	Vignettes: Moments That Matter <u>House on Mango Street</u> by Sandra Cisneros
	Infographics: Big Ideas in Small Spaces
T2	Civil Rights: A Story of Our Past Whole class: <u>Watsons Go to Birmingham</u>
	Writing Reviews: What Do We Think About...?
T3	Telling Stories Through Poetry Whole class: <u>Locomotion</u> Book Club Selections
	Journeys and Survival: A Long Walk to Water

Throughout the year, students will have multiple opportunities for the close reading of complex texts in the format of short stories and poetry.

Unit 1: Vignettes: Moments That Matter

Sept.- Oct.

What are the experiences, people and stories that make us who we are? In this unit, students will write vignettes about moments in their lives that were impactful. They will read excerpts from *House on Mango Street* by Sandra Cisneros as a mentor text, observing her use of figurative language and descriptive detail to convey the moment. Students will do many quick writes in response to prompts and their reading, and will choose their 5 favorite pieces to take through the revision process. Students will get to know each other through discussion and collaboration about the memories and moments that are important to them.

Unit 2: Infographics: Big Ideas in Small Spaces

Oct. - Nov.

Why do writers use infographics to convey information? How do we critically “read” these texts? In our world today, we increasingly get information through a combination of images and words. In this unit, students will explore these questions as they read and analyze different informational infographics from a variety of sources. We will discuss the elements of an infographic and the purpose behind the different ways authors convey information. Students will then get a chance to research a topic of their choice and share their learning through their own infographic they design themselves.

Unit 3: Civil Rights: A Story of Our Past

Dec. - Feb.

Unit Overview: Why is it important to learn about our past? How is the past connected to what we see in our world today? How does the time period and the place in which we grow up affect who we are as a person? In this unit, students will ponder these questions as they read and discuss *The Watsons Go to Birmingham - 1963* which takes place during The Civil Rights Movement of the 1950's and 60's. Students will learn the historical context of the setting of the book, 1963. They will learn about The Great Migration in order to understand where the book takes place and they will learn about the historical events that took place during that year. They will discuss the conflicts that the main character faces within his family and how those conflicts impact and change him.

Unit 4: Writing Reviews: What Do We Think About...?

Feb. - March

What opinions do we listen to? Why? How is language used as a tool to influence and persuade us to spend our time and/or money? Everyday, we are bombarded with others' viewpoints on everything from the shoes we wear to the movies we watch. In this unit, students will explore these questions as they read and analyze sample reviews of culture, food and products. They will then pick something they have a strong opinion about - it could be a restaurant, a book, a product, a video game. They will use the knowledge they have gained about audience, criteria, language, and argument to write their own review.

Unit 5: Telling Stories Through Poetry

March - April

How do people overcome the obstacles in their lives? How do obstacles impact and change people? How do the people and experiences in our lives impact us? In this unit, students will explore these questions as they read the novel in verse, *Locomotion*, by Jacqueline Woodson. Students will track the main character's evolution as he deals with overcoming loss through a growing love of poetry. Students will also explore the genre of poetry and novels in verse as a class. They will discuss elements of poetry, the difference between poetry and prose and how an author's choices impact the meaning of a poem. After completing the novel, students will read a different novel in verse in a book group, where they will focus on how the author uses this format to tell the story and develop the characters.

Unit 6: Journeys and Survival: A Long Walk to Water

May - June

What factors lead someone to leave their home in search of a better life? How do people survive challenging circumstances? In this unit students will build on their knowledge of migration and immigration learned in Social Studies class by focusing on one person's experience. They will read the novel, *A Long Walk to Water* by Linda Sue Park to learn about the experience of two characters living in Sudan at different times in recent history. Students will compare and contrast the perspectives of the two main characters as they learn about the journeys of each. Students will also read informational text related to the history of Sudan in order to learn the context around the experiences of the characters in the book. The unit will culminate in students writing their own 2 voice poem that captures the voices of the two perspectives in the book.

Why is it important to learn about our past? How is the past connected to what we see in our world today? How does the time period and the place in which we grow up affect who we are as a person? In this unit, students will ponder these questions as they read and discuss *The Watsons Go to Birmingham - 1963* which takes place during The Civil Rights Movement of the 1950's and 60's. Students will learn the historical context of the setting of the book, 1963. They will learn about The Great Migration in order to understand where the book takes place and they will learn about the historical events that took place during that year. They will discuss the conflicts that the main character faces within his family and how those conflicts impact and change him.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.10 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.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

<p>topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● Reading expands understanding of the world, people and ourselves. ● Writing can be used to make meaning of one's own experience, as well as of other information/ideas. 	<ul style="list-style-type: none"> ● Why is it important to learn about our past? ● How is the past connected to what we see in our world today? ● How does the time period and the place in which we grow up affect who we are as a person? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>The Civil Rights Movement of the 1950s/1960s The Great Migration Layered conflict - personal and historical Historical Fiction as a genre</p>	<ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can determine a theme based on details in the text. ● I can use a variety of strategies to determine word meaning in informational texts. ● I can analyze how a particular sentence, paragraph, or section fits in and contributes to the development of ideas in a text. ● I can introduce claim(s) and organize the reasons and evidence clearly.

	<ul style="list-style-type: none"> ● I can support claim(s) with clear reasons and relevant evidence. ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can describe how the characters change throughout a literary text. ● I can determine the main idea based on details in the text. ● I can summarize using only information from the text. ● I can read grade level literary texts proficiently and independently.
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> ● One evidence based written response which will be scored using a common department rubric. ● A One Pager that reflects the student's understanding of how and why the main character changed throughout the novel. <p>*A One Pager is a single paged creative response to a piece of writing using both text and visuals.</p>	<ul style="list-style-type: none"> ● Evidence based responses to the reading ● Group and whole class discussions

STAGE 3: LEARNING PLAN

<p>First Topic: Building Background Knowledge: Before and During 1963</p>	<p>Estimated # of Lessons: 1 week</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can determine the main idea based on details in the text. ● I can summarize using only information from the text. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?

Learning Activities:

- Historical Context: Before and During 1963
 - Students will learn about The Great Migration to understand why Kenny's family is in Flint, Michigan by studying a map of the United States, and discussing the push/pull factors that would have caused Black families to move North during Jim Crow
 - Through the reading of informational text, students will understand the timeline of the historical events leading up to the Civil Rights Movement of the 1960's and the causes and effects of the Great Migration.

Second Topic: *The Watsons Go to Birmingham*

Estimated # of Lessons: 4 weeks

Learning Targets:

- I can cite evidence from literary text to support my analysis.
- I can determine a theme based on details in the text.
- I can analyze how a particular sentence, paragraph, or section fits in and contributes to the development of ideas in a text.
- I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues.
- I can describe how the characters change throughout a literary text.
- I can introduce claim(s) and organize the reasons and evidence clearly.
- I can support claim(s) with clear reasons and relevant evidence.
- I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues.

Essential Questions:

- Why is it important to learn about our past?
- How is the past connected to what we see in our world today?
- How does the time period and the place in which we grow up affect who we are as a person?
- What does the text say?
- What does the text mean?
- How do I say what I mean?
- What do I believe and why?
- What do others believe and why?
- What do my peers think?
- How do others' ideas affect my thinking?
- Why do others think what they do?
- How can I participate boldly?

Learning Activities:

- **Before Reading:** Students will discuss their own experiences in their families with their siblings, or lack of siblings. How do siblings impact your life?
- **While Reading:**
 - Students will ask questions after each chapter and discuss in groups/as a class
 - Students will write evidence based responses focused on the conflicts faced by the main character - what do his responses tell us about him and how he's changing/growing?

Third Topic: Assessment:

Estimated # of Lessons: 2 weeks

<ul style="list-style-type: none"> ● One evidence based response that shows the student’s understanding of supporting their analysis with evidence from the text. ● A One Pager that reflects the evolution of the character through words and visuals. 	
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the characters change throughout a literary text. ● I can analyze how a particular sentence, paragraph, or section fits in and contributes to the development of ideas in a text. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to learn about our past? ● How is the past connected to what we see in our world today? ● How does the time period and the place in which we grow up affect who we are as a person? ● What does the text say? ● What does the text mean? ● How do I say what I mean?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will look back at their written responses and reflect on how the character changed throughout the book. ● They will decide on the evidence from the book that best reflects these changes by thinking about the character’s experiences and his responses to each experience. What does the character do and say that helps the reader understand he is changing? ● Students will revise and submit one evidence based response that they think best reflects their understanding of supporting a claim with evidence from the text. ● Students will use this evidence in the form of quotes and scenes to create their One Pager. The one pager should tell the story of the main character’s evolution from the beginning of the book to the end. 	

Why do writers use infographics to convey information? How do we critically “read” these texts? In our world today, we increasingly get information through a combination of images and words. In this unit, students will explore these questions as they read and analyze different informational infographics from a variety of sources. We will discuss the elements of infographics and the purpose behind the different ways authors convey information. Students will then get a chance to research a topic of their choice and share their learning through their own infographic they design themselves.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<ul style="list-style-type: none"> ● RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ● W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>COMMUNICATION: Revises extensively to improve their own writing</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers</p> <p>RESEARCH AND UNDERSTANDING, CRITICAL THINKING: Investigates by asking questions and researching answers from reliable sources</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Information can be presented visually for a variety of purposes. Visuals can effectively tell a story, send a message, and convey new information in meaningful ways. Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking. 	<ul style="list-style-type: none"> Why do writers use infographics to convey information? How do we critically “read” these texts? How does new information connect with or challenge what I already know/believe to be true? What does the text say? What does the text mean? How do I say what I mean? How do I make my writing better? How can I best support the work of others? What do I wonder? Where can I find the answers? What do my peers think? How do others’ ideas affect my thinking? Why do others think what they do? How can I participate boldly?
Knowledge	Skills (Framed as Learning Targets)
<p>Infographics use a variety of different features. Informational text has different structures for different purposes. Informational texts typically have one of the following structures: compare/contrast; cause/effect; problem/solution; description and order/sequence. Credible sources are written by authors respected in their fields of study.</p>	<ul style="list-style-type: none"> I can determine the main idea based on details in the text. I can summarize using only information from the text. I can use a variety of media to develop and deepen my understanding of a topic or idea. I can conduct short research projects to answer a question. I can refocus or refine my question when appropriate. I can gather relevant information from a variety of sources. I can assess the credibility of each source I use. I can use the features of an infographic to introduce a topic clearly. I can organize ideas, concepts, and information. I can explain the topic using relevant facts, definitions, concrete details, quotations, or other information and examples. I can use evidence from a variety of grade appropriate texts to support analysis, reflection and research. I can use multimedia components and visual

	displays to clarify what I am trying to explain.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> ● Summary Assessment of teacher chosen infographic ● Student created infographic 	Written responses to infographics (<i>What do you notice? What do you wonder? What text features do you see? What is the structure of this infographic? How does that help me understand the main idea? What is this infographic telling us?</i>)
STAGE 3: LEARNING PLAN	
First Topic: Introduction to Infographics	Estimated # of Lessons: 1 week
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> ● I can determine the main idea based on details in the text. ● I can summarize using only information from the text. 	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> ● Why do writers create infographics? ● What does the text say? ● What does the text mean?
Learning Activities: <ul style="list-style-type: none"> ● Introduce infographics to students as a class together. ● Students summarize infographics based on what they think the author is trying to show. ● Students ask questions about the structure and the content of the infographic. 	
Second Topic: Author’s Purpose - Infographics	Estimated # of Lessons: 2 weeks
Learning Targets: <ul style="list-style-type: none"> ● I can summarize using only information from the text. ● I can analyze how a particular sentence, paragraph, or section fits in and contributes to the development of ideas in a text. 	Essential Questions: <ul style="list-style-type: none"> ● Why do writers use infographics to convey information? How do we critically “read” these texts? ● What does the text say? ● What does the text mean? ● Why do others think what they do? ● How can I participate boldly?
Learning Activities: <ul style="list-style-type: none"> ● Present different types of infographics for students to compare and contrast. Ask students to notice what is different about the layout of each infographic. ● Present the layouts of different types of text structure - compare and contrast, cause and effect, definition, sequence, problem/solution. Ask students to try to identify the purpose behind some of the infographics they have already looked at. 	

Third Topic: Question Generation and Research	Estimated # of Lessons: 2 weeks (ongoing)
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can use a variety of media to develop and deepen my understanding of a topic or idea. ● I can conduct short research projects to answer a question. ● I can refocus or refine my question when appropriate. ● I can gather relevant information from a variety of sources. ● I can assess the credibility of each source I use. ● I can use evidence from a variety of grade appropriate texts to support analysis, reflection and research. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What do I wonder? ● Where can I find the answers? ● What do my peers think? ● How do others’ ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students brainstorm ideas for their own infographics as they analyze models. ● Students choose a topic that interests them and generate questions based on what they are interested in learning about that topic. ● Students research answers to their questions focusing on finding at least 2-3 credible sources 	
Fourth Topic: Create an Infographic	Estimated # of Lessons: (2 weeks)
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can introduce a topic clearly. ● I can organize ideas, concepts, and information. ● I can explain the topic using relevant facts, definitions, concrete details, quotations, or other information and examples 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I make my writing better? ● How can I best support the work of others? ● What do my peers think? ● How do others’ ideas affect my thinking?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students create an infographic based on the topic they chose and the information they researched to answer their specific questions related to that topic. 	

