Course: **Literacy & Reading Seminar**	Unit: **1: 21ˢᵗ Century Literacy Skills**	Grades: **8th**
Teacher Team: **Ali Bauer & Kate Flannery**		Date: **October, 2015**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**
1. What 21ˢᵗ Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Problem-solving* *Career Planning and Life-Long Learning* 2. What content standards will this unit address? • [ELA PA Core State Standards](#) CC.1.2.8.A 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. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D 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.	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and [TRANSFERABLE](#) (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *1. Before, During and After (B,D,A) metacognitive reading strategies build stamina.* *2. 21st Century literacy skills require being able to distinguish between accurate and inaccurate information.* 4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#) *1. Students will develop their reading stamina using applicable metacognitive skills.* *2. Students will demonstate familiarity and confidence with distingushing accurate vs inaccurate information.* *3. Students will transfer 21ˢᵗ Century literacy skills to future learning endeavors.*
	Essential Questions
	What thought-provoking questions will foster inquiry, meaning-making, and transfer? 5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *1. What individual repertoire of metacognitive skills must readers build to make sense of both informational and literary texts?* *2. How does reading multiple texts and genres about the same topic enhance one's understanding?* *3. How does one acquire information effectively and accurately to conduct research about a topic?* *4. How does one demonstrate their research in various forms of written communication?*
	Acquisition
	Students will know... / **Students will be skilled at... (be able to do)**
	6. What facts should students know and be able to use to gain further knowledge? *How to talk to the text.* *How to identify what makes a resource valid:*
	9. What discrete skill and processes should students be able to demonstrate? *E08.A-K.1.1.1 Cite the textual evidence that most*

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CC.1.2.8.J 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.
CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.8.A 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.

-URL (.org, .edu, .gov)
-Author, Publisher
-Year of publication
-Bias (wiki or a blog)
*How to use the "Super 6" (questioning, monitoring, predicting, summarizing, visualizing, connecting) strategies while annotating text.
* How to cite evidence
*How to summarize or paraphrase

7. What vocabulary should students know and be able to recall?
    Tier 3:
    shared inquiry, close reading, metacognition, visualize, monitor, connect, argumentative, thesis statement, topic sentence, IRACE, textual evidence, setting, point of view, narrator, characterization, protagonist, antagonist, personification, predict, foreshadow, character traits, character development, dialogue, imagery, main idea, lead/hook and introduction, citation, MLA, conclusion, sensory details, stanza, rhyme scheme, repetition, free verse, tone, denotation, connotation, alliteration, irony, personification, simile, metaphor, figurative language, analogy, allusion, interpretive questions

    Tier 2:
    predict, summarize, analyze, interpret, evaluate, inference/infer, interpret, theme, cite textual evidence, generalizations, strategy, genre, non-fiction, fiction, poem, sequence, chronological, compare, contrast, problem, solution, cause, effect, causal relationship, context clues, multiple meaning words, audience, transitions, valid, reliable, credible, sources, in-text citation, works cited, MLA

strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E08.A-K.1.1.2 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.
E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
E08.A-C.2.1.1 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.
E08.A-C.2.1.2 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
E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.
E08.A-V.4.1.1 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
E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C 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. CC.1.3.8.D 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. CC.1.3.8.E 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. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important	8. What basic concepts should students know and be able to recall and apply? *1. Metacognition deepens understanding of fiction and non-fiction text.* *2. Talking to the Text and Close Reading practices aid in metacognition.* *3. Correctly provide evidence and cite informational texts in written assessments.* *4. Using valid sources produces credible research projects.*	*E08.B-K.1.1.2 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* *E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, categories).* *E08.B-C.2.1.1 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* *E08.B-C.2.1.2 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.* *E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts* *E08.B-C.3.1.1 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* *E08.B-C.3.1.2 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.* *E08.B-V.4.1.1 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* *E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *E08.C 1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize*

to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.S Draw evidence from literary		*ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose* *E08.C 1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.* *E08.C 1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.C 1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic* *E08.C 1.2.5 Establish and maintain a formal style* *E08.C 1.2.6 Provide a concluding section that follows from and supports the information or explanation presented* *E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.* *E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).* *E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events* *E08.E.1.1.5 Establish and maintain a formal style* *E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented*

or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.8.T 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.

CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V 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.

CC.1.4.8.W 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.

CC.1.4.8.X 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.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-

level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D 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. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. • Math PA Core State Standards • PA Content Standards		

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)*

and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency*	List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Use fiction and non-fiction text to review and reinforce metacognitive strategies through talking to the text. Stage 1 Item 3 (1), Stage 1 Item 4 (1), Stage 1 Item 4 (3), Stage 1 Item 5 (1), Stage 1 Item 5 (2), Stage 1 Item 6, Stage 1 Item 7 Stage 1 Item 8 (1,2) Stage 1 Item 9* *2. Model Close Reading of text as a means of distinguishing meaningful evidence. Stage 1 Item 3 (2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1,3), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (2,3), Stage 1 Item 9.* *3. Review and practice double entry journal writing. Stage 1 Item 3 (1,2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1, 4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3), Stage 1 Item 9.* *4.Gather valid research to use in a final project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4), Stage 1 Item 9* *5. Effectively sort and organize sources in prepartion of a final research project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4), Stage 1 Item 9* *6. Incorporate evidence from research to develop and support ideas on a given topic. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4), Stage 1 Item 9* *7. Develop a works cited as the final step of the research process. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4), Stage 1 Item 9*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Double entry journals, Shared Inquiry circle discussions, Text Dependent Analysis, Quizzes/tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** 1. Discussion of topics to activate prior knowledge. 2. Discussion and use of metacognitive strategies while reading to aide in comprehending the text (annotating, TttT, sticky notes, double entry journals). 3. Use of entrance and exit tickets to pace and guide the instruction. 4. Discussion of gathering meaningful evidence that will produce credible research. • **What are potential rough spots and student misunderstandings?**

			1. Student's ability to evaluate effective evidence and research. 2. Accurate and correct MLA in-text and works cited citations. • **How will students get the feedback they need?** Modeling how to effectively evaluate resources, comments on double entry journals, providing exemplars, critiquing student work through whole class discussion as well as small group discussion.
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*: Google classroom set-up, PSSA Test Analysis and Goal setting, Reinforcement of Metacogniton skills and applying those B,D,A (Before, During, After) metacognitive skills to appropriate texts (Summarizing, Predicting, Visualizing, Questioning, Connecting, Monitoring); Talking to the Text (TttT), Double Entry Journals (DEJ); Problem solving skills (i.e. research projects/papers), Shared Inquiry, Critical Thinking practices, test-taking strategies (TDA, IRACE, Selected Response Q's)	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* Great Books series, PSSA practice, laptops	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* SRI's, QRI's, Aimsweb, Entrance and Exit tickets, Post-it note responses

Course:	**Literacy & Reading Seminar**	Unit: **2: Learning Styles, Brain, Metacognition**	Grades: **8**[th]
Teacher Team:	**Ali Bauer & Kate Flannery**		Date: **October, 2015**

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<tr><td colspan="2" align="center">Stage 1 – Desired Results</td></tr>
<tr><td>Established Goals</td><td align="center">Enduring Understandings/Transfer</td></tr>
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1. What 21st Century Essentials included in the mission statement will this unit address?
Effective Communication Skills
Transfer of Learning
Career Planning and Life-Long Learning
Problem-solving
Adaptation and flexibility

2. What content standards will this unit address?

- ELA PA Core State Standards
CC.1.2.8.A 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.
CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.**

3. List the Enduring Understanding(s):
   1. Before, During, and After (B,D,A) metacognitive reading strategies build stamina.
   2. 21st Century literacy skills require being able to distinguish between accurate and inaccurate information.
   3. Comparing multiple texts and genres builds a broader understanding of a specific topic.

4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?
   1. Students will develop their reading stamina using applicable metacognitive skills.
   2. Students will demonstate familiarity and confidence with distingushing accurate vs inaccurate information.
   3. Students will transfer 21st Century literacy skills to future learning endeavors.
   4. Students will enhance their independent problem-solving skills.

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What thought-provoking questions will foster inquiry, meaning-making, and transfer?

5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
   1. What individual repertoire of metacognitive skills must readers build to make sense of both informational and literary texts?
   2. How does reading multiple texts and genres about the same topic enhance one's understanding?
   3. How does one acquire information effectively and accurately to conduct research about a topic?
   4. How does one demonstrate their research in various forms of written communication?

