

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

Title of Unit	Unit 1 - Nonfiction Reading Strategies	Grade Level	8th grade (Level 1)
Curriculum Area	ELA	Time Frame	1 marking period (8 weeks)
Developed By	Brittany Morgan		
Suggested reading:	<ul style="list-style-type: none"> • Center for Urban Education - 1 page nonfiction passages • http://teacher.depaul.edu/Reading_NONFICTION_Grade7.html • New York Times Learning Network for nonfiction passages 		
Identify Desired Results (Stage 1)			
Content Standards			

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

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

- **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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**
- **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.**

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • A variety of reading strategies can be used to find meaning in nonfiction texts • Being informed means reading between the lines • Taking notes is an essential part of understanding • Notes are more useful when they keep track of specific aspects of a text or have a clear goal 	<ul style="list-style-type: none"> • Why read nonfiction? • What is unique about nonfiction vs. fiction text? • How do I read nonfiction differently than fiction? 	<ul style="list-style-type: none"> • How do I sort important from unimportant information? • How do I avoid retelling when I summarize? • What questions help me better understand what I read?
Related Misconceptions		
<ul style="list-style-type: none"> • Nonfiction is always straightforward • Nonfiction is a single genre of writing 		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • identify key components of different genres of nonfiction • explain the link between cause and effect in nonfiction texts • 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 • Emulate the conventions of a specific genre of nonfiction by re-creating a piece of writing in a different genre 	

Assessment Evidence (Stage 2)

Performance Task Description

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

Non-fiction across genres

- Students will create a graphic organizer to compile notes from one page nonfiction passages and their own close reading notes.
- Students will consider the piece's original target audience and format, and how changing either may change the piece of writing.
- Students will then brainstorm, draft and create a re-telling of the nonfiction selection using the conventions of a different form of nonfiction (biography, speech, journalism, how-to, memoir, diary, critique, etc.)

Other Evidence

- Close reading notes and annotations
- gallery walk
- class and small group discussions
- Student and teacher generated questions
- Identifying genres of nonfiction
- Grammar reviews- parts of speech and sentence fragments
- 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 is nonfiction? Students will look at several examples and work in groups to create their own definition of nonfiction and its purpose.
- 2 - Gallery walk- students will look at examples of various genres of nonfiction accompanied with visual aides, and determine which genre of nonfiction
- 3 - Student selected nonfiction pieces - reading and using close reading strategies
- 4 - Grammar review (use student responses from last class to guide understanding of needs) with focus on sentence fragments and parts of speech
- 5 - Graphic organizers to guide understanding - practice using a variety of graphic organizers to guide understanding of nonfiction passages,
- 6 - Writing responses to nonfiction using the graphic organizers
- 7 - Non-fiction across genres (part 1) reading and note taking using the graphic organizer
- 8 - Non-fiction across genres (part 2) written response and proofreading

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

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

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using 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 facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented

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

- **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.8.10. 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.,**

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • A greater understanding can be gained through reading multiple sources on a single topic • Strong writing should be clear and straightforward • Nonfiction represents a broad range of writing in a wide variety of style a purposes 	<ul style="list-style-type: none"> • Why read nonfiction? • What is unique about nonfiction vs. fiction text? • How do I read nonfiction differently than fiction? • How does an author create meaning in a nonfiction or informational text? 	<ul style="list-style-type: none"> • How do we process nonfiction we come across in our everyday lives? • What issues impact our own lives and those of people in our community? •
Related Misconceptions		
<ul style="list-style-type: none"> • Nonfiction work is always bias free • Works on the same topic carry the same information • 		
Knowledge Students will know...	Skills Students will be able to...	

- 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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- 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 paragraph - 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.

