

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: RITES OF PASSAGE — In this unit, students are involved in a deep study of the challenges and triumphs of growing up” using examples from a variety of texts. Students will regularly use text-based evidence (nonfiction narratives, arguments, explanatory essays and fiction) to build on their knowledge and will be able to explain some of the milestones of growing up through short writings, discussion, research, and multi-media presentations in small-groups and independently.

CCSS Anchor Standards:

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
2. *Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)*

Making Meaning

UNDERSTANDINGS

Students will understand that...

1. Great literature is intentionally crafted to explore enduring themes transferable across time and place.
2. By comparing texts, readers often gain greater insight into those texts.
3. Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.
4. Character qualities change as a result of conflict.
5. Genre characteristics influence text purpose and structure.
6. Writing can convey what writers have experienced, imagined, thought, and felt.
7. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
8. Research is the key to understanding and discovering the unknown.
9. Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What are some of the milestones on the path to growing up?
- Unit EQ:
- Whole-Class Learning: What events change people’s experiences as they grow older?
- Small-Group Learning: What defines an event in a young person’s life as a milestone or rite of passage?
- Performance-Based Assessment: What event would you consider a turning point in a young person’s life?
- How does reading from different texts about the same topic build our understanding?
- How do texts differ and how should I read them as a result? How do writers convey themes or central ideas in text?
- Why do characters change or evolve?
- What is the author saying? What makes you think so?
- How has group discussion/collaboration enhanced my understanding of a text or a concept?
- How does the writing process shape the writer’s product?
- What are writers trying to achieve through their writing?

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<p>7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		
<p>Language 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p style="text-align: center;">Acquisition</p> <p>KNOWLEDGE <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Relevant vocabulary words. 2. Text structures. 3. Parts of an essay. 4. Writer’s style-audience, purpose, and literary techniques. 5. Character qualities, motivations and changes because of conflict. 6. Language of a story or narrative. 7. Author’s purpose. 8. Genre characteristics. 9. Elements of a Nonfiction Narrative 10. Summary structure 11. Multiple Meaning Words 12. Author’s Style: Create Cohesion: Transitions 13. Verbs: Verbs: Mood 14. Symbolism 	<p>SKILLS <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 1. Providing succinct summaries of text both written and oral. 2. Writing a coherent narrative sharing their understanding of a collection of pieces of texts. 3. Citing textual evidence. 4. Identifying and explaining stated or implied central ideas and relevant supporting details from text (i.e. Tree Map which leads to discussion and/or writing). 5. Determining the meaning of words and phrases as they are used in a text (i.e. context clues, Bridge Map). 6. Evaluating connections between texts (i.e. Double Bubble Map which leads to discussion and/or writing). 7. Making inferences or drawing conclusions based on information from the text (i.e. Socratic seminar, quick write, Partial Multi Flow Map).

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature</p> <ul style="list-style-type: none"> • RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • 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 Ana • lyze 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.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • RL.8.5 Compare and Contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. • RL.8.7 Analyze the extent to which a filmed or love production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. • RL.8.9 Analyze 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. <p>Informational</p> <ul style="list-style-type: none"> • RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> • 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. • W.8.3 Write narratives to develop real or imaginary experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (PROCESS PIECE – Teacher models the process and the strategies. This writing goes through the revision and editing process). <p>Production and Distribution of Writing</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>Range of Writing</p>	<p>Comprehension & Collaboration</p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Presentation and Knowledge of Ideas</p> <ul style="list-style-type: none"> • 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 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. 	<p>Language Conventions</p> <ul style="list-style-type: none"> • L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of verbal (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. • L.8.2 Use an ellipsis to indicate an omission. • L.8.3 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). • <p>Vocabulary Acquisition & Use</p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Reading	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> • RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. • 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. • RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 	<p>W.8.10 Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposed, and audiences.</p>		<ul style="list-style-type: none"> • L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p>Student performance will be evaluated in terms of his/her ability to... See Student Reading and Writing Portfolio for Writing Rubrics:</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Performance Task – Writing Focus Write a Nonfiction Narrative (pp. 34 -39) Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> W8.3a-e W8.4
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations. Present claims and findings. Include multimedia components and visual displays. 	<p>Performance Task – Speaking and Listening Task 1: Present a Nonfiction Narrative (with Multimedia) (pp. 76-77) Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> SL8.1 SL8.4 SL8.5
<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Produce clear and coherent writing. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Nonfiction Narrative in which you respond to the following prompt: What rite of passage has held the most significance for you or for a person you know well? (pp. 83-85) Independent Task</p>	<ul style="list-style-type: none"> W8.3a-e W8.4 W8.9
<ul style="list-style-type: none"> Present information clearly, concisely, and logically. 	<p>Speaking and Listening Task 2: Performance Based Assessment, Part 2 Oral presentation using the Nonfiction Narrative from Part 1 (p. 86)</p>	<ul style="list-style-type: none"> SL8.1 SL8.4
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis, reflections, and research. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Interim Unit Assessment: Unit 1 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> RL8.3, 4, 5 RI8.2, 3, 6,9 W8.3b, 3d SL8.4,6 L8.1a, 2a, 3, 4a, 4b, 5c

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze narrative point of view. Analyze the development of central ideas. 	Analyze Craft and Structure (pp. 23, 51, 63, 73)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Selection Texts (available in the Digital Tools to print out or to have students take online)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses
<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	Constructed Responses Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	Concept Vocabulary
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	Conventions Activities
<ul style="list-style-type: none"> Comes to discussions prepared referring to evidence on the topic and building on others’ ideas Poses and responds to specific questions with elaboration and detail 	Speaking and Listening - Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.