Understanding By Design_Supplemental Level 1

UbD_ Grammar & Language

Title of Unit	Grammar and Language	Grade Level	7th
Curriculum Area	ELA	Time Frame	8 weeks
Developed By	Hargrave		
Suggested texts	"Miss Awful" by Arthur Cavanaugh; "Papa's Parrot" by Cynthia Rylant; "The Monsters are Due on Maple Street" by Rod Serling; "Stolen Day by Sherwood Anderson"		

Identify Desired Results (Stage 1)

Content Standards

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

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

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

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

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

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

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

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

Vocabulary Acquisition and Use:

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Correct capitalization and punctuation matters. Grammar influences sentence structure and writing style. Improper use of grammar can affect the delivery of a message.		How does grammar influence writing style? How does grammar impact communication? How does knowledge of roots, prefixes, and suffixes help a writer expand vocabulary?	How does the ability to recognize and use the correct forms of the parts of speech and their functions in a sentence help an author write more effectively? How can a graphic organizer help a writer structure a paragraph?
Related Misconceptions			
misuse of standard english common errors such as: there, their, and they're; to, two, and too; where, were, and we're; its and it's; then and than; cold have vs. "could of;" are and our; know and no; new and knew; accept and except; affect and effect misuse of punctuation misuse of grammar that diverts means negative vs positive connotations			
Knowledge Students will know…		**Skills** Students will be able to…	

An effective writer proofreads and edits drafts with teacher assistance and peer collaboration.	Identify parts of speech.
	Correct run on sentences.
An effective write checks spelling independently (using dictionaries and/or electronic tools).	Correct sentence fragments.
	Recognize and correct common usage problems.
An effective writer uses all of the steps in the writing process (planning, drafting, revising, proofreading, editing, and publishing).	Vary sentence patterns for meaning, reader interest, and style.
An effective writer uses knowledge of the parts of speech as building blocks of sentences to strengthen the ability to write clearly and succinctly.	Demonstrate the correct use of capitalization, punctuation, and spelling when writing.
An effective writer uses a variety of sentence structures, including phrases and clauses, to achieve sentence variety.	Demonstrate the correct use of grammar and usage when writing or speaking.
An effective writer properly applies the rules for using punctuation marks.	
An effective writer recognizes and uses correct subject/verb and pronoun/antecedent agreement.	

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

http://www.ereadingworksheets.com/languageartsworksheets/free-grammar-worksheets/

Practice using commas and semicolons
Practice punctuations and end marks
"Easter Island" and comma worksheet
Practice Capitalization
Using common and proper nouns
Practice using contractions
Create homonyms and homographs
differentiate between subject, predicate, and objects

    Write a response paragraph in the reading log to each of the following works, relating them to the theme of Choices using proper grammar and apply each skill from each lesson throughout this unit : "Miss Awful" "The Lie" "Papa's Parrot" "The Monsters are Due on Maple Street" "Stolen Day" "The Twin Towers"

CCSS.ELA-LITERACY.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.1.A
Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-LITERACY.L.7.1.B
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.7.1.C
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

CCSS.ELA-LITERACY.L.7.2.A

Other Evidence

class discussions
- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students are still learning the fundamentals of writing and will practice using Standard English, proper mechanics,sentence structure, and correct word-choice. Students will have opportunity to revise and improve.

Students will encounter a work of literature that in intentionally written in poor grammar (excerpt from "Flowers for Algernon") http://www.sdfo.org/gj/stories/flowersforalgernon.pdf. Students will have the opportunity to identify and fix those mistakes.

Students will reflect after minor writing assignments so that they could make improvements and revision to written work. Also, since they are using stories to teach grammar, they are exposed to the way English is correctly written and communicated.

Students will self-evaluate after receiving feedback and peer-editing sessions. Students will also maintain record to keep track of their assignments and assessments which will be accessible for review to make progress in this unit and reach overarching skill.

The unit is tailored to be personalized by offering graphic organizers and other visuals to enhance learners, videos, presentations, note-taking organizers, group work, and accessing other talents for students to share and express through writing standards.