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 informative elements in writing (It says/ I say notes) provides “hook” by allowing students to engage with the work and include their own opinions and preferences.
- 2 - writing the informative sentence - keeping writing objective and fact based
- 3 - Grammar review - Capitalization - apply today’s lesson to last week’s writing so students can self assess their writing and reflect on their work
- 4 - reading the first article and using the graphic organizer
- 5 - reading the 2nd article and using the graphic organizer
- 6 - mini lesson on writing strategies / writing the informative paragraph
- 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 paragraph - 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

Title of Unit	Unit 3 - Identifying point of view and bias in nonfiction	Grade Level	8th grade (Level 1)
Curriculum Area	ELA	Time Frame	1 marking period (8 weeks)
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
- W.7.4. 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.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.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • All nonfiction can contain bias • Nonfiction can express a specific point of view or bias and still be informative • 	<ul style="list-style-type: none"> • Can a biased piece of writing be valuable? • Does writing have to be unbiased in order to be informative? • 	<ul style="list-style-type: none"> • How do I express my opinions in an academic setting? • What basis supports my opinion or point of view on a topic? •
Related Misconceptions		
<ul style="list-style-type: none"> • Nonfiction is exclusively fact driven • All nonfiction can be trusted to provide accurate information 		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none"> • Editorials can present nonfiction combined with the writer’s own opinion and point of view • Writing can be strengthened by combining point of view with examples or explanations • 	<ul style="list-style-type: none"> • Identify fact and opinion in writing • Debate and discuss with classmates through writing and speaking • Write a response that analyzes fact and bias in writing • Discuss interpretations of writing with their classmates • 	
Assessment Evidence (Stage 2)		

Performance Task Description

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

Point of view and bias project

- Students will work in groups to identify point of view and 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, creating a visual aide to guide their project and allowing for conversation and discussion as they identify each.
- Students will create a venn diagram poster that includes facts from either article in the middle and bias or opinion statements from either on the sides.
- Each group member will write a short analysis of the articles to display along with the group's venn diagram 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

Other Evidence

- 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 - sentence slivers - hook activity - students use sentence strips taken from articles and predict if the sentence shows bias or facts
- 2 - identifying point of view and bias- practicing with sentences
- 3 - Vocabulary review - using context clues to determine word meaning - practice with sentences, then move on to articles
- 4 -- reading and annotating articles - flagging point of view and bias 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”
- 6 - create the venn diagram - groups use their visual aides from chalk talk and sentence slivers to discuss and debate what is fact and what is opinion in each of the articles
- 7 - Individual written analysis -
- 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

Title of Unit	Unit 4 - Writing responses to nonfiction - argumentative	Grade Level	8th grade (Level 1)
Curriculum Area	ELA	Time Frame	1 marking period (8 weeks)
Developed By	Brittany Morgan		
Identify Desired Results (Stage 1)			
Content Standards			

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s), acknowledge 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), reasons, and evidence.
 - D. Establish and maintain a formal style/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.4. 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.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.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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.8.6. 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> ● Argumentative writing can express a complex and specific point of view ● All nonfiction can contain bias ● Nonfiction can express a specific point of view or bias and still be informative ● All writers are influenced by a specific point of view. 	<ul style="list-style-type: none"> ● What types of writing are appropriate for including a specific point of view? ● What are the essential components of argumentative writing? 	<ul style="list-style-type: none"> ● Why do I have the opinions I have? ● What factors influence my opinions and point of view? ● How do I express my opinions in writing in an academic setting? ● Does bias exist in my writing? ●
Related Misconceptions		
<ul style="list-style-type: none"> ● Argumentative writing does not include facts ● Biased writing can not include valuable information ● Most writing does not include a bias or point of view. 		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none"> ● Editorials can present nonfiction combined with the writer’s own opinion and point of view ● Writing can be strengthened by combining point of view with examples or explanations 	<ul style="list-style-type: none"> ● Express their point of view in writing ● Use strategies and structure for effective argumentative writing ● Read critically to work collaboratively with peers by editing work and providing feedback. 	

Assessment Evidence (Stage 2)

Performance Task Description

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

”My point of view” written response

- Students will select a nonfiction article on a topic that is interesting to them or connects to their own life and interests (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
- Students will create their own piece of writing in the form of an editorial that addresses the same topic from their point of view
- After students peer edit their editorial piece with a classmate, they will display their work for the audience of the class

Other Evidence

- 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 - 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 - sentences - responses to short nonfiction prompts
- 3 - Vocabulary practice - using root words and suffixes to 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 point of view" topic, use graphic organizer to record notes
- 6 - Write rough draft of "My point of view" argumentative response
- 7 - peer editing - "My point of view" with a classmate, reflecting on peer editing revisions and suggestions
- 8 - "My point of view" revision, final draft and gallery walk

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