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Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to use to gain further knowledge?	9. What discrete skill and processes should students be able to demonstrate?

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viewpoints. CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J 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. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A 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	*How to talk to the text.* *How to identify what makes a resource valid:* *-URL (.org, .edu, .gov)* *-Author, Publisher* *-Year of publication* *-Bias (wiki or a blog)* *How to use the "Super 6" (questioning, monitoring, predicting, summarizing, visualizing, connecting) strategies while annotating text.* * How to cite evidence* *How to summarize or paraphrase.* 7. What vocabulary should students know and be able to recall? *Tier 3:* *close reading, metacognition, visualize, monitor, connect, argumentative, thesis statement, topic sentence, setting, point of view, narrator, characterization, protagonist, antagonist, character traits, character development, imagery, main idea, lead/hook and introduction, citation, MLA, theme, conclusion, sensory details, ***Vocabulary will change based on the stories selected* *Tier 2:* *predict, summarize, analyze, interpret, strategy, inference/infer, interpret, genre, non-fiction, sequence, chronological, compare, contrast, problem, solution, cause, effect, causal relationship, context clues* 8. What basic concepts should students know and be able to recall and apply? *1. Metacognition deepens understanding of fiction and non-fiction text.* *2. Talking to the Text and Close Reading practices aid in metacognition.* *3. Correctly provide evidence and cite informational texts in written assessments.* *4. Using valid sources produces credible research*	*E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.* *E08.A-K.1.1.2 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.* *E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.* *E08.A-C.2.1.1 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.* *E08.A-C.2.1.2 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* *E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.* *E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.* *E08.A-V.4.1.1 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* *E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or*

objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C 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. CC.1.3.8.D 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. CC.1.3.8.E 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. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when	*projects.* *5. Applying self-reflection to improve future tasks or projects.*	*generalizations drawn from the text.* *E08.B-K.1.1.2 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* *E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, categories).* *E08.B-C.2.1.1 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* *E08.B-C.2.1.2 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.* *E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts* *E08.B-C.3.1.1 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* *E08.B-C.3.1.2 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.* *E08.B-V.4.1.1 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* *E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *E08.C 1.2.1 Introduce a topic for the intended*

considering a word or phrase important to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		*audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose* *E08.C 1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.* *E08.C 1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.C 1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic* *E08.C 1.2.5 Establish and maintain a formal style* *E08.C 1.2.6 Provide a concluding section that follows from and supports the information or explanation presented* *E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.* *E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).* *E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events* *E08.E.1.1.5 Establish and maintain a formal style* *E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented*

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T 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. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V 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. CC.1.4.8.W 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. CC.1.4.8.X 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. CC.1.5.8.A Engage effectively in a range		

of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D 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. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. • Math PA Core State Standards • PA Content Standards		

Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning

NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency* *Creative and Innovation*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Use fiction and non-fiction text to review and reinforce metacognitive strategies through talking to the text. Stage 1 Item 3 (1), Stage 1 Item 4 (1), Stage 1 Item 4 (3), Stage 1 Item 5 (1), Stage 1 Item 5 (2), Stage 1 Item 6, Stage 1 Item 7 Stage 1 Item 8 (1,2) Stage 1 Item 9* *2. Model Close Reading of text as a means of distinguishing meaningful evidence. Stage 1 Item 3 (2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1,3), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (2,3), Stage 1 Item 9.* *3. Review and practice double entry journal writing. Stage 1 Item 3 (1,2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1, 4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (1,3), Stage 1 Item 9.* *4.Gather valid research to use in a final project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *5. Effectively sort and organize sources in preparation of a final research project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *6. Incorporate evidence from research to develop and support ideas on a given topic. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *7. Develop a works cited as the final step of the research process. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *8. Reflect on overall research processes to set meaningful and applicable goals for future assignments. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (5), Stage 1 Item 9.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Literary Analysis essay, Research- Based Project (brochure, PPT), Double Entry Journals, Text Dependent Analysis, Quizzes/tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** 1. Discussion of topics to activate prior knowledge. 2. Discussion and use of metacognitive strategies while reading to aide in comprehending the text