Course Name: ELA 6 Unit Title: Journeys and Survival: A Long Walk to Water Est. # of Lessons: 4 weeks

What factors lead someone to leave their home in search of a better life? How do people survive challenging circumstances? In this unit students will build on their knowledge of migration and immigration learned in Social Studies class by focusing on one person's experience. They will read the novel, *A Long Walk to Water* by Linda Sue Park to learn about the experience of two characters living in Sudan at different times in recent history. Students will compare and contrast the perspectives of the two main characters as they learn about the journeys of each. Students will also read informational text related to the history of Sudan in order to learn the context around the experiences of the characters in the book. The unit will culminate in students writing their own 2 voice poem that captures the voices of the two perspectives in the book.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

<p>teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p style="text-align: center;">Understandings</p>	<p style="text-align: center;">Essential Questions</p>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Hearing from multiple perspectives can deepen your understanding of a topic. ● Each immigrant's story is unique, but there are commonalities across experiences related to why people leave. 	<ul style="list-style-type: none"> ● What factors lead someone to leave their home in search of a better life? ● How do people survive challenging circumstances? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills (Framed as Learning Targets)</p>
<p>History and causes of the Sudanese Civil War Lost Boys and Girls of Sudan Push and pull factors of migration/immigration An author develops point of view through a character's thoughts, actions and words.</p>	<ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the plot evolves throughout a literary text. ● I can describe how the characters change throughout a literary text. ● I can analyze how an author develops a narrator or speaker's point of view. ● I can compare how different authors portray the same idea or event.
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p style="text-align: center;">Summative Assessment</p>	<p style="text-align: center;">Formative Assessment</p>
<ul style="list-style-type: none"> ● Written response: What are the factors that helped each character survive? ● Write a two-voice poem from the perspectives of the two main characters that demonstrates an understanding of the themes of survival in the novel. 	<ul style="list-style-type: none"> ● Written responses to the reading ● Class discussion
<p>STAGE 3: LEARNING PLAN</p>	

First Topic: <i>A Long Walk to Water</i> by Linda Sue Park	Estimated # of Lessons: 3 weeks
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the plot evolves throughout a literary text. ● I can describe how the characters change throughout a literary text. ● I can analyze how an author develops a narrator or speaker’s point of view. ● I can compare how different authors portray the same idea or event. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What factors lead someone to leave their home in search of a better life? ● How do people survive challenging circumstances? ● What does the text say? ● What does the text mean? ● How do I say what I mean?
<p>Learning Activities:</p> <p>Before reading:</p> <ul style="list-style-type: none"> ● Survival Scenarios before reading ● Map analysis <p>During Reading:</p> <ul style="list-style-type: none"> ● Read for understanding - focus on unknown vocabulary and getting the gist of each chapter. ● Make inferences about characters based on evidence as they read each perspective. ● Ask questions while reading the text. ● Focus on the different perspectives of each character - how are their experiences the same? How are they different? ● Build Background Knowledge on the conflict in Sudan 	
Second Topic: Written response: What are the factors that helped each character survive?	Estimated # of Lessons: 1 week
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the characters change throughout a literary text. ● I can analyze how an author develops a narrator or speaker’s point of view. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What factors lead someone to leave their home in search of a better life? ● How do people survive challenging circumstances? ● How do I say what I mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others’ ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?

Learning Activities:

- Written response: What are the factors that helped each character survive?
- Write a two-voice poem from the perspectives of the two main characters that demonstrates an understanding of the themes of survival in the novel.
 - Students will first read a model two voiced poem to understand the structure
 - In pairs, students will decide the most important factors that helped each character survive and use those as a focus for their poems.
 - Students will use the text to find evidence of these factors and lines spoken by the characters as inspiration for their two voiced poems.
 - Students will give feedback to each other on the structure of their poems: Is each character's story of survival reflected?

How do people overcome the obstacles in their lives? How do obstacles impact and change people? In this unit, students will explore these questions as they read the novel in verse, *Locomotion*, by Jaqueline Woodson. Students will track the main character's evolution as he deals with overcoming loss through a growing love of poetry. Students will also explore the genre of poetry and novels in verse as a class. They will discuss elements of poetry, the difference between poetry and prose and how an author's choices impact the meaning of a poem. After completing the novel, students will read a different novel in verse in a book group, where they will focus on how the author uses this format to tell the story and develop the characters.

STAGE 1: DESIRED RESULTS

Established Goals

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

RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.10 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.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or

Transfer Goals

CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives

COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively

COMMUNICATION: Revises extensively to improve their own writing

RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers

RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others

RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding

CRITICAL THINKING: Thinks critically and is open to other perspectives

SELF-DIRECTION: Expresses thoughts and takes risks

<p>themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● Authors make intentional choices that are designed to produce a desired effect on the reader. ● Reading expands understanding of the world, people and ourselves. ● Writing can be used to make meaning of one's own experience, as well as of other information/ideas. 	<ul style="list-style-type: none"> ● How do people overcome the obstacles in their lives? ● How do obstacles impact and change people? ● What are the intentional choices the author made and how do these choices impact the meaning of the text? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● How do I make my writing better? ● How can I best support the work of others? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Poetry vs. Prose Elements of poetry: figurative language, stanzas, line breaks, white space. Types of poems: Haiku, sonnet, epistle</p>	<ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the plot evolves throughout a literary text. ● I can describe how the characters change throughout a literary text.

	<ul style="list-style-type: none"> ● I can determine the meaning of literal and figurative language (metaphors and similes) in text. ● I can analyze how an author's word choice affects tone and meaning. ● I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text. ● I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can read grade level literary texts proficiently and independently.
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> ● Write 2-3 poems that demonstrate knowledge of poetry elements ● Write a literary analysis paragraph answering the following question: How did the main character in <i>Locomotion</i> evolve throughout the story? Use evidence to support your response. This paragraph will be scored using a common department rubric. 	<ul style="list-style-type: none"> ● Analysis of poems to identify elements of poetry. ● Freewrites ● Discussion and written responses to the book

STAGE 3: LEARNING PLAN

First Topic: Introduction to Poetry	Estimated # of Lessons: 1 week
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can determine the meaning of literal and figurative language (metaphors and similes) in text. ● I can analyze how an author's word choice affects tone and meaning. ● I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What are the intentional choices the author made and how do these choices impact the meaning of the text? ● What does the text say? ● What does the text mean?

Learning Activities:

- Introduce poetry with a class reading and discussion of a poem or poems related to overcoming obstacles. (For example: *Mother to Son* by Langston Hughes)
- Use the poems to introduce elements of poetry: figurative language, white space, stanzas, line breaks.
- Have students practice with word choice, line breaks and stanzas (For example: use the poem *Dreams* by Langston Hughes. Cut up the lines of the poem and put them in envelopes for each student. Have students arrange the poem the way they think it should go. Have students glue down their poem and share their poems with each other. Discuss the choices they made with white space, stanzas and line breaks.)

Second Topic:
Read *Locomotion* by Jaqueline Woodson.

Estimated # of Lessons: 2 weeks

Learning Targets:

- I can cite evidence from literary text to support my analysis.
- I can describe how the plot evolves throughout a literary text.
- I can describe how the characters change throughout a literary text.
- I can determine the meaning of literal and figurative language (metaphors and similes) in text.
- I can analyze how an author's word choice affects tone and meaning.
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text.

Essential Questions:

- How do people overcome the obstacles in their lives?
- How do obstacles impact and change people?
- What are the intentional choices the author made and how do these choices impact the meaning of the text?
- What does the text say?
- What does the text mean?
- How do I say what I mean?
- How do I make my writing better?

Learning Activities:

- Students identify lines and words they like and why - use these lines and words as seeds for freewrites.
- Students turn freewrites into poems with discussions about what to keep, what to leave out, how to create line breaks.
- Discuss the structure/form of the following poems in the book: Haiku, Epistle poem, Sonnet
- Students write their own poem in a similar structure or form.
- Students identify lines/poems that give the reader clues about the main character and how he is evolving. Discuss what the lines are telling the reader about the character.

Fourth Topic: Assessment	Estimated # of Lessons:
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can describe how the characters change throughout a literary text. ● I can cite evidence from literary text to support my analysis. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do people overcome the obstacles in their lives? ● How do obstacles impact and change people? ● What are the intentional choices the author made and how do these choices impact the meaning of the text? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● How do I make my writing better? ● How can I best support the work of others?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students choose a collection of their own poems that demonstrate their knowledge of a selection of the following: line breaks, stanzas, white space, figurative language, haiku, sonnet, epistle. ● Students respond to the question: How did the main character in <i>Locomotion</i> evolve throughout the story? Use evidence to support your response. 	
Fourth Topic: Book Clubs (Novels in Verse)	Estimated # of Lessons: 3 weeks
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can cite evidence from literary text to support my analysis. ● I can describe how the plot evolves throughout a literary text. ● I can describe how the characters change throughout a literary text. ● I can determine the meaning of literal and figurative language (metaphors and similes) in text. ● I can analyze how an author's word choice affects tone and meaning. ● I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do people overcome the obstacles in their lives? ● How do obstacles impact and change people? ● What are the intentional choices the author made and how do these choices impact the meaning of the text? ● What does the text say? ● What does the text mean?

- I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- I can engage in collaborative discussion with a variety of partners on grade level texts, topics, and issues.

Learning Activities:

- Students are expected to:
 - Create norms and a calendar.
 - Read and discuss every day.
 - Write Lingering Questions on sticky notes for discussion .
 - Complete journal responses related to characters
 - Complete 2-3 poems that are inspired by poems in the book
 - After reading the book, groups will create a review or a book trailer based on the book they read.

Options for book club titles include:

Home of the Brave by Katherine Applegate

Forget Me Not by Ellie Terry

Booked by Kwame Alexander

Other Words For Home by Jasmine Warga

Unsettled by Reem Faruqi

Canyon's Edge by Dustin Boling

Colors of Rain by R.L. Toalson

Closer To Nowhere by Ellen Hopkins

Heartbeat by Sharon Creech

Rhyme Schemer by K.A. Holt

Course Name: ELA 6 Unit Title: Vignettes: Moments That Matter Est. # of Lessons: 7 weeks

What are the experiences, people and stories that make us who we are? In this unit, students will write vignettes about moments in their lives that were impactful. They will read excerpts from *House on Mango Street* by Sandra Cisneros as a mentor text, observing her use of figurative language and descriptive detail to convey the moment. Students will do many quick writes in response to prompts and their reading, and will choose their 5 favorite pieces to take through the revision process. Students will get to know each other through discussion and collaboration about the memories and moments that are important to them.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.5 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.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>COMMUNICATION: Revises extensively to improve their own writing</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Descriptive detail and figurative language helps the reader visualize the moment. 	<ul style="list-style-type: none"> • What are the experiences, people and stories that make us who we are? • How can I convey my memory to the reader through descriptive and vivid writing? • What does the text say? • What does the text mean? • How do I say what I mean? • How do I make my writing better? • How can I best support the work of others? • What do I believe and why? • What do others believe and why? • What do my peers think? • How do others' ideas affect my thinking? • How can I participate boldly?
Knowledge	Skills (Framed as Learning Targets)
<p>Vignette vs. Memoir IADD (Inner thoughts, action, dialogue, description) is a revision technique used to add detail. Figurative language - simile, metaphor, personification, imagery Active and passive voice</p>	<ul style="list-style-type: none"> • I can determine the meaning of literal and figurative language (metaphors and similes) in text. • I can analyze how an author's word choice affects tone and meaning. • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text • I can cite evidence from literary text to support my analysis. • I can organize an event sequence that unfolds naturally and logically. • I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<p>A selection of 5 original vignettes, revised for specific and descriptive detail, figurative language, dialogue and imagery.</p>	<ul style="list-style-type: none"> • Quick Write/Flash draft responses to prompts and to their reading. • Class and partner discussions about <i>House on</i>

	<i>Mango Street.</i>
STAGE 3: LEARNING PLAN	
First Topic: Brainstorm and Quick Writes	Estimated # of Lessons: 1 week
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> I can organize an event sequence that unfolds naturally and logically. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> What are the experiences, people and stories that make us who we are? How can I convey my memory to the reader through descriptive and vivid writing? How do I say what I mean? What do I believe and why? What do others believe and why? What do my peers think? How do others' ideas affect my thinking? How can I participate boldly?
<p>Learning Activities: Students will have opportunities to reflect on their own stories and memories through several writing prompts (some examples below):</p> <ul style="list-style-type: none"> Left and Right description of a familiar place (what is to your left? To your right? What are your memories?) Bring in a childhood photo - quick write about the story behind the photo from your perspective. Then, write from another person's perspective who was also in the photo. Pick from a deck of ordinary words (laundry, kitchen, dog, etc.) Students must write whatever comes to mind when they hear that word. What does it remind them of? What can they remember related to that word? 	
Second Topic: Analysis of Descriptive and Figurative Language	Estimated # of Lessons: 3 weeks
<p>Learning Targets:</p> <ul style="list-style-type: none"> I can determine the meaning of literal and figurative language (metaphors and similes) in text. I can analyze how an author's word choice affects tone and meaning. I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a text I can cite evidence from literary text to support my analysis. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the experiences, people and stories that make us who we are? How can I convey my memory to the reader through descriptive and vivid writing? What does the text say? What does the text mean? How do I say what I mean? What do I believe and why?

- I can organize an event sequence that unfolds naturally and logically.
- I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- What do others believe and why?
- What do my peers think?
- How do others' ideas affect my thinking?
- How can I participate boldly?

Learning Activities:

- Students will read excerpts from House on Mango Street (examples are listed below). They will underline and discuss which lines stood out to them and why.
- Class discussions around author's descriptions, word choice and use of figurative language.
- Students will write in response to their reading based on prompts.
 - Mango Street Chapters:
 - **A House of My Own (pg. 108)** What is it that you want? Possible wish
 - **Mango Says Goodbye Sometimes (pg. 109)** What is it you like to do? What do you get from this? How do you or how will you benefit from this?
 - **The Earl of Tennessee (pg. 70)** One of your neighbors - what do you know? (Physical descriptions, habits, hearsay) What do you "know"? What do you wonder? Familiar sounds you have in your world.
 - **Born Bad (pg. 58)** Guilty memory - something you did that you're not proud of
 - **Papa Who Wakes Up Tired in the Dark (pg. 56)** Vivid snapshot memory - what is it? Why do you think it's so vivid for you?
 - **Four Skinny Trees** Pick something familiar to you, around your house or school or neighborhood and describe it
 - **The First Job (pg. 53)** A time you felt like an outsiders, uncomfortable, unsure
 - **A Rice Sandwich (og. 43)** A time someone truly embarrassed you or made you feel small
 - **Vargas Kids (pg. 29)** Something that made you mad to see
 - **Those Who Don't (pg. 28)** How do others judge you/your family? What is true?
 - **Laughter.** Siblings- what do you and your brother/sister "know" or share that no one else will ever understand? How does this bond display itself? A family trait you have or others in your family have
 - **My Name...means....I wish it were** How did you get your name? What experiences or stories do you have regarding your name? Would you change your name if you could? Why or why not? To what?
 - **Boys & Girls** Feelings about siblings My sister is ____ I wish ____ were ____
 - **House on Mango Street** Have you ever been ashamed/embarrassed/disappointed by where you "come from"? Something in your life you hope is "temporary" something that keeps you from feeling 100% proud or happy?
 - **Our Good Day** An innocent childhood memory

Third Topic: Portfolio of 5 vignettes

Estimated # of Lessons: 3 weeks

Learning Targets:

- I can organize an event sequence that unfolds naturally and logically.
- I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Essential Questions:

- How do I say what I mean?
- How do I make my writing better?
- How can I best support the work of others?
- What do my peers think?
- How do others' ideas affect my thinking?

