

## 8th Grade Saturday ELA - Level 3 Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 1 - Nonfiction Reading and Note Taking Strategies	<b>Grade Level</b>	8th grade (Level 3)
<b>Curriculum Area</b>	ELA	<b>Time Frame</b>	1 marking period (8 weeks)
<b>Developed By</b>	Brittany Morgan		
<b>Suggested reading:</b>	<ul style="list-style-type: none"><li>• Center for Urban Education resources</li><li>• <a href="http://teacher.depaul.edu">http://teacher.depaul.edu</a></li><li>• New York Times Learning Network</li></ul>		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

- **RI.8.1. Cite the textual evidence and make relevant connections 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.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.**
- **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.**
- **Range of Reading and Level of Text Complexity**
- **RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.**
  - W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - 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.
  - W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Understandings**

**Essential Questions**

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>• pre-reading, reading and post-reading strategies can be used to find meaning in nonfiction texts</li> <li>• Reading involved analyzing what is on the surface as well as the subtext of a work</li> <li>• Taking notes is an essential part of understanding</li> <li>• Notes are more useful when they keep track of specific aspects of a text or have a clear goal</li> </ul>	<ul style="list-style-type: none"> <li>• Why read nonfiction?</li> <li>• How do I read nonfiction differently than fiction?</li> <li>• What are the different types of nonfiction?</li> <li>• How do I know what type of nonfiction is best for a task?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I sort important from unimportant information?</li> <li>• How do I expand my responses to informative writing beyond summarizing?</li> <li>• What questioning strategies help me better understand what I read?</li> <li>• What are the advantages and disadvantages of different genres of nonfiction?</li> </ul>
<p style="text-align: center;"><b>Related Misconceptions</b></p>		
<ul style="list-style-type: none"> <li>• Note taking only occurs after reading</li> <li>• Nonfiction is always straightforward</li> <li>• Nonfiction is a single genre of writing</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	

- Nonfiction texts include a wide variety of genres
- Different types of nonfiction are appropriate for a variety of tasks
- nonfiction includes a broad range of genres including biography, diary, journalism, lab report, speech, how to guide, etc.

- identify key components of different genres of nonfiction
- Create an example on nonfiction writing emulating a specific genre and its conventions
- create graphic organizers to organize and connect notes on nonfiction texts
- Connect personal experiences and background knowledge to
- Process significant themes and main ideas in a text by compiling them in a graphic organizer
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### **Assessment Evidence (Stage 2)**

### **Performance Task Description**

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

Nonfiction genre of choice

- Students will select a specific genre within nonfiction to focus on, and identify three pieces of writing within that genre
- Students will create a visual aide to represent the genre of their choice, consisting on defining characteristics, examples, appropriate situations for this type of writing, and visual representations
- Students will then take on the role of writer, and create an example of writing in the genre of their choice
- Students will present their work to the class in a gallery walk, explaining the advantages and disadvantages of the genre, and their approach to reading and writing in this genre.
- The audience for this is the class, as the students will participate in a gallery walk to observe the finished products their classmates have created, discuss the products as a class, and write responses to the gallery walk

Reader's Journal

- Over the course of the unit, the student will craft four journal responses in their reader's journal that document their progress on the genre of choice project and areas of interest from various articles read as part of the project

**Other Evidence**

- Close reading notes and annotations
- journals
- gallery walk
- class and small group discussions
- Student and teacher generated questions
- Identifying genres of nonfiction
- Grammar review
- Open ended responses from reading passages

### **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?

- Week 1 - What are the various types of nonfiction? Students will look at several examples and work in groups to create their own definition of nonfiction and specific genres of nonfiction and it's purpose.
- 2 - Student selected nonfiction pieces - reading and using close reading strategies
  - Journal #1
- 3 - Grammar review (use student responses from last class to guide understanding of needs) with focus on the functions of verbs
- 4 - Graphic organizers to guide understanding - practice using a variety of graphic organizers to guide understanding of nonfiction passages
  - Journal #2
- 5- Nonfiction genre of choice (part 1) Student selects a genre to focus on and finds three examples of writing within the genre, begins reading and annotating passages or using graphic organizers as needed
- 6 - Nonfiction genre of choice (part 2) Continue reading and annotating (using graphic organizers as needed) and begin creating the visual representation of the genre (poster paper or using chromebook)
  - Journal #3
- 7- Nonfiction genre of choice (part 3) Create a written example of the genre of focus, using a topic of interest, peer edit or receive one on one feedback from teacher as needed
- 8- Gallery walk - observing, discussing and writing responses to student created focus pieces on nonfiction genres
  - Journal #4