The unit will be organized so the concepts and skills are scaffolded to be easily built upon and applied.

Supplemental 1 _ Poetry and the Urban Experience

Title of Unit	Poetry and the Urban Experience	Grade Level	7th
Curriculum Area	English	Time Frame	1 marking period (8 weeks)
Developed By	Krystal Hargrave		
Suggested texts	" Puerto Rican Obituary" Pedro Pietri; "Dreams" Langston Hughes; "I, Too" Langston Hughes; " I Cry" Tupac Shakur; " Untitled 1" by Tupac Shakur;" " American History" Michael S. Harper		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:
CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:
CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

	How do people break away from poverty?	Why is figurative language and poetic techniques used in poetry?
Poetry is a literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature	How do people use a negative circumstance as inspiration?	How is poetry a form of expression?
Poetry is intended to draw you into someone else's world of thought, emotions, and ideas	How can poetry be the mouthpiece for oppressed people?	How does each poet from this unit use symbolism and metaphor?
Poetry is intended to be originated and introduced as part of the individual		How does art express the urban experience?
	How do poetic techniques help express someone's emotions?	How do the poets' lives influence the poetry?

Related Misconceptions		
Poems must rhyme		
Poets write or perform their work by emulating others		
People can not defeat poverty		
hip hop lyrics are never a form of poetry		

Knowledge Students will know…	Skills Students will be able to…	

that poetry is literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense. Symbolism can take different forms. Generally, it is an object representing another to give it an entirely different meaning that is much deeper and more significant hip hop also includes poetic devices Metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things that are unrelated but share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics. Figurative language is using figures of speech to be more effective, persuasive and impactful. Figures of speech such as metaphors, similes, allusions go beyond the literal meanings of the words to give the readers new insights. many people are born into poverty and there are institutions that keep people in poverty so that it perpetuates	compare styles and themes between poets create poems by addressing personal emotions and ideas Compare themes between two or more poems Compare the use of figurative language between two or more poems research poet's biographical information analyze the impact of poets life on work Research current events in order to make relevant connections to the poetry explored in this unit

Assessment Evidence (Stage 2)

Performance Task Description	
Goal	Compare contemporary hip hop songs to classic poetry.
Role	Student presents comparisons between theme, perspective, time period, and poetic devices.

Audience	8th grade supplemental class
Situation	There is an ongoing debate whether certain genres of music can be considered poetry, yet the poetic devices and structure of music and poetry tend to align. Students will find a song in order to argue that it is a poem by comparing song to well-known poem from unit.
Product/ Performance	Students will create a presentation comparing the theme of both poems, the biographical background of both writers, and impact of life on work of art, perspective, time period, and use of poetic devices. (Student can chose between comparison paper, PowerPoint or Prezi Presentation, Poster presentation/ tri-board with oral presentation, etc.)

Standards	CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.) Key Ideas and Details: CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Craft and Structure: CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Other Evidence	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students have been exposed to poetry, but not a wide variety. Students are heading in the directions of making dual comparisons through poetry and eventually will be able to not only access acquired knowledge but will be able to access emotions and ideas in order to create their own unique poetry. For the performance task, students will support the argument that music is also poetry by exploring and analyzing various elements.
How will you **hook** students at the beginning of the unit?	Students are introduced to unconventional and/or urban poetry through listening to a hip hop song: "Superstar" Lupe Fiasco ft. Matthew Santos Theme: When most people envision their dream career, they envision the success that comes with the position. Often, when people enter what they thought was a dream job; they find it was not all what it was cracked up to be for a multitude of reasons – the feeling of self-fulfillment is not present, the work environment may be toxic, or they lack the skills to truly make a contribution their to respective fields. While you are striving to obtain your dream job, begin to note what makes you tick and what makes you flourish so that you can evaluate the career that is best for your growth and success by your own standards.
What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Current events in politics, death of innocent African-Americans, movements such as "Black Lives Matter" and recent social protest "Day without immigrants" can help students to relate and make relevant connections to poetry explored in this unit. Students will be equipped with research skills in order to better inform themselves on the previous mentioned events and institutions.
How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?	Students will have much time to share-out on their ideas and work which will enable their peers to self-reflect and rethink concepts and products they've created. I will provide frequent feedback and conduct teacher-student conferences.
How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?	Students will keep records of their work, both minor and major, in order to evaluate the quality and rigor of their ideas throughout the entirety of the year.