Learning Activities:

- Students will choose 5 of their quick drafts to turn into finished writing pieces.
- In the revision process, students will focus on adding specific, sensory details, dialogue, figurative language and imagery to enhance their writing.

Course Name: ELA 6 Unit Title: Writing Reviews: What Do We Think About...? Est. # of Lessons: 5 weeks

What opinions do we listen to? Why? How is language used as a tool to influence and persuade us to spend our time and/or money? Everyday, we are bombarded with others' viewpoints on everything from the shoes we wear to the movies we watch. In this unit, students will explore these questions as they read and analyze sample reviews of culture, food and products. They will then pick something they have a strong opinion about - it could be a restaurant, a book, a product, a video game. They will use the knowledge they have gained about audience, criteria, language, and argument to write their own review.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>COMMUNICATION: Revises extensively to improve their own writing</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Strong arguments are based on strong reasons and evidence. ● When formulating an argument, it is crucial to understand your audience. ● Word choice, tone and language can be powerful tools to persuade and influence others. 	<ul style="list-style-type: none"> ● What opinions do we listen to? Why? How is language used as a tool to influence and persuade us to spend our time and/or money? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● How do I make my writing better? ● How can I best support the work of others? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
Knowledge	Skills (Framed as Learning Targets)
<p>Evidence Reasoning Criteria Argument/Persuasion Audience Voice Sensory images Descriptive detail</p>	<ul style="list-style-type: none"> ● I can cite evidence to support my analysis. ● I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. ● I can identify aspects of the text that reveal an author's point of view or purpose. ● I can explain how an author's point of view is conveyed. ● I can use a variety of media to develop and deepen my understanding of a topic or idea. ● I can identify the argument and specific claims in a text. ● I can evaluate the argument and specific claims for sufficient evidence. ● I can introduce claim(s) and organize the reasons and evidence clearly. ● I can support claim(s) with clear reasons and relevant evidence. ● I can use credible sources and demonstrate an understanding of the topic or text.

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
Write a review of a book, movie, product, restaurant, music, etc.	Analyze and discuss sample reviews
STAGE 3: LEARNING PLAN	
First Topic: Introduction to argument/persuasion	Estimated # of Lessons: 1 week
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> ● I can cite evidence to support my analysis. ● I can identify aspects of the text that reveal an author’s point of view or purpose. ● I can explain how an author’s point of view is conveyed. 	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> ● What opinions do we listen to? Why? ● How is language used as a tool to influence and persuade us to spend our time and/or money? ● What does the text say? ● What does the text mean?
Learning Activities: Students are introduced to the idea of persuasion, the importance of knowing your audience and language <ul style="list-style-type: none"> ● Potential Simulation - students are in pairs and one person in the pair gets a cookie (or other food item). They must convince their partner they should or should not spend their last \$2 on this food item as opposed to another. After, students talk about what language was convincing and what language was not. ● Have students look for a review of something - a product or media they like or consume. Was it helpful? Why or why not? Start to brainstorm a list of places students have found reviews. 	
Second Topic: Reading sample reviews	Estimated # of Lessons: 2 weeks
Learning Targets: <ul style="list-style-type: none"> ● I can cite evidence to support my analysis. ● I can identify aspects of the text that reveal an author’s point of view or purpose. ● I can explain how an author’s point of view is conveyed. ● I can use a variety of media to develop and deepen my understanding of a topic or idea. ● I can identify the argument and specific claims in a text. ● I can evaluate the argument and specific claims for sufficient evidence. 	Essential Questions: <ul style="list-style-type: none"> ● What opinions do we listen to? Why? How is language used as a tool to influence and persuade us to spend our time and/or money? ● What does the text say? ● What does the text mean? ● What do I believe and why? ● What do others believe and why?
Learning Activities: Provide students with sample reviews of restaurants, movies, books, products	

- Did the reviewer like or dislike it?
- How do you know?
- What descriptive or sensory language stands out to you?
- What criteria is the author using?
- Who are they writing for? Who is their audience?
- What is their purpose for writing the review?
- What is different about a restaurant review vs. a book review vs. a product review?

Mini lessons on:

- Audience
- Using sensory and descriptive language

Third Topic: Students write their own reviews

Estimated # of Lessons: 2 weeks

Learning Targets:

- I can introduce claim(s) and organize the reasons and evidence clearly.
- I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- I can use credible sources and demonstrate an understanding of the topic or text.

Essential Questions:

- How is language used as a tool to influence and persuade us to spend our time and/or money?
- How do I say what I mean?
- How do I make my writing better?
- How can I best support the work of others?
- What do I believe and why?
- What do others believe and why?
- What do my peers think?
- How do others' ideas affect my thinking?
- Why do others think what they do?

Learning Activities:

- Students will pick something to review (A product, a movie, music, a book, a restaurant, etc.). They will determine the criteria they are using to judge this product and write a review in which they make a claim and support it with evidence and reasons.
- The writing focus will be on description, sensory language, and using clear criteria to make their claim strong.

Grade 7 ELA

What is community?

What is the value and cost of belonging?

T1	Dystopian Fiction: The Illusion of Perfection <i>Whole class read: The Giver</i>
	The Power and Possibility of Listening
T2*	TED Talks: Using My Voice for What Matters
	Historical Fiction: Building Agency Through Facing Hardship <i>Whole class read: Fever 1793</i>
T3	Narrative Writing: What Makes a Good Story?
	Book Clubs: Vulnerability and the Risk to be Real

Throughout the year, students will have multiple opportunities for the close reading of complex texts. For example, "A Retrieved Reformation," "The Gift of the Magi," and "After Twenty Years," by O. Henry

Unit 1: Dystopian Fiction: The Illusion of Perfection

Whole Class Text: *The Giver*

Sept.-Oct.

Is perfection possible? When is it good to conform to society? What are the risks and rewards of opposition? Is pain necessary in life? In this unit, students will read a whole-class dystopian novel: *The Giver* to uncover various themes such as the illusion of perfection; the balance between an individual's rights and the welfare of the community; the importance of authentic feelings, including pain and suffering; the transformative power of love; and the risks and rewards of rejecting the status quo. Students will examine these themes and others that they find on their own. Students will track changes in the protagonist to undercover and clarify emerging themes. Students will write a literary response to demonstrate their analysis of a major theme of the text and write a poem that explores a substantive feeling based on the anchor poem "Alone" by Jacqueline Woodson.

Unit 2: The Power and Possibility of Listening

November

What can I learn from podcasts? How does this genre uniquely convey information and personal stories? In this unit, students will listen to a wide range of podcasts to learn the features, styles, audiences and purposes of the genre. Students will practice strategies to improve listening comprehension. Students will write a review of a podcast of their choosing.

Unit 3: TED Talks: Using My Voice for What Matters

December

What makes a TED Talk meaningful? How do TED Talk presenters engage their audience? What do I have to say? How will I engage and convince my audience? In this unit, students will listen to a wide range of TED Talks and learn the features as well as analyze the purpose, audience, and the techniques used to engage and inform. Students will then brainstorm issues and topics that are meaningful to them and create a TED Talk-style presentation (Lancer Talk) to give in class.

Unit 4: Fiction: Building Agency Through Facing Hardship

Whole class text: *Fever 1793*

January-February

How can a crisis bring out the best and worst in people? How can a crisis create a sense of bonding in a community? How does developing agency (acting independently and making our own free choices) build competence and self esteem? In this unit, students will read closely to uncover various themes related to facing hardship and making decisions that build agency. Students will explore and discuss themes of empathy, the transformative power of personal struggle, and the importance of belonging to a community. Students are expected to write a thematic essay as their summative assessment.

Unit 5: Narrative Writing: What Makes a Good Story

March-April

What makes a good story? What can the story I'm reading now teach me about writing? In this unit, students will read several short stories as mentor texts, learning the features of short stories and analyzing examples of narrative elements and techniques to try in their own short story writing. Students will then brainstorm, draft, revise, and edit a 2-3 page short story of their own.

Unit 6: Book Clubs: Vulnerability and the Risk to be Real

Mentor text: *Before the Ever After*, followed by book clubs

May-June

What are the ways people cope with loss, longing, grief, and overcoming things they can't control? What societal pressures lead people to keep aspects of themselves hidden? How can personal struggle build compassion, understanding and connection with others?

In this unit, students will explore the theme of vulnerability in a whole class text and in book groups. Students will present their observations and reflections by collaborating on a presentation of their choice (poster, powerpoint, book trailer, reader's theater, onepager). Students will also demonstrate their understanding by writing a literary response.

Course Name: ELA 7 Unit Title: The Power and Possibility of Listening Est. # of Lessons: 3 weeks

What can I learn from podcasts? How does this genre uniquely convey information and personal stories? In this unit, students will listen to a wide range of podcasts to learn the features, styles, audiences and purposes of the genre. Students will practice strategies to improve listening comprehension. Students will write a review of a podcast of their choosing.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<ul style="list-style-type: none"> ● 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.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. ● 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. ● W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others.</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives.</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p>
Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Listening to podcasts expands understanding of the world, people, and ourselves. ● To deepen understanding of audio text, listeners question the text, share their ideas with others, and consider other listeners' points of view. 	<ul style="list-style-type: none"> ● What does the podcast say? What does it mean? ● Why do others think what they do? ● How does this podcast challenge or expand my perspective? ● How do podcast creators engage their audience? ● How do I make my writing better?

<ul style="list-style-type: none"> ● Audio recordings are a unique medium to communicate stories and ideas. ● Creators make intentional choices that are designed to produce a desired effect in the listener. 	
Knowledge	Skills (Framed as Learning Targets)
<p>Types of podcasts Features of podcasts</p> <ul style="list-style-type: none"> ● Podcasts are audio programs that can be used to make meaning of one's own experience, as well as of other information/ideas. ● Podcast creators choose their words, sound, and episode structure with care, depending on the content, purpose, and audience. ● An effective summary of informational text is free of personal opinions and judgments. ● An author of informational text tries to convey a particular point of view through relevant facts without bias. 	<ul style="list-style-type: none"> ● I can analyze the main ideas and supporting details of a podcast. ● I can describe a speaker's argument and specific claims. ● I can introduce a topic clearly. ● I can explain the topic using relevant facts, definitions, concrete details, quotations, or other information and examples. ● I can use evidence from informational texts to support analysis, reflection and research. ● I can use transitions to connect ideas and concepts. ● I can use precise language and content-specific vocabulary to explain the topic.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> ● Students will write a summary and review of their favorite podcast. <i>What were the main points? What was particularly thought-provoking? What features contributed to your engagement and learning?</i> 	<ul style="list-style-type: none"> ● Graphic organizer of podcasts/features/reactions ● Quick write responses to podcasts ● Listening comprehension discussions (<i>What is this episode about? Who is speaking? What is the general mood of the conversation? Do they agree? Disagree? etc.</i>) ● Listening comprehension quizzes about podcast content. ● Main idea and detail charts
STAGE 3: LEARNING PLAN	
First Topic: What are Podcasts? Listening, and Responding	Estimated # of Lessons: 3 weeks

Relevant Learning Targets (from Stage 1) :

- I can analyze the main ideas and supporting details of a podcast.
- I can describe a speaker's argument and specific claims.
- I can introduce a topic clearly.
- I can explain the topic using relevant facts, definitions, concrete details, quotations, or other information and examples.
- I can use transitions to connect ideas and concepts.
- I can use precise language and content-specific vocabulary to explain the topic.

Relevant Essential Questions (from Stage 1):

- What does the podcast say? What does it mean?
- Why do others think what they do?
- How does this podcast challenge or expand my perspective?
- How do podcast creators engage their audience?
- How do I make my writing better?

Learning Activities:

- Immersion: Students listen to a variety of podcasts, some assigned, some self-selected.
- Students learn and practice strategies to improve listening comprehension (chunking, listening while reading transcript, looking at episode summaries, reading about the podcast show as a whole and reading about hosts/guests)
- Students fill in graphic organizers and have small group discussions: *What did you notice about the features of this podcast? What did you learn? What was particularly interesting? What features made it compelling?* (See summative assessments above)
- Students practice identifying the main idea and supporting details.
- Students write a summary and review of a podcast episode and revise to a final draft.

Resources:

Cult of Pedagogy Episode on Podcasts in the Classroom
Listenwise NPR Podcast Interview with Lois Lowry
Owltail.com "Memory is Eloquent" with Lois Lowry (5:49-22:40)
Tai Asks Why
The Show About Science

Student winners from NPR student podcast contest.

Additional activity ideas can be found in the following article:

Guggenheim, Aaron; Glover, David; Mejia, Alexia Gisel Alvarado. "Voices and Sounds Heard: Composing through Narrative Podcasting." *English Journal*, vol. 110, no.4, 2021, pp. 37-43.

1. Warm up activity: record 3 sounds to share that represent your everyday activities and routines.
2. What is the difference between telling stories with sounds and without?
3. Graphic organizer: Podcast name and episode/What makes it compelling?
4. Small project: A Sound Story. Students put together 5 sentences and 5 sounds about a meaningful moment in their lives.
5. Larger project idea: Narrative podcast project or Story Through Sound. They tell about a personal experience through sound, interview, narration, music, etc.