## **8th Grade Saturday ELA - Level 3 Understanding By Design Unit Template**

<b>Title of Unit</b>	Unit 2 - Nonfiction writing - informative essays and speech	<b>Grade Level</b>	8th grade (Level 3)
<b>Curriculum Area</b>	ELA	<b>Time Frame</b>	1 marking period (8 weeks)
<b>Developed By</b>	Brittany Morgan		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal style/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.
- 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.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - B. Form and use verbs in the active and passive voice.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ul style="list-style-type: none"> <li>•</li> <li>• Informative essays should follow a clear and understandable flow of ideas</li> <li>• Paragraph and essay structure create clear meaning in essays</li> <li>• A greater understanding can be gained through reading multiple sources on a single topic</li> <li>• Strong writing should be clear and straightforward</li> <li>• Nonfiction represents a broad range of writing in a wide variety of style a purposes</li> </ul>	<ul style="list-style-type: none"> <li>• What is the essential structure of an essay?</li> <li>• Why does writing follow a specific form or pattern?</li> <li>• How does an author create meaning in a nonfiction or informational text?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I use my background knowledge to craft an informative piece of writing?</li> <li>• To what extent do graphic organizers assist in writing?</li> <li>• How do we process nonfiction we come across in our everyday lives?</li> <li>• What issues impact our own lives and those of people in our community?</li> <li>•</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>• Every response requires the same amount of paragraphs or sentences</li> <li>• Nonfiction work is always bias free</li> <li>• Works on the same topic carry the same information</li> <li>•</li> </ul>		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	

- Style and format impact one's understanding of a piece of writing
- Note taking strategies can have a strong positive impact on comprehension of a text
- Nonfiction can be read for enjoyment and education
- Nonfiction includes a broad range of subcategories, such a biography, diary, journalism, lab report, speech, how to guide, etc.
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- Write an informative essay
- Apply all conventions of informative writing
- Proofread and revise their work
- Provide appropriate feedback to peers about informative writing
- Identify different genres of nonfiction
- Process significant themes and main ideas in a text by compiling them in a graphic organizer
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### **Assessment Evidence (Stage 2)**

### **Performance Task Description**

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

Informative essay - based on a nonfiction article of choice

- Students will select a topic of choice from article selections (New York Times Learning Network or similar sources)
- Students will select a second article that connects to their topic of choice
- Students will use graphic organizers to compile the most essential information from both articles
- Students will write an informative paragraph using the information they selected and organized, keeping tone objective and observing proper capitalization.
- In this situation, the student's goal is to compile the most essential information from each of the articles in order to determine most essential information to include in their own writing, and to create a piece of writing with the intended audience of their class that meets grade level standards for informative writing.

"How To...." Informative speech and cross-talk

- Students will each give a two minute speech explaining how to do a task that requires multiple steps. Students can pick any school appropriate topic they are an expert on (Ex: how to shoot a basketball, how to bake cookies, how to do a card trick) This may be informal, with all students (including student presenting) seated in a circle or semicircle, to support students who are less comfortable speaking in class.
- After each student speaks, two to three minutes of cross talk are given for students to ask questions and for the student to respond.
- Activity will be followed up with a written response/ exit slip

## Other Evidence

- "It says/ I say" notes
- graphic organizers
- close reading notes
- class and small group discussions
- peer editing