How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	I will tailor and personalize the learning plan by providing options for assignments and assessments as long as they measure the skills needed to master throughout this course. Students will also have the opportunity to learn in various ways- visually, artistically, verbally, etc. Students have the freedom to express their feelings and thoughts which is the overall purpose of this unit.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	The learning activities will be sequenced in a way that the concepts and skills are scaffolded and can be built upon. They will be hooked through music, they will learn about the intention on poetry, the strategy and poetic devices that make up poetry, then students will practice comparing/ contrasting, which will help them with research skills. Those skills combined and practiced habitually will guide students to higher leveled skills such as analysis, making connections, and dual-comparisons.

Title of Unit	Conventions of Drama and Dramatizing Poetry, Myths and Legends	Grade Level	8th Grade Applications (Level 1)
Curriculum Area	English	Time Frame	1 marking period
Developed By	Hargrave/ Morgan		
Suggested Resources:	- Dramatizing Myths and Tales: creating plays for large groups by Louise Thistle - https://www.pioneerdrama.com/SearchDetail.asp?pc=DRAMATIZIN&id=9		

Identify Desired Results (Stage 1)

Content Standards

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- 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.

- RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script

- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
    - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    - Provide a conclusion that follows from and reflects on the narrated experiences or events.

- 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.

- 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.

- 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

- 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, adequate volume, and clear pronunciation.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
- Literature comes in a vast range of forms including poetry, prose and drama - Some forms of literature are meant to be performed - Old stories can apply to the modern world		- Why are stories passed on from one generation to another?	- What cultural factors influence myths and legends? - How do our own myths and legends reflect our own culture and norms?
Related Misconceptions			
- Stories do not change over time - There is only one way to perform a dramatic work			

Knowledge Students will know…	Skills Students will be able to…
- Mythology can often give clues to the values or norms of a society - Ancient stories can apply to the modern world - Our own values and preferences impact how we approach literature	- Research an ancient myth or legend - Explain / Justify why they selected a specific story - Determine trustworthy sources - Analyze how stories change over time or are influenced by culture and histor

Assessment Evidence (Stage 2)

Performance Task Description

	Narrative - A myth or legend, retold
Goal **Role** **Audience** **Situation** **Product/Performance** **Standards**	- Students will research an ancient myth or legend from a country or culture that is of interest to them. - Students will compile notes and write an analysis of the story including the theme or message of the myth and what values and/or norms of the society may have influenced it - Using their notes and their "My Values" response, students will create a retelling of the story that considers their own values and norms Pantomime Performance- Dramatizing the myths - Students will work in small groups and select a myth or legend that is of interest to them. - As a group, they will create a narrative that represents a modern retelling of the myth - The group will construct a pantomime performance to accompany a reading of the myth, designating members to be readers or actors for specific parts of the narrative created for this task