Course Name: ELA 7 Unit Title: The Illusion of Perfection: Dystopian Fiction Est. # of Lessons: 7 weeks

Is perfection possible? When is it good to conform to society? What are the risks and rewards of opposition? Is pain necessary in life? In this unit, students will read a whole-class dystopian novel: *The Giver* to uncover various themes such as the illusion of perfection; the balance between an individual’s rights and the welfare of the community; the importance of authentic feelings, including pain and suffering; the transformative power of love; and the risks and rewards of rejecting the status quo. Students will examine these themes and others that they find on their own. Students will track changes in the protagonist to undercover and clarify emerging themes. Students will write a literary response to demonstrate their analysis of a major theme of the text and write a poem that explores a substantive feeling based on the anchor poem “Alone” by Jacqueline Woodson.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives.</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively.</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others.</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding.</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p>

<p>W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Reading expands understanding of the world, people, and ourselves. ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective. ● Authors make intentional choices that are designed to produce a desired effect on the reader. ● Analyzing character development can help us to understand themes. ● All feelings have to be experienced and moved through as they shape how we connect and make sense of the world. 	<ul style="list-style-type: none"> ● What does the text say? What does it mean? ● What do this character's thoughts and actions reveal about the theme of the story? ● How can I use text evidence to support my thinking? ● How do figurative language, imagery, symbolism, sensory language authentically illustrate what it feels like? ● What motivates individuals to make serious sacrifices? What are the consequences? ● How do people try to protect themselves from pain and suffering? What impact does it have on memory and connection?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Characteristics of Dystopian Fiction Internal Conflict External Conflict <u>Joseph Campbell's "The Hero's Journey"</u> The departure</p> <ul style="list-style-type: none"> ● Call to adventure ● Refusal of the call ● Meeting the mentor <p>The initiation</p> <ul style="list-style-type: none"> ● Crossing the threshold, point of no return 	<ul style="list-style-type: none"> ● I can question the text. ● I can make inferences and support them using the text. ● I can determine the theme of a literary text. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze characters' development and their connection to the theme. ● I can share my ideas and consider other

<ul style="list-style-type: none"> • Tests, allies, enemies • Ordeal <p>The return</p> <ul style="list-style-type: none"> • The road back • Redemption, reward, and peace <p>Key vocabulary for <i>The Giver</i>: Utopia, Propaganda, Conformity, Loss of Innocence, "Ignorance is Bliss," Euphemism</p>	<p>readers' points of view.</p> <ul style="list-style-type: none"> • I can compare and contrast elements of film and text, analyzing techniques used in each medium. • I can write arguments to support claims with logical reasons and relevant evidence. • I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events.
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> • Write a thematic essay from a menu of questions, partly teacher-created, partly curated from student contribution. Students will use text evidence to back up their ideas. They will then use discussion notes, notes from the film version of the movie, and other materials gathered throughout the unit to write their essay, which will be scored using a common department rubric. • Write a poem that explores a substantive feeling based on the anchor poem "Alone" by Jacqueline Woodson. 	<ul style="list-style-type: none"> • Regular formative reflections to guide reading experiences include: sticky note observations, journal writes, open-ended text based questions, quick writes, and Jamboard shares • Shared-inquiry discussion about the book's interpretive ending, followed by self-reflection of discussion • Journal reflection on the ideas discussed in class and reflect on what challenged, changed, or confirmed their thinking • Annotations of "Alone"

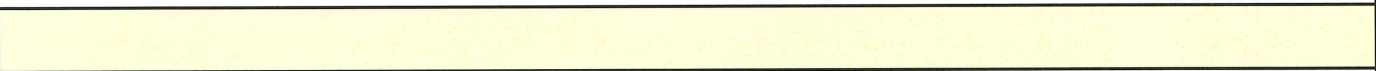
STAGE 3: LEARNING PLAN

First Topic: Whole Class Novel <i>The Giver</i>	Estimated # of Lessons: 6 weeks
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> • I can question the text. • I can make inferences and support them using the text. • I can determine the theme of a literary text. • I can analyze characters' development and their connection to the theme. • I can share my ideas and consider other readers' points of view. • I can analyze the impact of word choice. • I can reflect on my own personal connections and insights. • I can evaluate the text and choices the 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> • What does the text say? What does it mean? • What do this character's thoughts and actions reveal about the theme of the story? • How can I use text evidence to support my thinking? • What are the factors that move individuals to great sacrifice? What are the consequences? • Is it worth trading freedom, individuality, and choice for safety, security, and comfort? • Is perfection possible? Desirable?

<p>author made.</p> <ul style="list-style-type: none"> ● I can compare and contrast elements of film and text, analyzing techniques used in each medium. ● I can write an effective literary analysis of a relevant theme. 	<ul style="list-style-type: none"> ● How does a reader identify the theme of a novel? ● How does analyzing a theme enrich the reading experience and help readers make connections to life outside of the novel?
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Learning Activities:

- Opening journal response: What is your idea of a perfect world?
- Recognizing a dystopia
- Two column notes to track the slow reveal about this society (include what you notice about language (Community, Ceremony, releasing, Ones, Twos, Twelves, etc.)
- Sticky note reflections: guided and student-generated
- Euphemism/ propaganda discussion: Where do you see language used to influence and manipulate?
- Shared inquiry discussion: Interpret the ending.
- Compare and contrast the written story to the film version, paying attention to how lighting, color, camera focus and angles, and video montage is used to tell the story in the film.
- Narrative writing opportunities:
 - Recognizing how an author creates empathy: diary entry from Jonas’s perspective after name is skipped during Ceremony of 12
 - Fan fiction: Chapter 16 ½ Write the lost chapter of the book in which Jonas receives a memory of the past from The Giver. Choose a memory that will help Jonas understand the meaning and the depth of feeling life once had for the people in the past. (Focus on joy, awe, tragedy, envy, etc.)
- Argumentative writing opportunities:
 - Take a position on the ending? What do you think happens to Jonas and Gabriel? Defend your position with evidence from the text.
 - Ignorance is bliss? Yes or no. Argue your position using details from the text.
 - *The Giver* earned the Newbery Award. Deserved or not? Argue your position using details from the text.
 - What is the theme of this novel? Take a position and support it with evidence from the text.



<p>Second Topic: Poetry Writing off of “Alone”</p>	<p>Estimated # of Lessons: 1 week</p>
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<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. ● I can use my understanding of the theme in <i>The Giver</i> to write a poem that explores a 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does the text say? What does it mean? ● How do figurative language, imagery, symbolism, sensory language authentically illustrate what it feels like? ● How do I say what I mean? ● How do I make my writing better?
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major human feeling using figurative language.

- I can use figurative language to convey the feeling I chose and create images that enhance meaning.
- I can revise my poem for word choice. I avoid clichés.
- I can convey the “essence” of the feeling I chose through abstract description (figurative language) and concrete description (anecdote).

Learning Activities:

- Students will read “Alone” and note imagery and figurative language.
- As a class, students will brainstorm a list of positive, negative, high intensity, low intensity feelings.
- Students will complete a quick write focusing on one feeling. They will use “Alone” for craft ideas (imagery, repetition, and other techniques).
- Students will complete a second quick write choosing a different feeling. (Positive if their first choice was negative; negative if their first was positive.)
- Students will decide on one feeling to focus on and take a poem to a final draft. A skeleton structure based on “Alone” will be available for students to use for guidance.

Course Name: ELA 7 Unit Title: TED Talks: Using my Voice for What Matters Est. # of Lessons: 5 weeks

What makes a TED Talk meaningful? How do TED Talk presenters engage their audience? What do I have to say? How will I engage and convince my audience? In this unit, students will listen to a wide range of TED Talks and learn the features as well as analyze the purpose, audience, and the techniques used to engage and inform. Students will then brainstorm issues and topics that are meaningful to them and create a TED Talk-style presentation to give in class.

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

<p>SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, or orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>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.</p> <p>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.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>RESEARCH AND UNDERSTANDING, CRITICAL THINKING: Investigates by asking questions and researching answers from reliable sources</p> <p>COMMUNICATION, CRITICAL THINKING: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers</p>
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that:</i> To be effective, spoken text must be a sufficiently developed, coherent unit of thought to address the</p>	<ul style="list-style-type: none"> ● What does the presenter say? What does it mean? ● How do TED Talk presenters engage and move

<p>needs of the intended audience. Spoken text can be used to make meaning of one's own experience, as well as of other information/ideas. Language should be concise and precise. Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader. Writers choose their words with care, depending on the content, purpose, and audience. Presenters select appropriate media to enhance presentations.</p>	<p>their audience ?</p> <ul style="list-style-type: none"> ● What do I have to say? (What issue or topic means something to me?) ● How do I say what I mean? ● What do I believe and why? What do others believe and why? ● How do I choose evidence to support my opinions and perspective?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Components of a TED Talk as a genre Credible source Presentation techniques</p>	<ul style="list-style-type: none"> ● I can 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 ● I can write arguments to support claims with logical reasons and relevant evidence. ● I can introduce claim(s) and organize the reasons and evidence logically. ● I can gather relevant information from a variety of sources. ● I can present claims and findings with descriptions, facts, details, and examples. ● I can use graphics and/or multimedia to help explain a topic. ● I can explain the topic using relevant facts, definitions, concrete details, quotations, or other information and examples. ● I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). ● I can use multimedia components and visual displays to clarify claims and to add emphasis. ● I can conduct short research projects to answer a question.
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>Presenting a TED-style talk</p>	<p>Responses to TED Talks</p>

STAGE 3: LEARNING PLAN	
First Topic: Watching TED Talks to learn the genre	Estimated # of Lessons: 2weeks
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> I can 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. 	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> What does the presenter say? What does it mean? How do TED Talk presenters engage and move their audience ?
Learning Activities: <ol style="list-style-type: none"> Watch TED Talks Identify features of a TED Talk Identify presentation techniques that help you learn or understand the topic Identify presentation techniques that keep you engaged. Resources: <ul style="list-style-type: none"> Spoken word poetry video “Lost Voices” by Darius Simpson and Scout Bostley. Students respond with a quick write, “You tell me you know what it’s like to be...” TED Talks <ul style="list-style-type: none"> “Why a good book is like a secret door” by Mac Barnett “To this day... for the bullied and the beautiful” by Shane Koyczan “Looks aren’t everything. Believe me, I’m a model” by Cameron Russell “Inside the mind of a master procrastinator” by Tim Urban “What adults can learn from kids” by Adora Svitak “The best kindergarten you’ve ever seen” by Takaharu Tezuka 	
Second Topic: Writing TED Talks	Estimated # of Lessons: 3-4 weeks
Related Learning Targets: <ul style="list-style-type: none"> I can write arguments to support claims with logical reasons and relevant evidence. I can introduce claim(s) and organize the reasons and evidence logically. I can gather relevant information from a variety of sources. I can conduct short research projects to answer a question. I can present claims and findings with descriptions, facts, details, and examples. I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). I can use multimedia components and visual 	Related Essential Questions: <ul style="list-style-type: none"> What do I have to say? (What issue or topic means something to me?) How do I say what I mean? What do I believe and why? What do others believe and why? How do I choose evidence to support my opinions and perspective? How can I make my presentation better?

displays to clarify claims and to add emphasis.

- I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation).

Learning Activities:

1. Brainstorm topics/ issues
2. Respond to prompts to elicit ideas:
 - 5 Things I Should've Learned by Now
 - 10 Things I Know A Lot About
 - 10 Things That Upset Me
 - 10 Things That Make Me Happy
 - 10 People I Admire
3. Model and review effective research techniques.
4. Draft, practice, and present TED Talk
What _____ means to me, What it means to be _____

Course Name: ELA 7 Unit Title: Book Clubs: Vulnerability and the Risk to be Real Est. # of Lessons: 6 weeks

What are the ways people cope with loss, longing, grief, and overcoming things they can't control? What societal pressures lead people to keep aspects of themselves hidden? How can personal struggle build compassion, understanding and connection with others? In this unit, students will explore the theme of vulnerability in a whole class text and in book groups. Students will present their observations and reflections by collaborating on a presentation of their choice (poster, powerpoint, book trailer, reader's theater, onepager). Students will also demonstrate their understanding by writing a literary response.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives.</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers.</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others.</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding.</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives.</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks.</p>
Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● Analyzing character development can help 	<ul style="list-style-type: none"> ● What does the text say? What does the text mean? ● How do I say what I mean? ● What do I believe and why? What do others believe and why? ● What do my peers think? How do others' ideas

<p>us to understand the theme.</p> <ul style="list-style-type: none"> References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author’s perspective Authors make intentional choices that are designed to produce a desired effect on the reader. Reading expands our understanding of the world, people and ourselves. 	<p>affect my thinking?</p> <ul style="list-style-type: none"> How can I participate boldly? What are the ways people cope with loss, longing, grief, and overcoming things they can’t control? What are the risks and rewards of revealing your struggles to others? What societal pressures lead people to keep aspects of themselves hidden?
<p>Knowledge</p>	<p>Skills (Framed as Learning a Targets)</p>
<p>CTE (Chronic Traumatic Encephalopathy), Concussion, Traumatic brain injury Vulnerability Empathy Social support Costs and Benefits of Belonging</p>	<ul style="list-style-type: none"> I can read grade level literary texts proficiently and independently I can cite several pieces of evidence to support an analysis of literary text. I can determine a theme or the central ideas in a literary text. I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). I can analyze how an author develops and contrasts the points of view of characters and narrators in the text. I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. I can build on others’ ideas. I can express my own ideas clearly.
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<ul style="list-style-type: none"> Create book trailers or reader’s theater presentations that illuminate how the characters in their book groups cope and respond to the struggles they hide and the impact of opening up to others. Write a response to either their book group book or the shared novel to demonstrate understanding of the text. Essays will be scored using a common department rubric. 	<ul style="list-style-type: none"> On-demand 5 sentence summaries: <i>What is going on in the story?</i> Sticky note responses. <i>What did you notice? What do you want to discuss with your group?</i> Jamboard notes as a record of group discussion Journal analysis of character change. <i>What challenges did this character face? What risks did they take? Did they find solace in others? How?</i>
<p>STAGE 3: LEARNING PLAN</p>	
<p>First Topic: Whole Class Novel: Whole-class</p>	<p>Estimated # of Lessons: 1-2 weeks</p>

shared text <i>Before the Ever After</i>	
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can cite several pieces of evidence to support an analysis of literary text. ● I can determine a theme or the central ideas in a literary text. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrasts the points of view of characters and narrators in the text. ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can build on others' ideas. ● I can express my own ideas clearly. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What does the text say? What does it mean? ● What do I believe and why? What do others believe and why? ● What are the ways people cope with loss, longing, grief, and overcoming things they can't control? ● What are the risks and rewards of sharing your struggles with others? ● What societal pressures lead people to keep aspects of themselves hidden?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● During a read aloud of <i>Before the Ever After</i> by Jacqueline Woodson, students will identify the unique issue the character is facing, how the character tries to deal with it, and how things change when the character opens up to others in their community. ● Teacher will model how to generate discussion questions and students will practice meeting in small groups. ● Students will read and discuss "The Importance of Belonging to a Tribe." 	
Second Topic: Book Clubs	Estimated # of Lessons: 4 weeks
<p>Related Learning Targets:</p> <ul style="list-style-type: none"> ● I can read grade level literary texts proficiently and independently. ● I can cite several pieces of evidence to support an analysis of literary text. ● I can determine a theme or the central ideas in a literary text. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrasts the points of view of characters and narrators in the text. ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can build on others' ideas. 	<p>Related Essential Questions:</p> <ul style="list-style-type: none"> ● What does the text say? What does the text mean? ● How do I say what I mean? ● What do I believe and why? What do others believe and why? ● What do my peers think? How do others' ideas affect my thinking? ● How can I participate boldly? ● What are the ways people cope with loss, longing, grief, and overcoming things they can't control? ● What are the risks and rewards of revealing your struggles to others? ● What societal pressures lead people to keep aspects of themselves hidden?