global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency* *Creative and Innovation*	• Is the plan likely to be engaging and effective for all students?	(annotating, TttT, sticky notes, double entry journals). 3. Use of entrance and exit tickets to pace and guide the instruction. 4. Discussion of gathering meaningful evidence that will produce credible research. 5. Self-reflection of overall research process . • **What are potential rough spots and student misunderstandings?** 1. Student's ability to evaluate effective evidence and research. 2. Accurate and correct MLA in-text and works cited citations. 3. Student's ability to constructively criticize their skills. • **How will students get the feedback they need?** Modeling how to effectively evaluate resources, comments on double entry journals, providing exemplars, critiquing student work through whole class discussion as well as small group discussion, completion of self-reflection.
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*: Metacognitive skills; Reading strategies for before, during, and after reading; Summarization skills, Introductory Research skills (discerning a topic, identifying reliable and valid sources, note-taking, importance of citations); Learning Style inventories	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* Flowers for Algernon (short story Prentice Hall; Charlie Gordon is a mentally challenged adult who receives unique brain surgery to increase his intelligence but encounters complications from this procedure), Temple Grandin (this non-fiction text tells about Temple Grandin's	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* SRI's, QRI's, Aimsweb, Entrance and Exit tickets, Post-it note responses

		life from early childhood through adulthood). Laptops, SLMS library resources, EasyBib.com	

Course: **Literacy & Reading Seminar**   Unit: **3: Realistic Fiction/Related Non-Fiction Texts**   Grades: **8**
Teacher Team: **Ali Bauer & Kate Flannery**   Date: **October, 2015**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Career Planning and Life-Long Learning* *Problem-solving* *Adaptation and flexibility* 2. What content standards will this unit address? • ELA PA Core State Standards CC.1.2.8.A 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. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D 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.	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *1. Before, During and After (B,D,A) metacognitive reading strategies build stamina.* *2. 21st Century literacy skills require being able to distinguish between accurate and inaccurate information.* *3. Comparing multiple texts and genres builds a broader understanding of a specific topic.* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *1. Students will develop their reading stamina using applicable metacognitive skills.* *2. Students will demonstate familiarity and confidence with distingushing accurate vs inaccurate information.* *3. Students will transfer 21st Century literacy skills to future learning endeavors.* *4. Students will enhance their independent problem solving skills.*

Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? 5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *1. What individual repertoire of metacognitive skills must readers build to make sense of both informational and literary texts?* *2. How does reading multiple texts and genres about the same topic enhance one's understanding?* *3. How does one acquire information effectively and accurately to conduct research about a topic?* *4. How does one demonstrate their research in various forms of written communication?*	

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to	9. What discrete skill and processes should students

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J 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.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.8.A 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.

use to gain further knowledge?
*How to talk to the text.
*How to identify what makes a resource valid:
-URL (.org, .edu, .gov)
-Author, Publisher
-Year of publication
-Bias (wiki or a blog)
*How to use the "Super 6" (questioning, monitoring, predicting, summarizing, visualizing, connecting) strategies while annotating text.
* How to cite evidence
How to summarize or paraphrase.

7. What vocabulary should students know and be able to recall?
    *Tier 3:
    close reading, metacognition, visualize,monitor, connect, argumentative, thesis statement, topic sentence, setting, point of view, narrator, characterization, protagonist, antagonist, character traits, character development, imagery, main idea, lead/hook and introduction, chronological, citation, MLA, theme, conclusion, sensory details,
    ***Vocabulary will change based on the stories selected
    Tier 2:
    predict, inference/infer, interpret, summarize, analyze, strategy, genre, non-fiction, sequence, compare, contrast, problem, solution, cause, effect, causal relationship, context clues*

8. What basic concepts should students know and be able to recall and apply?
    *1. Metacognition deepens understanding of fiction and non-fiction text.
    2. Talking to the Text and Close Reading practices aid in metacognition.
    3. Correctly provide evidence and cite informational texts in written assessments.
    4. Using valid sources produces credible research*

be able to demonstrate?
*E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E08.A-K.1.1.2 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.
E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
E08.A-C.2.1.1 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.
E08.A-C.2.1.2 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
E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.
E08.A-V.4.1.1 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
E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says*