## 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?

- Week 1 - identifying important parts of an informative essay (It says/ I say notes) provides "hook" by allowing students to engage with the work and include their own opinions and preferences.
- 2 - writing an informative paragraph - keeping writing objective and fact based
  - Brainstorming for the "How to..." speech (what are you an expert at doing?)
- 3 - Grammar review - active and passive - apply today's lesson to last week's writing so students can self assess their writing and reflect on their work
- 4 - reading the articles and using the graphic organizer
- 5 - practice the how to speech/ class created rubric/ review steps of informative speech
- 6 - Present the how to speech
  - Cross talk after each speech
  - mini lesson on writing strategies/ essay structure/ / writing the informative essay
- 7 - peer editing strategies - using questioning skills to support peers in writing tasks, allowing students to reflect on their own work and consider revisions after receiving feedback from peers
- 8 - Informative essay - small group discussions, chalk talk and revising work, displaying and sharing work with the class

## 8th Grade Saturday ELA - Level 1 Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 3- Nonfiction reading - identifying reputable sources, point of view and bias	<b>Grade Level</b>	8th grade (Level 2)
<b>Curriculum Area</b>	ELA	<b>Time Frame</b>	1 marking period (8 weeks)
<b>Developed By</b>	Brittany Morgan		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

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- RI.8.1. Cite the textual evidence and make relevant connections 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.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine 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.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ul style="list-style-type: none"> <li>• All nonfiction can contain bias</li> <li>• Nonfiction can express a specific point of view or bias and still be informative</li> <li>• Determining credibility in speech follows many of the same rules as determining credibility of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Can a biased piece of writing be valuable?</li> <li>• Does writing have to be unbiased in order to be informative?</li> <li>• How can I tell if a piece of writing is credible?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I express my opinions in an academic setting?</li> <li>• What basis supports my opinion or point of view on a topic?</li> <li>• Am I expressing a bias in my own writing?</li> </ul>
<b>Related Misconceptions</b>		
<ul style="list-style-type: none"> <li>• Nonfiction is exclusively fact driven</li> <li>• All nonfiction can be trusted to provide accurate information</li> </ul>		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	
<ul style="list-style-type: none"> <li>• Editorials can present nonfiction combined with the writer’s own opinion and point of view</li> <li>• Writing can be strengthened by combining point of view with examples or explanations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify fact and opinion in writing</li> <li>• Debate and discuss with classmates through writing and speaking</li> <li>• Write a response that analyzes fact and bias in writing</li> <li>• Discuss interpretations of writing with their classmates</li> <li>•</li> </ul>	

## Assessment Evidence (Stage 2)

### Performance Task Description

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

Reputable sources and bias project

- Students will work in groups to identify if a list of possible sources are reputable and trustworthy. Students will then identify bias in two or more articles on the same topics with the goal of evaluating both pieces for bias and separating fact from opinion
- Using "chalk talk," "sentence slivers" and group discussions students will analyze the articles for fact and opinion as well as trustworthiness, creating a visual aide to guide their project and allowing for conversation and discussion as they identify each.
- Students will create a poster that includes their guide for how to determine if a source is trustworthy and how to determine if it has a strong bias.
- Each group member will write a short analysis of the articles their group selects to display along with the group's poster.
- The audience for the completed projects will be the class, and class members will do a gallery walk to view work from other groups and individuals

Detective game

- Students will take turns playing the role of detective with the goal of trying to determine what occurred at an imaginary crime scene. (Ex: a student is accused of stealing money from the school cafeteria cash register) Each student will be given a role which includes a brief description of their character and their character's account of what happened. As each student takes on the detective role, they will ask questions to their classmates to determine if they represent trustworthy or biased sources

### Other Evidence

- graphic organizers
- close reading notes
- class and small group discussions
- peer editing
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### **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?