- I can express my own ideas clearly.

Learning Activities:

1. Students will participate in book groups
 - Students will select from a variety of book titles.
 - Teacher will arrange book groups and set the purpose.
 - Students will create norms and set up a calendar.
 - Students will meet daily to read and/or discuss.
2. Students will take notes for group discussion:

General:

- *What did you notice?*
- *What questions do you have?*
- *What would you like to discuss with your book group?*

Guided:

- *What is the unique issue the character is facing?*
- *How does the character deal with it (positively and negatively)?*
- *What happens when others find out?*
- *When is your character most vulnerable?*
- *What causes your character distress? What brings comfort?*

3. Students will read from a selection of related resources to continue the discussion of the effects of social connection. These selections may also be used to extend work for book groups who finish early.

Resources include:

- *Newsela article "Social media's effects on young people aren't all negative" and discuss the potential positive impact social media can have on emotional health.*
- *Newsela article "Columbia, not Finland, may be the happiest country in the world? and discuss the social component of health and happiness.*
- *Newsela article "Chimp study shows how hanging out with friends makes life less stressful" and discuss the impact of friendship on health.*
- *Newsela article "How friendship thrived in video games during the pandemic" and discuss the social impact of online gaming communities.*
- *Newsela article "Empathy is key in building strong friendships" and discuss the connection between trust and empathy in friendship.*
- *Poetry reading "Knock Knock" by Daniel Beaty. What is revealed about his past? What hurts? How does he cope? Why do you think the crowd reacts so strongly at the end?*

4. Students will work together in their groups to create a 5-minute presentation in the media of their choice (poster, powerpoint, book trailer, reader's theater, onepager, etc.) to share their book with other groups. *What challenges did this character face? What risks did they take? Did they find solace in confiding to others? Explain.*
5. Students will review and reflect on their essays from Unit 1 and Unit 4 based on the CLMS CER Reading Response Rubric before writing a response to their book club book and/or *Before the Ever After*.

Options for book club titles include:

Ghost by Jason Reynolds

Front Desk by Kelly Yang

The Science of Breakable Things by Tae Keller

No Fixed Address by Susan Nielsen

Anything but Typical by Nora Baskin

Red Kayak by Priscilla Cummings

Ahmed Aziz's Epic Year by Nina Hamza

Millionaires for the Month by Stacy McNulty

King and the Dragonflies by Kacen Callender

The Epic Fail of Arturo Zamora by Pablo Cartaya

Truly Tyler by Terri Libenson

The Remarkable Journey of Coyote Sunrise by Dan Gemeinhart

Gracefully Grayson by Ami Polonsky

Anything but Typical by Nora Raleigh Baskin

Course Name: ELA 7 Unit Title: Narrative Writing: What Makes a Good Story? Est. # of Lessons: 8 weeks

What makes a good story? What can the story I'm reading now teach me about writing?
 In this unit, students will read several short stories as mentor texts, learning the features of short stories and analyzing examples of narrative elements and techniques to try in their own short story writing. Students will then brainstorm, draft, revise, and edit a 2-3 page short story of their own.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences.</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively and perspectives.</p> <p>COMMUNICATION: Revises extensively to improve their own writing.</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers.</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks.</p>

<p>an event sequence that unfolds naturally and logically.</p> <p>W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Narrative elements appear in all genres. ● Narrative writers use their imagination to create a story that may enlighten, entertain, challenge, or provoke an emotional response in the reader. ● Stories are built of scenes which contain details of setting, character, dialogue, and action. ● The first scene jumps into action. ● The narrative voice can be playful, stern, sarcastic, wistful, etc. ● Writers show <u>and</u> tell. ● Short stories have a “So what?” ending. ● Authors make intentional choices that are designed to produce a desired effect in the reader. ● Writers use mentor texts for inspiration and to study the author's craft. 	<ul style="list-style-type: none"> ● What does the text say? What does it mean? ● How do I say what I mean? ● How do I make my writing better?
<p>Knowledge</p>	<p>Skills Framed as Learning Targets</p>

<p>Plot line/ 4 Stages of Short Story Characterization Theme Setting Conflict Turning Point Resolution</p>	<ul style="list-style-type: none"> ● I can cite several pieces of evidence to support an analysis of literary text. ● I can determine a theme or the central ideas in a literary text. ● I can analyze the interaction of literary elements of a story. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrasts the points of view of characters and narrators in a text. ● I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. ● I can provide a conclusion that follows from and reflects on the narrated experiences or events.
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Summative Assessment	Formative Assessment
<p>Write a short story using techniques gathered and practiced from mentor texts.</p>	<ul style="list-style-type: none"> ● Narrative quick writes (small moments, dialogue, revealing thoughts through actions, etc.) ● Review vignettes written by students in 6th grade. What do you notice? What techniques did you use? ● Responses to lines from mentor texts ● Mentor text sticky notes (notice, name, understand the conventions of the genre,, how plot moves through time, IADD (Inner thinking, Action, Dialogue, Description) ● Conferences with students about their short

	story during drafting and revision
STAGE 3: LEARNING PLAN	
First Topic: Reading Short Stories	Estimated # of Lessons: 3 weeks
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can cite several pieces of evidence to support an analysis of literary text. ● I can determine a theme or the central ideas in a literary text. ● I can analyze the interaction of literary elements of a story. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrasts the points of view of characters and narrators in a text. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● How do authors use narrative elements (dialogue, incidents, characters, setting) to create a story? ● What are the main characteristics of a short story?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Read like a writer. Analyze how authors craft different points of view. ● Identify and discuss story elements in a variety of short stories. ● What do you notice? What ideas/techniques could you borrow for writing your own short story? <p>Suggested short story list:</p> <ul style="list-style-type: none"> ● "The Party," by Pam Munoz Ryan ● "What Do Fish Have to Do With Anything?" by Avi ● "Fortune Cookie," by Avi ● "The Ravine," by Graham Salisbury ● "Carrots," by Adam Bagdasarian ● "My Side of the Story," by Adam Bagdasarian ● "The Low Cuts Strike Again" from <i>Look Both Ways</i> by Jason Reynolds ● "A Retrieved Reformation" O. Henry ● "After Twenty Years" O. Henry ● "The Gift of the Magi" O. Henry 	
Second Topic: Writing Short Stories	Estimated # of Lessons: 5 weeks
<p>Related Learning Targets:</p> <ul style="list-style-type: none"> ● I can use narrative techniques, such as dialogue, pacing, description, and reflection, 	<p>Related Essential Questions:</p> <ul style="list-style-type: none"> ● How do I make my writing better? ● How can I get inspiration from mentor texts?

to develop experiences, events, and/or characters.

- I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events.
- I can provide a conclusion that follows from and reflects on the narrated experiences or events.

Learning Activities:

- Brainstorm problems characters face in literature
- Character Questionnaire
- IADD(inner thinking, action, description, dialogue) lesson
- 3 idea “test drive”
- Mentor text to writing demonstration
- Student model demonstrations
- Teach revision using RADaR: Replace, Add, Delete, and Rearrange (from *180 Days*)
- Mini lessons to include: moving through time in fiction; using dialogue to reveal character: using the conventions of punctuating dialogue: revising sentences and words to develop voice and tone: balancing show and tell
- Read vignettes written by students in 6th grade. *What do you notice? What techniques did you use?*

Other resources:

- Spoken word poetry video “Hands” by Sarah Kay. Using paper copy taped into their journals,, students respond to things they’ve held or touched that mattered to them. What do you think matters to your character?
- “Shell” by Harriet Brown. *What objects matter to your character? What stories do they tell about what they’ve experienced in life?*
- “Do You Love Me?” by Robert Wrigley. *What does the dialogue reveal about the character? How can you say something about your character without saying it directly?*
- YouTube video “Being 12: The Year Everything Changes” *What comes to mind? What is our own experience being 12? Which of these kids is like your main character?*
- Poetry reading of “The Revenant” by Billy Collins. *What is the surprising point of view? Try a quickwrite from another character’s perspective.*
- Opening pages of *Stick* by Andrew Smith. *How does the character introduce himself? Quickwrite a similar introduction for your main character.*
- *Many Storied House* by George Ella Lyon. Use this anthology of poems to learn how place (“Kitchen Table,” “Upstairs,” “Interior Design,” “That Chair”) can hold memories for a character.
- Excerpts of *Sal and Gabi Break the Universe* by Carlos Hernandez as models of writing a scene.

Course Name: ELA 7 Unit Title: Historical Fiction: Building Agency through Facing Hardship Est. # of Lessons: 6 weeks

How can a crisis bring out the best and worst in people? How can a crisis create a sense of bonding in a community? How does developing agency (acting independently and making our own free choices) build competence and self esteem? In this unit, students will read closely to uncover various themes related to facing hardship and making decisions that build agency. Students will explore and discuss themes of empathy, the transformative power of personal struggle, and the importance of belonging to a community. Students are expected to write a thematic essay as their summative assessment.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives.</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively.</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p>

and demonstrating an understanding of the topic or text.	
Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● Reading expands our understanding of the world, people, and ourselves. ● Analyzing character development can help us to understand themes. ● References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective. ● Authors make intentional choices that are designed to produce a desired effect on the reader. 	<ul style="list-style-type: none"> ● What does the text say? What does it mean? ● How do I say what I mean? ● How do people react to uncertainty? ● How can struggle deepen our understanding of ourselves and build empathy for others? ● How does developing agency (acting independently and making our own free choices) build competence and self esteem? ● How does historical fiction help us make sense of the world today?
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> ● Yellow Fever ● Philadelphia and daily life circa 1793 ● Epidemic vs pandemic ● Features of historical fiction ● Status and typical life of women during this time period ● Status and typical life of black people during this time period ● Agency ● Self-efficacy ● Resiliency <p>Background Knowledge for Teacher: "Four Ways Social Support Makes You More Resilient."</p> <p>Psychology of Responding to a Crisis</p> <ul style="list-style-type: none"> ● vicarious rehearsal ● denial ● stigmatization ● fear and avoidance ● withdrawal, hopelessness, and helplessness <p>Positive Responses Following a Crisis</p> <ul style="list-style-type: none"> ● relief and elation 	<ul style="list-style-type: none"> ● I can determine a theme or the central ideas in a literary text. ● I can analyze the development of a theme or central idea throughout a literary text. ● I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision ● I can make inferences and support them using the text. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrast the points of view of characters. ● I can analyze the impact of word choice. ● I can share my ideas and consider other readers' points of view. ● I can write arguments to support claims with logical reasons and relevant evidence.

<ul style="list-style-type: none"> ● sense of strength and empowerment ● new understanding of risk and risk management. ● new resources and skills ● renewed sense of community ● opportunities for growth and renewal 	
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<p>Students will write a thematic essay to demonstrate understanding of the text, building on skills developed when writing their literary response in Unit 1. Essays will be scored using a common department rubric.</p>	<p>Regular formative reflections to guide reading experiences include: sticky note observations, journal writes, open-ended text based questions, quick writes, sticky-note observations, and Jamboard shares.</p>
STAGE 3: LEARNING PLAN	
<p>First Topic: <i>Fever 1793</i></p>	<p>Estimated # of Lessons: 6 weeks</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <p>I can determine a theme or the central ideas in a literary text.</p> <ul style="list-style-type: none"> ● I can analyze the development of a theme or central idea throughout a literary text. ● I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision ● I can make inferences and support them using the text. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze how an author develops and contrast the points of view of characters. ● I can analyze the impact of word choice. ● I can share my ideas and consider other readers' points of view. ● I can write arguments to support claims with logical reasons and relevant evidence. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What does the text say? What does it mean? ● How do I say what I mean? ● How do people react to uncertainty? ● How can struggle deepen our understanding of ourselves and build empathy for others? ● How does developing agency (acting independently and making our own free choices) build competence and self esteem? ● How does historical fiction help us make sense of the world today?
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Sticky note reflections: guided and student-generated ● Shared inquiry discussion ● Two-column notes to track Matilda's transformation (or we could say slow reveal of who she really is). 	