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	*projects.* *5. Applying self-reflection to improve future tasks or projects.*	*explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
CC.1.3.8.C 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.		*E08.B-K.1.1.2 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*
CC.1.3.8.D 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.		*E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, categories).*
CC.1.3.8.E 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.		*E08.B-C.2.1.1 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*
CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.		*E08.B-C.2.1.2 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.*
CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.		*E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts*
CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		*E08.B-C.3.1.1 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*
		E08.B-C.3.1.2 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.
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		E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.S Draw evidence from literary		*E08.C 1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose* *E08.C 1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.* *E08.C 1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.C 1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic* *E08.C 1.2.5 Establish and maintain a formal style* *E08.C 1.2.6 Provide a concluding section that follows from and supports the information or explanation presented* *E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.* *E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).* *E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts* *E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events* *E08.E.1.1.5 Establish and maintain a formal style* *E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented*

or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T 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. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V 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. CC.1.4.8.W 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. CC.1.4.8.X 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. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-		

level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D 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. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. • Math PA Core State Standards • PA Content Standards		

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency* *Creative and Innovation*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Use fiction and non-fiction text to review and reinforce metacognitive strategies through talking to the text. Stage 1 Item 3 (1), Stage 1 Item 4 (1), Stage 1 Item 4 (3), Stage 1 Item 5 (1), Stage 1 Item 5 (2), Stage 1 Item 6, Stage 1 Item 7 Stage 1 Item 8 (1,2) Stage 1 Item 9* *2. Model Close Reading of text as a means of distinguishing meaningful evidence. Stage 1 Item 3 (2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1,3), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (2,3), Stage 1 Item 9.* *3. Review and practice double entry journal writing. Stage 1 Item 3 (1,2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1, 4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (1,3), Stage 1 Item 9.* *4.Gather valid research to use in a final project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *5. Effectively sort and organize sources in prepartion of a final research project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *6. Incorporate evidence from research to develop and support ideas on a given topic. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *7. Develop a works cited as the final step of the research process. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *8. Reflect on overall research process to set meaningful and applicable goals for future assignments. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (5), Stage 1 Item 9.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Literary Analysis essay, Research- based Project (brochure, PPT), Double entry journals, Text Dependent Analysis, Quizzes/tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** 1. Discussion of topics to activate prior knowledge.

learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency* *Creative and Innovation*	best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	2. Discussion and use of metacognitive strategies while reading to aide in comprehending the text (annotating, TttT, sticky notes, double entry journals). 3. Use of entrance and exit tickets to pace and guide the instruction. 4. Discussion of gathering meaningful evidence that will produce credible research. 5. Self-reflection of overall research process. • **What are potential rough spots and student misunderstandings?** 1. Student's ability to evaluate effective evidence and research. 2. Accurate and correct MLA in-text and works cited citations. 3. Student's ability to constructively criticize their skills. • **How will students get the feedback they need?** Modeling how to effectively evaluate resources, comments on double entry journals, providing exemplars, critiquing student work through whole class discussion as well as small group discussion, completion of self-reflection.
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*: Character development (i.e. character maps, sketches, traits), Internal vs. External conflict, Literary Analysis using textual evidence, Point of View, In-Text MLA citation; Emerging Research skills (producing a more refined research product while	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* Al Capone Does My Shirts (This novel takes place during the depression era and follows the trials and tribulations of the Flannagan family and thier mentally disabled daughter); The	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* SRI's, QRI's, Aimsweb, Entrance and Exit tickets, Post-it note responses

	incorporating the majority of the essential research skills taught in Unit 2)	Pigman (realistic fiction; set in 1960s, two teens befriend a lonely older man, building an unlikely friendship and unique character development), laptops, SLMS Library Resources, EasyBib.com	

| Course: | **Literacy & Reading Seminar** | Unit: | **4: Historical Fiction/Related Non-Fiction Texts** | Grades: | **8** |
| Teacher Team: | **Ali Bauer & Kate Flannery** | | | Date: | **October, 2015** |