- Week 1 - sentence slivers - hook activity - students use sentence strips taken from articles and predict if the sentence is from a reputable source
- 2 - identifying reputable sources and bias- practicing with sentences
  - Vocabulary review - using context clues to determine word meaning - practice with sentences from last class, then move on to articles
- 3 - Detective Game - determining reliable sources
  - written reflection on the game
- 4 -- reading and annotating articles - flagging point of view and trustworthiness using color coding or annotations
- 5 - chalk talk - meet with small groups and use the articles as the basis of chalk talk- use a board or poster paper to write words or phrases from the article that represent “facts” and “bias/ point of view” as well as examining the trustworthiness of articles
- 6 - create the poster- groups use their visual aides from chalk talk and sentence slivers to create a guide to determine if sources are trustworthy and if they contain a strong bias
- 7 - Individual written analysis - to pair with the poster
- 8 - Gallery walk - follow with class discussion and written reflections on the work and the themes of point of view and bias in nonfiction

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## 8th Grade Saturday ELA - Level 1 Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 4 - Writing responses to nonfiction - the persuasive essay	<b>Grade Level</b>	8th grade (Level 2)
<b>Curriculum Area</b>	ELA	<b>Time Frame</b>	1 marking period (8 weeks)
<b>Developed By</b>	Brittany Morgan		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - D. Establish and maintain a formal style.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Understandings**

**Essential Questions**

Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>● Persuasive writing often considers cause and effect</li> <li>● Argumentative writing can express a complex and specific point of view</li> <li>● All nonfiction can contain bias</li> <li>● Nonfiction can express a specific point of view or bias and still be informative</li> <li>● All writers are influenced by a specific point of view.</li> </ul>	<ul style="list-style-type: none"> <li>● What types of writing are appropriate for expressing an author's unique point of view?</li> <li>● What are the essential components of argumentative writing?</li> </ul>	<ul style="list-style-type: none"> <li>● How do I find solutions to common problems?</li> <li>● What factors influence my opinions and point of view?</li> <li>● How do I express my opinions in writing in an academic setting?</li> <li>● Does bias exist in my writing?</li> <li>●</li> </ul>
<p style="text-align: center;"><b>Related Misconceptions</b></p> <ul style="list-style-type: none"> <li>● Argumentative writing does not include facts</li> <li>● Biased writing can not include valuable information</li> <li>● Most writing does not include a bias or point of view.</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	
<ul style="list-style-type: none"> <li>● Persuasive writing can present nonfiction combined with the writer's own opinion and point of view</li> <li>● Writing can be strengthened by combining point of view with examples or explanations</li> <li>● Different points of view offer different solutions to common problems</li> </ul>	<ul style="list-style-type: none"> <li>● Express their point of view in writing</li> <li>● Use cause and effect structure to express possible solutions to a problem</li> <li>● Use strategies and structure for effective argumentative writing</li> <li>● Read critically to work collaboratively with peers by editing work and providing feedback.</li> </ul>	

## Assessment Evidence (Stage 2)

### Performance Task Description

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

”My Idea for Change” persuasive essay & visual aide

- Students will select a nonfiction article that addresses a current problem or situation involving a topic that is interesting to them or connects to their own life (ex of sources- NYTimes Learning Network or similar sources)
- Students will read and annotate the article for fact and opinion/bias using color coding or chalk talk strategies
- During the brainstorming process, students will use graphic organizers to map the cause and effect of major ideas proposed in their persuasive essay. A final draft of this organizer will accompany the final draft of their essay
- Students will create their own piece of writing in the form of a persuasive essay that offers a solution to the problem
- After students peer edit their essay with a classmate, they will display their essay/ visual aide for the audience of the class and do a gallery walk

### Other Evidence

- graphic organizers
- close reading notes
- gallery walk
- class and small group discussions
- peer editing

## 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?

- Week 1 - hook activity "My opinion" Poster papers around the room with relevant topics posted - students walk around the room and respond on the posters with their opinion on the topic / round 2 of activity - students go back and add one factual statement to each opinion
- 2 - Practice writing argumentative responses - sentence and paragraph length - responses to short nonfiction prompts
- 3 - Vocabulary practice - using context clues determine word meaning
- 4- Reading and annotating articles for fact and bias - use chalk talk or color coding strategies
- 5 - Selecting and reading an article for "My Idea for change" topic, use graphic organizer to record notes and to map cause and effect
- 6 - Write rough draft of "My Idea" argumentative response
- 7 - peer editing - "My Idea" with a classmate, reflecting on peer editing revisions and suggestions
- 8 - "My Idea" revision, final draft of essay and visual aide and gallery walk

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
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