Book-Specific Discussion Questions w Argumentative Writing Possibilities:

1. LHA said that people who grow up with suffering tend to recognize it readily in others and have empathy, while people who have only known privilege their whole lives may struggle to find empathy for others. Do you think this is true? How does Matilda's struggles make her more empathetic?
2. In what ways does Matilda go against society's expectations of her? Do you admire her for that?
3. What was the greatest lesson Matilda learned over the course of the story in your opinion?
4. What qualities do you admire most in Matilda?
5. What do you think was her greatest achievement?
6. Who/what influenced her the most?
7. Did you notice some of the cool craft moves in the last chapter? How does it mirror the first chapter? What similarities can you find?
8. Does hardship bring out the core of a person in your opinion?
9. What similarities did you notice between the yellow fever epidemic and the Covid-19 pandemic? What's different?
10. Matilda, Nell, Eliza and Eliza's brother and nephews banded together along with Mother Smith and became like family. What message does that give readers?

Narrative Writing Opportunities:

Fan fiction: Matilda's letter home to Mother demonstrating a change in their relationship.

Grade 8 ELA

*Is disruption worth it?
What does true love look like?*

T1	Pieces of Me in Prose & Poetry <i>Part I: Who am I?</i>
	Realistic Fiction: A Study in Love & Disruption 1. Whole Class: OUTSIDERS 2. Book Clubs
	Anatomy of a News Article
T2	Pieces of Me in Prose & Poetry <i>Part II: Gifts of Writing - Who is supporting my journey?</i>
	The Play's The Thing: Character, Conflict, & Collaboration
T3	Inquiry & Argument: Investigate an Issue of Intrigue
	Pieces of Me in Prose & Poetry <i>Part III: My Choice, My Voice Project</i>
	O Romeo: The Ultimate Story of Love & Disruption

Throughout the year, students will have multiple opportunities for the close reading of complex text (e.g. *Monkey's Paw*; *Tell-Tale Heart*; *The Raven*; various poetry).

Unit 1: Pieces of Me in Prose & Poetry

Sept.; Dec.; May

Who am I? Who do others say I am? Whom do I desire to be? Who supports me? In this unit layered throughout the year, students will read short texts in which the writers grapple with and address these questions. After analyzing and discussing the texts, students will use the pieces as a springboard for their own writing and exploration. They will note craft moves made by the writers and experiment with these moves in their own pieces. Working together, students will share various versions of their drafts, building community, understanding, and empathy while supporting each other as writers. The unit culminates with a collection of autobiographical writing that reflects each student's unique identity and voice as a writer.

Unit 2: [Realistic Fiction: A Study in Love & Disruption](#)

Whole class text: *The Outsiders*

Sept.-Oct.

The characters in this unit deal with the frustrations of knowing that the way things stand is wrong but are unclear how to fix it and anger at adults for seeming to accept things as they are. Students will discuss the text in pairs, small groups, and as a larger group, sharing their questions, confusions and insights as they analyze characters and their development as well as the author's purpose and theme. Together students will define societal norms and the consequences - both positive and negative - of disrupting these norms. They will also begin to define true love based on their own understandings as well as those gained by the relationships in the story. After the whole-class read, students will self-select titles from a diverse list provided and participate in smaller book club groups, continuing to uncover and explore these topics together.

Unit 3: [Anatomy of a News Article](#)

November

In this digital age, we are bombarded with news. What features of a news article make it trustworthy? In this unit, students will examine the work of a journalist both behind the scenes and in print as they also learn about current events and pressing issues. Students will analyze the structure of a news story and how it varies from a feature story and column or editorial. They will self-select several news articles to read and analyze based on their interest and curiosity.

Unit 4: [The Play's The Thing: Character, Conflict, & Collaboration](#)

January-March

What story do I want to tell? How can I tell this story through dialogue? How can I create a believable but flawed protagonist that an audience will root for? In this unit, students will write an original one act play. They will begin by creating settings, scenarios, and characters with unique qualities and conflicts. Working together as fellow playwrights, they will workshop their ideas, their characters, and drafts of their emerging scripts, collaborating to create their best writing. As a culmination of their hard work, a selection of student-written plays will be performed with classmates acting as directors, actors, and co-editors. Students may opt to submit their final drafts to the Eugene O'Neill Young Playwrights Festival.

Unit 5: [Inquiry & Argument: Investigate an Issue of Intrigue](#)

March-April

What issues do I care about? Which current issue do I want to learn more about? How can I deepen my understanding? Where do I stand? What is the opposing side's best argument? How can I address it? In this unit, students will investigate a current issue, generating their own questions, curiosities, and leads. They will use a variety of multimedia sources to research their topics, including podcasts, Ted Talks, infographics, and videos, and will evaluate the credibility of each source. Finally, students will compose an argument that includes an explanation of their topic, a clearly stated claim and relevant reasoning and supporting evidence. Their pieces will be shared with their classmates, allowing possibility for further learning, discussion, and debate.

Unit 6: [O Romeo: The Ultimate Story of Love & Disruption](#)

May-June

As young playwrights, students have created a one act play that included escalating conflict and character arc. In this unit, students will examine how William Shakespeare created multi-dimensional “diamond” characters that are neither totally despicable or wholly admirable. They will identify the many layers of conflict Shakespeare created within each act, both internal and external, and discuss the universal appeal of this play, written over 400 years ago. They will identify the “disruptors” within the story and answer: is disruption worth it? And finally, they will evaluate which characters, if any, demonstrate the acts of “true love” in this classic tale.

Course Name: ELA 8 Unit Title: Realistic Fiction: A Study in Love & Disruption Est. # of Lessons: 6 weeks

The characters in this unit deal with the frustrations of knowing that the way things stand is wrong but are unclear how to fix it, and anger at adults for seeming to accept things as they are. Students will discuss the text in pairs, small groups, and as a larger group, sharing their questions, confusions and insights as they analyze characters and their development as well as the author’s purpose and theme. Together students will define societal norms and the consequences - both positive and negative - of disrupting these norms. They will also begin to define true love based on their own understandings as well as those gained by the relationships in the story. After the whole-class read, students will self-select titles from a diverse list provided and participate in smaller book club groups, continuing to uncover and explore these topics together.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text.</p> <p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>W 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers' points of view. ● Analyzing character development can help us to understand theme. ● References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective. ● Authors make intentional choices that are designed to produce a desired effect on the reader. 	<ul style="list-style-type: none"> ● What are societal norms? <ul style="list-style-type: none"> ○ Who dictates the norms? ● What does it mean to be a disruptor? <ul style="list-style-type: none"> ○ What are the ways one can disrupt? ○ What are the impacts of disrupting? ○ When is disruption necessary? ○ Is disruption worth it? ● What does the text say? ● What does the text mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others' ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
Knowledge	Skills (Framed as Learning Targets)
<p>Social Norms Status Quo Disruption - what does it look like? Is it always negative? Prejudice Stereotypes Confirmation Bias PTSD Trauma Stages of Grief Bystander effect</p>	<ul style="list-style-type: none"> ● I can question the text. ● I can make inferences and support them using text. ● I can determine a theme of a literary text. ● I can analyze characters' development and their connection to theme. ● I can share my ideas and consider other readers' points of view. ● I can notice and discuss author's craft. ● I can analyze the impact of word choice. ● I can reflect on my own personal connections and insights. ● I can evaluate the text and choices the author made. ● I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues. ● I can build on others' ideas. ● I can express my own ideas clearly. ● I can read grade level literary texts proficiently and independently. ● I can write arguments to support claims with clear reasons and relevant evidence.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	

Summative Assessment	Formative Assessment
<p>Students will write an essay in which they respond to and offer text-based evidence for one text-based question, which will be scored using a common department rubric. There will be 4-5 questions to choose from, including:</p> <ul style="list-style-type: none"> ● What is an important lesson learned by a character in this story? ● Which relationship best demonstrates true love? ● Choose a character who disrupts societal norms: how do they do that and is the disruption worth it? 	<p>Students will participate in daily discussions about their reading. They will provide something they noticed and a question they generated, which they will share and discuss with their peers.</p> <p>Students will also write responses to open-ended text-based questions which they will self-evaluate and receive feedback on.</p> <ul style="list-style-type: none"> ● Other formative assessment may include: Sticky-note questions & observations ● Journal writes ● Daily discussions (peer & whole class) ● Open-ended text based questions ● Jamboard share

STAGE 3: LEARNING PLAN

First Topic: Whole Class Novel: <u>Outsiders</u>	Estimated # of Lessons: 3-4 weeks
Relevant Learning Targets (from Stage 1) : all	Relevant Essential Questions (from Stage 1): all
<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Student writing & discussion: <ol style="list-style-type: none"> a. What is a norm? What is the norm for a good student? A good family? A good teenager? A good parent? b. To disrupt is to “interrupt the normal course or unity of.” What would it look like if each of these norms were disrupted? What are the outcomes, positive and negative? c. What does true love look like? d. Possible extension: students bring in song lyrics and analyze if the verse describes “true love.” 2. Student writing and discussion: What does true love look like? 3. Terms of the 1960s: culture, slang, and icons. Students are encouraged to interview adults who lived during the 1960s and share what they learned with classmates. 4. Mini-lesson on asking open-ended questions writing to various open-ended questions related to the story. 5. Students will read the novel by chapter. For each chapter, they will write (1) something they noticed and (2) a question they have. 6. To begin each class, each student will share (1) what they noticed and (2) their question. Last word protocol is suggested for the sharing of their open-ended discussion question. This may be done on Jamboard. 7. After reading chapter one, students can play “character who am I?” with partners. 8. Students will be asked to respond to various open-ended questions in writing and they will self-reflect and receive feedback based on the CLMS Responding to Literary Text skills continuum. The expectation is for them to improve in their ability to cite relevant text evidence and explain their 	

reasoning.

9. Student writing and discussion: Who are the disruptors in this story? What are the consequences, both positive and negative? Is the disruption worth it?
10. Student writing and discussion: What does true love look like in this story? What is the best example of true love between characters?
11. Dynamic or static? Students will (1) evaluate which characters are dynamic (2) analyze how identifying dynamic characters can help us to uncover theme
12. Students will view the movie, identify differences, and evaluate: (1) *What* were the differences? (2) *How* did the changes affect the story? (3) Did the changes positively or negatively affect the story?
13. Supplemental learning topics may include: trauma, PTSD, birth order, and stages of grief.

Links to Related Material:

Chapter 1 Character Chart

Chapter 4: Is Dally uncaring?

Chapter 5: "Nothing Gold Can Stay" Handout Excerpt from Gone With the Wind

S.E. Hinton Write-like

Theme Response

Trauma / Letter to Ponyboy

Movie v. Book Note-taking Table

Second Topic: Book Clubs

Estimated # of Lessons: 5

Learning Targets:

- I can question the text.
- I can make inferences and support them using text.
- I can determine a theme of a literary text.
- I can analyze characters' development and their connection to theme.
- I can share my ideas and consider other readers' points of view.
- I can notice and discuss author's craft.
- I can analyze the impact of word choice.
- I can reflect on my own personal connections and insights.
- I can evaluate the text and choices the author made.
- I can engage in collaborative discussions with a variety of partners on grade level texts, topics, and issues.
- I can build on others' ideas.
- I can express my own ideas clearly.
- I can read grade level literary texts proficiently and independently.

Essential Questions:

- What are societal norms?
 - Who dictates the norms?
- What does it mean to be a disruptor?
 - What are the ways one can disrupt?
 - What are the impacts of disrupting?
 - When is disruption necessary?
 - Is disruption worth it?
- What does the text say?
- What does the text mean?
- What do I believe and why?
- What do others believe and why?
- What do my peers think?
- How do others' ideas affect my thinking?
- Why do others think what they do?
- How can I participate boldly?

Learning Activities:

1. Students are presented with a variety of books related to essential questions posed.
2. Students self-select books of their choice.
3. Teacher arranges book club groups, reviews expectations and calendar.
4. Students create a timeline for reading.
5. Students will generate questions and record observations and insights to share.
6. Students will select an essential question to focus their discussions and note-taking.
7. Students will meet at least one day per week to discuss their reading (four meeting dates).
8. Written pieces will include response to reading and open-ended questions, development of their thinking, and reflection on group discussions.
9. At the end, students will submit a written response to a text-based question, which will be scored using a common department rubric.

Options for book titles include:

- *The Crossover* by Kwame Alexander
- *They Called Us Enemy* by George Takei
- *Ground Zero* by Alan Gratz
- *Free Lunch* by Rex Ogle
- *The Poet X* by Elizabeth Acevedo
- *You Should See Me in a Crown* by Leah Johnson
- *This Is my America* by Kim Johnson
- *Hey, Kiddo* by Jarrett Krosoczka
- *Piecing Me Together* by Renee Watson
- *Long Way Down* by Jason Reynolds
- *The Running Dream* by Wendelin Van Draanen
- *The 57 Bus* by Dashka Slater
- *Brown Girl Dreaming* by Jacqueline Woodson
- *House Arrest* by A.K. Holt

Who am I? Who do others say I am? Whom do I desire to be? Who supports me? In this unit, layered throughout the year, students will read short texts in which the writers grapple with and address these questions. After analyzing and discussing the texts, students will use the pieces as a springboard for their own writing and exploration. They will note craft moves made by the writers and experiment with these moves in their own pieces. Working together, students will share various versions of their drafts, building community, understanding, and empathy while supporting each other as writers. The unit culminates with a collection of autobiographical writing that reflects each student’s unique identity and voice as a writer.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>W 8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 8.5: 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.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>COMMUNICATION: Revises extensively to improve their own writing</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Expresses thoughts, takes risks, and provides quality feedback to peers</p>
Understandings	Essential Questions
<p><i>Students will understand that;</i></p> <ul style="list-style-type: none"> ● Writing can be used to make meaning of one’s own experience. ● Different types of structures are appropriate for different purposes and audiences. ● Strong verbs, concrete details, and sensory language help make meaning clear for the reader. 	<ul style="list-style-type: none"> ● What makes me, me? <ul style="list-style-type: none"> ○ Who is supporting my journey? ○ What am I proud of? ○ Who do I want to be? ● What does the text say? What does the text mean? ● How do I say what I mean? ● How do I make my writing better?