Other Evidence

- class discussions
- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Anticipatory set: "My Values" students will answer a series of 'Strongly Agree, Agree, Disagree, Strongly Disagree' prompts that deal with their values, norms and preferences by moving around the room to designated areas labeled with the four
- Reflection/ Journal on one's own values and preferences
- Deciding on class norms for performance and acting
- Learning and practicing the norms of theater - stage directions, blocking scenes, reading a play or script, being respectful of performers
- Improv exercises and games - getting students comfortable with performing in class
- Dramatizing myths and legends - use Thistle text to act out a variety of myths and legends from different cultures and areas of the world
- Class discussion - reflecting on the myths and legends and connecting to prior knowledge (and possible connections to world history)
- Dramatizing myths and legends - stop to reflect on prior knowledge and connections with written reflections and journals
- Research - finding a myth, understanding it's meaning, researching background information on the culture of origin
- Mapping out myths and legends - use examples dramatized in class - parts of a story, conventions of dialogue, morals and messages
- Create graphic organizers/ story maps as a class
- Brainstorming a retelling of a myth or legend - connect to reflection from anticipatory set
- Writing and drafting - your re-told myth
- peer editing - reviewing norms and strategies
- peer editing - providing feedback
- Writing the final draft
- Creating visual aides to accompany the re-told myth
- Gallery walk - sharing the stories
- Practice - performances - dramatizing the stories
- Rehearsing the dramatizations - small groups
- Class performances
- Reflections - class discussion

Understanding By Design Unit Template

Title of Unit	Drama - Creating a dramatic work	Grade Level	8th Grade Applications (level 1)
Curriculum Area	English	Time Frame	1 marking period
Developed By	Hargrave/ Morgan		

Identify Desired Results (Stage 1)

Content Standards

- **W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
    - **A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**
    - **B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**
    - **C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**
    - **D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**
    - **E. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

- 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.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature
- 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.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
- Many stories use the same narrative structure effectively - Morals and values of a society can influence a story		- How does the era a story was written in impact the message or moral of the story? - How do societies dictate morals and values?	- How would a classic story change in a modern setting? - What are my values? - What values do I see in this story?
Related Misconceptions			
- Every story follow a different pattern - Modern stories are not influenced by the past			

Knowledge Students will know…	Skills Students will be able to…
- The structure of a narrative - The hero's journey structure and how it repeats in narratives across history - How to use a plot diagram	- Create a narrative inspired by a story they have read - Determine what aspects of an existing story they want to keep and which they want to change - Collaborate and communicate with peers to create a reimagined dramatic work

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Narrative writing - Re- telling literature from English class
  - Students will select a story or novel from English class to focus on
  - Analyze the story to determine a moral or message
  - Consider how the context of the story impact its message or moral
  - Rough draft - write a re-telling of your story using your own experiences to influences shifts in the story
  - Peer editing - respond with written feedback
  - Write the final draft
  - Share stories - gallery walk or presentations

- Class Dramatization - a retelling of a fiction story from English class
  - class discussion or chalk talk - students will share their favorite parts from each student's retelling
  - Graphic organizers - the class will decide what parts from each student's retelling to include in the class's dramatization
  - Outline of the story - done as a class
  - Script - broken into sections - written by individual students or small groups
  - Rehearsing the scenes - use chalk talk or notes to record things that work and things to be improved
  - Mini lesson - creating stage directions
  - revising the script
  - performance
  - reflection - class discussion or written response

Other Evidence

- class discussions
- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**
- **How will you hook students at the beginning of the unit?**
- **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?**
- **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**
- **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**

- Anticipatory set: vote on favorite stories from this year (in this class and English class)
  - Create campaign slogans or logos for different stories
  - Written explanation - why the story is a favorite
  - Vote using google forms
- Students select a story or novel from English class to focus on
- Analyze the context of the story to determine outside influences, culture, time period, place
- Written response to research: Consider how the context of the story impact its message or moral
- Rough draft - write a re-telling of your story using your own experiences to influences shifts in the story
- Grammar review - common errors to watch for, ways to strengthen your writing
- Peer editing - respond with written feedback
- Write the final draft
- Create a visual aid to accompany the final draft
- Share stories - gallery walk or presentations
- class discussion or chalk talk - students will share their favorite parts from each student's retelling
- Graphic organizers - the class will decide what parts from each student's retelling to include in the class's dramatization
- Class outline of the story
- Divide the script so each student has a part
- Write the script
- Rehearse the scenes - use chalk talk or notes to record things that work and things to be improve
- Mini lesson - creating stage directions
- revising the script
- 2nd run through - table read or rehearsal
- Class discussion - dramatizing - what works and what needs to be improved
- Class performances
- Reflection - class discussion or written response