	<ul style="list-style-type: none"> • What do I believe and why? • What do others believe and why? • How can I participate boldly? • How can I best support the work of others?
Knowledge	Skills (Framed as Learning Targets)
Line breaks Stanza Free Verse Explicit v. Implicit details Specific v. Generic details Repetition Metaphor Alliteration Hyperbole Spoken Word Poetry Speaker Tone Ode Elegy Capitalization: Proper Nouns Resonate	<ul style="list-style-type: none"> • I can use narrative techniques, such as dialogue, description, and reflection, to develop experiences or events. • I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. • I can use specific details to enhance my writing • I can revise my writing for thoughtful word choice, proper capitalization, and superfluous language • I can use line breaks effectively. • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone (analogies or allusions). • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone (analogies or allusions).
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
Students will create a collection of final draft autobiographical pieces of writing, self-selecting from a collection of rough drafts. They will create two final draft pieces in trimester one and two, and a larger collection in the third trimester.	Students will discuss their understandings and confusions around a variety of shared mentor texts. They will write daily, inspired by the mentor texts. They will receive feedback from peers and teachers and work to revise and edit their writing for meaning and for craft.
STAGE 3: LEARNING PLAN	
First Topic: "Where I'm From"	Estimated # of Lessons: Two weeks
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> • I can use narrative techniques, such as dialogue, description, and reflection, to develop experiences or events. • I can use precise words & phrases, relevant 	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> • What makes me, me? • What does the text say? • What does the text mean?

<p>descriptive details, & sensory language to capture action and convey experiences and events.</p> <ul style="list-style-type: none"> ● I can use specific details to enhance my writing. ● I can revise my writing for thoughtful word choice, proper capitalization, and superfluous language. ● I can use line breaks effectively. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze the impact of word choice on meaning and tone (analogies or allusions). ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze the impact of word choice on meaning and tone (analogies or allusions). 	<ul style="list-style-type: none"> ● How do I say what I mean? ● How do I make my writing better? ● What do I believe and why? ● What do others believe and why? ● How can I participate boldly? ● How can I best support the work of others?
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Learning Activities:

1. What makes me, ME?
2. Spoken Word Poetry: What is it? What are the features?
3. Students read and analyze various mentor texts and create free write drafts based on their reading

Options may include:

- “Honest Poem” by Rudy Francisco
- “Where I’m From” George Ella Lyon
- “Lo mismo” from *Piecing Me Together* by Renee Watson
- “Hair” by Elizabeth Acevedo
- Opening paragraph (chapter one) of *Eva Luna* by Isabelle Allende
- “Side 32” by Victor Hernandez Cruz
- “Like You” by Roque Dalton
- “When I Grow Up” by Sekou Andrews
- “Out to Sea” by Ashley Akenson
- “In my Next Life” by Mark Perlberg
- *Humans of Clark Lane (of Waterford)* based on *Humans of New York*

4. After writing a variety of drafts, students will self select a minimum of four pieces to edit and create final draft versions. They will participate in focused peer edits and will revise their work for specific detail, effective line breaks, superfluous language, proper capitalization, and thoughtful word choice.

<p>Second Topic: Gifts of Writing</p>	<p>Estimated # of Lessons: 2-3 weeks</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can use narrative techniques, such as dialogue, description, and reflection, to develop 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who is supporting my journey?

<p>experiences or events.</p> <ul style="list-style-type: none"> ● I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. ● I can use specific details to enhance my writing. ● I can revise my writing for thoughtful word choice, proper capitalization, and superfluous language. ● I can use line breaks effectively. ● I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). ● I can analyze the impact of word choice on meaning and tone (analogies or allusions). 	<ul style="list-style-type: none"> ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● How do I make my writing better? ● What do I believe and why? ● What do others believe and why? ● How can I participate boldly? ● How can I best support the work of others?
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Learning Activities:

1. *Who is supporting my journey in big and small ways? Who am I grateful for? Who do I take for granted?*
2. Students will identify people in their lives for whom they can write gifts of writing. The guiding questions will assist in their identification.
3. Students will write several drafts that offer possibilities from which they can choose which drafts to revise and bring to final drafts.
4. Students read and analyze various mentor texts and create free write drafts based on their reading
Options may include:
 - “Brother” by Sarah Kay
 - “Mama’s Magic” by Glenis Redmond
 - Caroline but we called her aunt kay, some memories from *Brown Girl Dreaming* by J. Woodson
 - “This Poem is for you, Gram” by Mrs. Stahl
 - “Hypothetical Holiday Offerings” by Mrs. Stahl
5. After writing a variety of drafts, students will self-select two pieces to edit and create final draft versions that they will be encouraged to give to their loved ones as “Gifts of Writing.” They will participate in focused peer edits and will revise their work for specific detail, effective line breaks, superfluous language, proper capitalization, and thoughtful word choice.

Third Topic: My Choice, My Voice Project	Estimated # of Lessons: 3-4 weeks
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<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can use narrative techniques, such as dialogue, description, and reflection, to develop experiences or events. ● I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. ● I can use specific details to enhance my writing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who do I want to be? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● How do I make my writing better? ● What do I believe and why? ● What do others believe and why? ● How can I participate boldly?
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- I can revise my writing for thoughtful word choice, proper capitalization, and superfluous language.
- I can use line breaks effectively.
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).
- I can analyze the impact of word choice on meaning and tone (analogies or allusions).

- How can I best support the work of others?

Learning Activities:

1. *What am I proud of? Who do I want to be?*
2. Students will be presented with many options in this final unit. Some texts will be read together, analyzed, and discussed. Other choices will be presented digitally. In this culmination of the unit, students will be more independent as writers, editors, and revisers.

Options may include:

- “Phenomenal Woman” by Maya Angelou
 - “Still I Rise” by Maya Angelou
 - “Daybreak in Alabama” by Langston Hughes
 - “I, Too” by Langston Hughes
3. After writing a variety of drafts, students will self select five or more pieces to edit and create final draft versions. They will participate in focused peer edits and will revise their work for specific detail, effective line breaks, superfluous language, proper capitalization, and thoughtful word choice.

Course Name: ELA 8 Unit Title: O Romeo: The Ultimate Story of Love & Disruption
 Est. # of Lessons: 3-4 wks

As young playwrights, students have created a one act play that included escalating conflict and character arc. In this unit, students will examine how William Shakespeare created multi-dimensional “diamond” characters that are neither totally despicable or wholly admirable. They will identify the many layers of conflict Shakespeare created within each act, both internal and external, and discuss the universal appeal of this play, written over 400 years ago. They will identify the “disruptors” within the story and answer: is disruption worth it? And finally, they will evaluate which characters, if any, demonstrate the acts of “true love” in this classic tale.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>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.</p> <p>RL 8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>RL 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>W 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p>

Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> To deepen understanding of text, readers question the text, share their ideas with others, and consider other readers’ points of view 	<ul style="list-style-type: none"> What critical choices did Shakespeare make as a playwright? In what way(s) is <u>Romeo and Juliet</u> timeless? What does true love look like?

<ul style="list-style-type: none"> ● Reading expands our understanding of the world, people, and ourselves ● Analyzing character development can help us to understand theme ● References from texts provide evidence to support conclusions drawn about the message, the information presented, or the author’s perspective ● Reading expands our understanding of the world, people, and ourselves ● Authors make intentional choices that are designed to produce a desired effect on the reader 	<ul style="list-style-type: none"> ● What does the text say? ● What does the text mean? ● What do I believe and why? ● What do others believe and why? ● What do my peers think? ● How do others’ ideas affect my thinking? ● How can I participate boldly? ● How do I say what I mean?
Knowledge	Skills (Framed as Learning Targets)
<p>Elements of a Shakespearean tragedy Elizabethan time period Kings Men Globe Theater Diamond Characters Dramatic Irony Aside Monologue Soliloquy Pun Internal conflict External conflict</p>	<ul style="list-style-type: none"> ● I can question the text. ● I can make inferences and support them using text. ● I can determine a theme of a literary text. ● I can analyze characters’ development and their connection to theme. ● I can share my ideas and consider other readers’ points of view. ● I can notice and discuss author’s craft. ● I can analyze the impact of word choice. ● I can reflect on my own personal connections and insights. ● I can evaluate the text and choices the author made. ● I can read above grade level texts with scaffolding and support. ● I can write arguments to support claims with clear reasons and relevant evidence.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<p>Students will write an essay in which they respond to and offer text-based evidence for one text-based question, which will be scored using a common department rubric. There will several questions to choose from, including:</p> <ul style="list-style-type: none"> ● Which relationship best demonstrates true love? ● Choose a character who disrupts societal norms: how do they do that and is the 	<p>To demonstrate comprehension, students will answer questions based on events in the story within each scene.</p> <p>Students will show their understanding of the plot and escalating conflict by creating and maintaining a plot diagram.</p>

disruption worth it?	
STAGE 3: LEARNING PLAN	
First Topic: <u>The Tragedy of Romeo and Juliet</u>	Estimated # of Lessons: 15
Relevant Learning Targets (from Stage 1) : all	Relevant Essential Questions (from Stage 1): all
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Overview of the time period in which William Shakespeare lived and wrote, including the Globe Theater. ● Introduce the elements of a Shakespearan tragedy. ● Explain the tradition of courtship in Elizabethan times. Have students write an exchange between two courting young people - one “wooing” and the other politely refusing the advances while appropriately “matching wit.” ● Students analyze prologue for elements of understanding the plot and foreshadowing of events. ● Assign each student a “diamond character” to analyze as the story progresses: what are their attributes and flaws? What actions support these ideas? Teachers can use the jigsaw method to have students who are assigned the same character check-in and share ideas and then share in groups with students assigned different characters. Groups can meet periodically to share and discuss. ● As they read, students create plot diagrams to map escalating conflict within and between characters. ● Show movie clips during or after the reading of the play and discuss how the filmed version varies from the original script. Evaluate these changes. ● Student writing and discussion: Who are the disruptors in this story? What are the consequences, both positive and negative? Is the disruption worth it? ● Student writing and discussion: What does true love look like in this story? What is the best example of true love between characters? ● Dynamic or static? Students will (1) evaluate which characters are dynamic (2) analyze how identifying dynamic characters can help us to uncover theme. 	

Course Name: ELA 8 Unit Title: Inquiry & Argument: Investigate an Issue of Intrigue Est. # of Lessons: 3-4 weeks

What issues do I care about? Which current issue do I want to learn more about? How can I deepen my understanding? Where do I stand? What is the opposing side's best argument? How can I address it? In this unit, students will investigate a current issue, generating their own questions, curiosities, and leads. They will use a variety of multimedia sources to research their topics, including podcasts, Ted Talks, infographics, and videos, and will evaluate the credibility of each source. Finally, students will compose an argument that includes an explanation of their topic, a clearly stated claim and relevant reasoning and supporting evidence. Their pieces will be shared with their classmates, allowing possibility for further learning, discussion, and debate.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 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.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI.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.</p> <p>SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,</p>	<p>CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives</p> <p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>RESEARCH AND UNDERSTANDING, CRITICAL THINKING: Investigates by asking questions and researching answers from reliable sources</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>CRITICAL THINKING: Thinks critically and is open to other perspectives</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>

<p>adequate volume, and clear pronunciation.</p> <p>SL 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
<p>Understandings</p>	<p>Essential Questions</p>
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Generating questions can help us to learn more ● Citizens need to critically consider messages provided through a variety of media in order to make informed decisions ● Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing a writer’s style are all ways to critically examine texts 	<ul style="list-style-type: none"> ● What issues do I care about? ● What questions can I pose to deepen my understanding? ● What sources provide credible answers? ● Where do I stand? ● What evidence best supports my claim? ● How can I best counter opposing views? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I wonder? ● Where can I find the answers? ● What do my peers think? ● How do others’ ideas affect my thinking? ● Why do others think what they do? ● How can I participate boldly?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Issue v. Topic</p> <p>Intrigue</p> <p>Open questions</p> <p>Closed questions</p> <p>Credible source</p> <p>Paraphrase</p> <p>Media bias</p> <p>Synthesis</p> <p>Argument</p> <p>Counterclaim</p>	<ul style="list-style-type: none"> ● I can generate a variety of open and closed questions. ● I can investigate a topic, noting information and sources and posing further questions to deepen understanding. ● I can curate a collection of relevant multimedia sources. ● I can evaluate the credibility and accuracy of each source. ● I can quote and paraphrase others’ work while avoiding plagiarism. ● I can explain a topic using relevant, well-chosen facts, definitions, details, quotations, or other information and examples. ● I can use precise language and content-specific vocabulary to explain a topic. ● I can demonstrate my knowledge of the topic by

<p>Counter argument</p> <p>Civil conversation</p>	<p>synthesizing information from multiple sources, summarizing, and generating a culminating question.</p> <ul style="list-style-type: none"> ● I can write a claim. ● I can write an argument to support a claim with clear reasons and relevant, credible evidence. ● I can acknowledge and counter opposing points-of-view. ● I can cite the strongest evidence from informational text to support my analysis. ● I can use multimedia components and visual displays to clarify information, strengthen claims and to add emphasis.
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>Options may include:</p> <p>Social Media Post</p> <p>Digital composition</p> <p>Editorial</p> <p>Essay</p> <p>Podcast</p>	<p>My Hot Topics & Issues of Intrigue</p> <p>My Sources, Statistics, & Further Questions</p> <p>Investigation Summary & Reflection</p> <p>Facts, Explanations, & Sources</p>
<p>STAGE 3: LEARNING PLAN</p>	
<p>First Topic: Select Issue, Generate Questions, and Investigate</p>	<p>Estimated # of Lessons: 2 weeks</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can generate a variety of open and closed questions ● I can investigate a topic, noting information and sources and posing further questions to deepen understanding ● I can curate a collection of relevant multimedia sources ● I can evaluate the credibility and accuracy of each source ● I can quote and paraphrase others' work while avoiding plagiarism 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What current issue do I find most intriguing? ● What questions can I pose to deepen my understanding? ● What sources provide credible answers? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I wonder? ● Where can I find the answers?

Learning Activities:

1. Topic v. Issue: What’s the difference?
2. What are some current issues? Where do we hear people sharing their opinions about these issues? In what formats?
3. What features make the strongest argument? Review features of an editorial or column from the previous unit.
4. Generate a class list of current issues and peruse a variety of current events highlighting issues of particular interest.
5. Students select a topic for further investigation and generate questions.
6. Peer collaboration with question generation. Possible: investigators “partner” up if the issue of interest is compatible.
7. Mini Lesson on Open v. Closed questions: what’s the difference? Advantages of each? How can you adjust some of your questions?
8. Mini Lesson on Credible Sources: How do we know if a source is credible?
9. Mini Lesson on Paraphrasing: how can we responsibly record information we find?
10. Students launch investigations, noting information in their own words and keeping a list of sources consulted. Their initial goal is to become an “expert” on the issue.

Resources:

New York Times Learning Network
Media Bias Chart
My Hot Topics & Issues of Intrigue
My Sources, Statistics, & Further Questions
Crafting Student Editorials - NYTimes

Second Topic: Claim & Argument

Estimated # of Lessons: 2 weeks

Learning Targets:

- I can demonstrate my knowledge of the topic by synthesizing information from multiple sources, summarizing, and generating a culminating question.
- I can write a claim.
- I can write an argument to support a claim with clear reasons and relevant, credible evidence.
- I can acknowledge and counter opposing points-of-view.

Essential Questions:

- Where do I stand?
- What evidence best supports my claim?
- How can I best counter opposing views?

- What do my peers think?
- How do others’ ideas affect my thinking?
- Why do others think what they do?
- How can I participate boldly?

Learning Activities:

1. After investigation is “complete,” students synthesize information by summarizing their findings and curating a list of their varied sources.
2. Students generate a culminating question: what is the big question that outlines the issues and its complexities?

3. Where do I stand? Students develop a claim.
4. Students develop an argument by: naming the strongest reason(s) for claim, selecting the best supporting evidence, and offering an explanation of the reasons and evidence.
5. Students consider and include: what is the opposition's *best* argument? How can I counter it?
6. How do I want to share my findings? Who is my audience? What format will be most effective?
7. Performance task may include: multimedia post, editorial, digital composition, essay, or podcast.

Investigation Summary & Reflection
Facts, Explanations, & Sources

Course Name: ELA 8

Unit Title: Anatomy of a News Article

Est. # of Lessons: 3 weeks

In this digital age, we are bombarded with news. What features of a news article make it trustworthy? In this unit, students will examine the work of a journalist both behind the scenes and in print as they also learn about current events and pressing issues. Students will analyze the structure of a news story and how it varies from a feature story and column or editorial. They will self-select several news articles to read and analyze based on their interest and curiosity.

STAGE 1: DESIRED RESULTS

Established Goals

Transfer Goals

RI 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.

RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI 8.4 Determine the meaning of words and phrases as they are used in a 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.

RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI 8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

RESEARCH AND UNDERSTANDING, CRITICAL THINKING: Investigates by asking questions and researching answers from reliable sources

CRITICAL THINKING: Reads for pleasure, understanding, knowledge, and alternate experiences and perspectives

COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively

RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Seeks to understand self and others

CRITICAL THINKING: Thinks critically and is open to other perspectives

COMMUNICATION: Revises extensively to improve their own writing

Understandings

Essential Questions

<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> different types of texts place different demands on the reader; understanding text features and text structures facilitates the reader's ability to make meaning of text determining the usefulness of text for specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts 	<ul style="list-style-type: none"> What are the features of a news article? What can I learn from the news? How is a news article different from a feature article, column, or editorial? What do I wonder? Where can I find the answers? What does the text say? What does the text mean? How do I say what I mean? What do I believe and why? What do others believe and why? Why do others think what they do?
<p>Knowledge</p>	<p>Skills (Framed as Learning Targets)</p>
<p>Journalist Credible Lede Headline Byline Dateline Inverted Pyramid Balance Corroboration Speaker tags Bias Evaluate Eight News Values Features and structure of:</p> <ul style="list-style-type: none"> News Article Feature Article Column Editorial 	<ul style="list-style-type: none"> I can cite the strongest evidence from informational text to support my analysis. I can objectively summarize informational text. I can determine the meaning of words and phrases in text. I can analyze the impact of word choice on meaning and tone. I can analyze the structure of a specific paragraph in a text. I can identify aspects of the text that reveal an author's point of view or purpose. I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. I can evaluate the advantages and disadvantages of using different mediums to present an idea. I can explain a topic using relevant, well-chosen facts, definitions, details, quotations, or other information and examples. I can use precise language and content-specific vocabulary to explain a topic.
<p>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</p>	
<p>Summative Assessment</p>	<p>Formative Assessment</p>
<p>Students will self-select two articles: one of</p>	<ul style="list-style-type: none"> Demonstrate comprehension of a variety of

<p>particular interest and one on a topic with which they are unfamiliar. They will (1) demonstrate understanding of the content (2) analyze and evaluate the features of the article (3) generate questions for deeper understanding or inquiry</p>	<p>news articles by summarizing the stories in their own words, and sharing and negotiating their understanding with classmates.</p> <ul style="list-style-type: none"> ● Check-in for understanding of content through Google Forms, Jamboard, or daily activities.
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STAGE 3: LEARNING PLAN

<p>First Topic: Anatomy of a News Article</p>	<p>Estimated # of Lessons: 3 weeks</p>
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<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> ● I can cite the strongest evidence from informational text to support my analysis. ● I can objectively summarize informational text. ● I can determine the meaning of words and phrases in text. ● I can analyze the impact of word choice on meaning and tone. ● I can analyze the structure of a specific paragraph in a text. ● I can identify aspects of the text that reveal an author’s point of view or purpose. ● I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ● I can evaluate the advantages and disadvantages of using different mediums to present an idea. ● I can explain a topic using relevant, well-chosen facts, definitions, details, quotations, or other information and examples. ● I can use precise language and content-specific vocabulary to explain a topic. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> ● What are the features of a news article? ● What can I learn from the news? ● How is a news article different from a feature article, column, or editorial? ● What do I wonder? ● Where can I find the answers? ● What does the text say? ● What does the text mean? ● How do I say what I mean? ● What do I believe and why? ● What do others believe and why? ● Why do others think what they do?
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<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Study the structure of various news stories: lede, inverted pyramid, balance, lede, speaker tags. 2. Review and practice how to use features of a news particle to build and enhance comprehension. 3. Review features that lend credibility to an article: no clear bias detected; article is balanced; quotes included from credible sources; key points can be corroborated by other credible sources; source is part of a credible news, academic, or governmental organization. 4. What might bias in the news look like? Read selected article(s) and identify reporter bias.

5. Read and analyze feature articles. How are feature articles different from a news article?
6. Read and analyze various opinion articles (column, editorial). How are these different from a news article and feature article?
7. News to increase knowledge: choose an article about a topic that interests you about which you have some knowledge. Summarize and evaluate.
8. News to educate and challenge: choose an article that is “out of your comfort zone” about a topic you are curious to learn more about. Summarize and evaluate.

Other possibilities include:

- What is newsworthy? Review the eight news values and articles exemplifying each.
- Review media bias chart; examine two articles on the same topic from two different sources; compare and contrast.
- Invite reporter(s) from *The Day* to speak to students (reporter, columnist, feature writer, photojournalist).
- Students draft a news article. Possibilities may include news articles, features, or opinion pieces. Draft may be based on or inspired by the current book they are reading.

Resources:

News Article Analysis from Facing History and Ourselves

SchoolJournalism.org

News Literacy Project

PBS News and Media Literacy - Fake News LP

Check our Bias to Wreck our Bias - NYTimes

Course Name: ELA 8 Unit Title: The Play's the Thing: Character, Conflict & Collaboration Est. # of Lessons: 9 Weeks

What story do I want to tell? How can I tell this story through dialogue? How can I create a believable but flawed protagonist that an audience will root for? In this unit, students will write an original one act play. They will begin by creating settings, scenarios, and characters with unique qualities and conflicts. Working together as fellow playwrights, they will workshop their ideas, their characters, and drafts of their emerging scripts, collaborating to create their best writing. As a culmination of their hard work, a selection of student-written plays will be performed with classmates acting as directors, actors, and co-editors. Students may opt to submit their final drafts to the Eugene O'Neill Young Playwrights Festival.

STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p>W 8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 8.5: 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.</p> <p>SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>COMMUNICATION: Writes to understand, entertain, express, inform, defend, argue and to communicate specific ideas effectively</p> <p>COMMUNICATION: Revises extensively to improve their own writing</p> <p>RESPONSIBLE CITIZENSHIP: Provides quality feedback to peers</p> <p>RESPONSIBLE CITIZENSHIP, SELF-DIRECTION: Collaborates with peers to challenge and deepen understanding</p> <p>SELF-DIRECTION: Expresses thoughts and takes risks</p>
Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● writing can be used to make meaning of one's own experience ● different types of structures are appropriate for different purposes and audiences ● the stages of writing are sometimes recursive (revising; returning to earlier stages of process) 	<ul style="list-style-type: none"> ● What story do I want to tell? ● How can I tell this story through dialogue? ● How can I create a believable - but flawed - protagonist that an audience will root for? ● How do I say what I mean? ● How do I make my writing better? ● How can I best support the work of others? ● What do my peers think? ● How do others' ideas affect my thinking?

<ul style="list-style-type: none"> writers work through the process at different rates and the process is enhanced by conferencing with fellow writers 	<ul style="list-style-type: none"> How can I participate boldly?
Knowledge	Skills (Framed as Learning Targets)
<p>Script features</p> <p>Character arc</p> <p>Conflict</p> <p>Internal conflict</p> <p>Universal wants</p> <p>Exposition</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Dramatic irony</p> <p>Stage directions</p> <p>Scenes</p> <p>Commas in direct address</p> <p>Capitalization in direct address</p> <p>Commas after interrupters</p>	<ul style="list-style-type: none"> I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. I can show the relationships among experiences and events. I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events. I can engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. I can organize an event sequence that unfolds naturally and logically. I can engage in collaborative discussions with a variety of partners. I can build on others' ideas. I can express my own ideas clearly. I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment
<p>Students will write a complete one act play consisting of multiple scenes that contains exposition, a protagonist, conflict, and a resolution. Their editing and revising effort will be assessed for mastery using a provided rubric.</p>	<p>Students will receive feedback as they draft their stories, starting with emerging ideas and character work. They will draft plot diagrams or storyboards and conference with fellow writers and their teacher continually. Noted checkpoints will be: scene i, page four, page seven, and completed draft. Opportunities for focused feedback will be available throughout the unit.</p>
STAGE 3: LEARNING PLAN	
First Topic: Creating a story idea & Writing Script	Estimated # of Lessons: 5 weeks
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> What story do I want to tell? How can I tell this story through dialogue? How can I create a believable - but flawed -

- I can show the relationships among experiences and events.
- I can use precise words & phrases, relevant descriptive details, & sensory language to capture action and convey experiences and events.
- I can engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- I can organize an event sequence that unfolds naturally and logically.
- I can engage in collaborative discussions with a variety of partners.
- I can build on others' ideas.
- I can express my own ideas clearly.
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).

- protagonist that an audience will root for?
- How do I say what I mean?
- How do I make my writing better?
- How can I best support the work of others?
- What do my peers think?
- How do others' ideas affect my thinking?
- How can I participate boldly?

Learning Activities:

1. What story ideas are possible? Students collect as many ideas as they can. Activities may include: draw a random character & setting from a paper bag; create a character from a photo; prompts created by the teacher in this [Play Idea Possibility Slidedeck](#).
2. Which idea do I have the most energy around? Students will workshop this idea in a small group. Suggested activity: write ideas in the format "What would happen if....and/but...." Group members can provide alternate conflict ideas (and/but...).
3. Students develop character using provided questions to deepen their thinking and by writing a character backstory. Link: [Meet My Protagonist](#)
4. Students present their characters to a peer who asks questions to further develop character.
5. Review/teach: exposition. Opening scene should introduce character, conflict, and setting (optional). An effective exposition will "hook" the audience and leave them wanting to know what happens next (something specific they wish to find out).
6. Students read scene i of model play to see how the playwright creates elements of exposition. Also, students note features of the script. Suggested: "Charlotte Ablaze" scene i or "The Foxwoods Dilemma" scene i.
7. Students chart exposition of their play.
8. Students draft a plot diagram or storyboard of their play, organizing their story into scenes.
9. Students write a brief synopsis of their story.
10. Students write scene i. May help to share this [Play Writing Template](#).
11. Students work in pairs to read and give focused feedback on scene i (exposition).
12. Read model play and note features (stage directions, interruptions in dialogue, scene changes). Suggested script: "Our Founding Fathers."
13. Students work to complete a first draft of their story. Teacher to provide deadlines for page amount as well as ongoing opportunities for focused feedback sessions. [Play Editing & Ideas Slidedeck](#)
14. When students have completed drafts, they will participate in a focused playwright-driven peer editing workshop, after which they will revise their plays. Link for [peer-editing template](#).

After students have finished their final drafts, they will perform selected plays. Activities include:

1. Select student plays to be performed. This can be done by secret ballot after students have read the majority of their classmates' plays.
2. Students "audition" with scene partners by reading a given script.
3. Playwrights select and announce their cast.
4. Playwrights assign each cast member a role.
5. Cold read of play. Playwright revises the script based on hearing the script aloud and feedback from the cast.
6. Blocking of play.
7. Optional acting mini-lesson or workshop: Using emotional meter (1-5) to best convey lines.
8. Rehearsal of play.
9. Plays performed in front of class.

Resources:

"Charlotte Ablaze" scene i by Emily Patten

"The Foxwoods Dilemma" scene i by Micah Greenleaf

"Our Founding Fathers" by Kelly O'Connor

"The Foxwoods Dilemma" by Micah Greenleaf

"The Will of Walter" by Hazel Siu

Proofreading Your Play