Stage 1 – Desired Results

Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Career Planning and Life-Long Learning* *Problem-solving* *Adaptation and flexibility* *Global Awareness* 2. What content standards will this unit address? • ELA PA Core State Standards CC.1.2.8.A 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. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *1. Before, During and After (B,D,A) metacognitive reading strategies build stamina.* *2. 21st Century literacy skills require being able to distinguish between accurate and inaccurate information.* *3. Comparing multiple texts and genres builds a broader understanding of a specific topic.* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *1. Students will develop their reading stamina using applicable metacognitive skills.* *2. Students will demonstate familiarity and confidence with distingushing accurate vs inaccurate information.* *3. Students will transfer 21st Century literacy skills to future learning endeavors.* *4. Students will enhance their independent problem solving skills.*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?   5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *1. What individual repertoire of metacognitive skills must readers build to make sense of both informational and literary texts?*   *2. How does reading multiple texts and genres about the same topic enhance one's understanding?*   *3. How does one acquire information effectively and accurately to conduct research about a topic?*   *4. How does one demonstrate their research in various forms of written communication?*

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to	9. What discrete skill and processes should students

responds to conflicting evidence or viewpoints.
CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CC.1.2.8.J 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.
CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the

use to gain further knowledge?
How to talk to the text.
How to identify what makes a resource valid:
-URL (.org, .edu, .gov)
-Author, Publisher
-Year of publication
-Bias (wiki or a blog)
How to use the "Super 6" (questioning, monitoring, predicting, summarizing, visualizing, connecting) strategies while annotating text.
* How to cite evidence
How to summarize or paraphrase.

7. What vocabulary should students know and be able to recall?
Tier 3:
*close reading, metacognition, visualize, monitor, connect, thesis statement, topic sentence, textual evidence, setting, point of view, narrator, characterization, protagonist, antagonist, personification, foreshadow, chronological, character traits, character development, main idea, lead/hook and introduction, citation, MLA, theme, conclusion, sensory details, ***Vocabulary will change based on the stories selected*

Tier 2:
predict, inference/infer, interpret, summarize, analyze, interpret, strategy, genre, non-fiction, sequence, compare, contrast, problem, solution, cause, effect, causal relationship, context clues

8. What basic concepts should students know and be able to recall and apply?
1. Metacognition deepens understanding of fiction and non-fiction text.
2. Talking to the Text and Close Reading practices aid in metacognition.
3. Correctly provide evidence and cite informational texts in written assessments.

be able to demonstrate?
08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E08.A-K.1.1.2 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.
E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
E08.A-C.2.1.1 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.
E08.A-C.2.1.2 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
E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.
E08.A-V.4.1.1 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
E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says

characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C 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. CC.1.3.8.D 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. CC.1.3.8.E 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. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;	*4. Using valid sources produces credible research projects.* *5. Applying self-reflection to improve future tasks or projects.*	*explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.* *E08.B-K.1.1.2 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* *E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, categories).* *E08.B-C.2.1.1 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* *E08.B-C.2.1.2 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.* *E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts* *E08.B-C.3.1.1 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* *E08.B-C.3.1.2 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.* *E08.B-V.4.1.1 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* *E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

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punctuation, and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T 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. CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CC.1.4.8.V 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. CC.1.4.8.W 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. CC.1.4.8.X 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.		

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Stage 2 – Evidence	
	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *1. Use fiction and non-fiction text to review and reinforce metacognitive strategies through talking to the text. Stage 1 Item 3 (1), Stage 1 Item 4 (1), Stage 1 Item 4 (3), Stage 1 Item 5 (1), Stage 1 Item 5 (2), Stage 1 Item 6, Stage 1 Item 7 Stage 1 Item 8 (1,2) Stage 1 Item 9* *2. Model Close Reading of text as a means of distinguishing meaningful evidence. Stage 1 Item 3 (2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1,3), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (2,3), Stage 1 Item 9.* *3. Review and practice double entry journal writing. Stage 1 Item 3 (1,2), Stage 1 Item 4 (1,2), Stage 1 Item 5 (1, 4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (1,3), Stage 1 Item 9.* *4.Gather valid research to use in a final project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *5. Effectively sort and organize sources in prepartion of a final research project. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *6. Incorporate evidence from research to develop and support ideas on a given topic. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *7. Develop a works cited as the final step of the research process. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (3,4,5), Stage 1 Item 9* *8. Reflect on overall research proceses to set meaningful and applicable goals for future assignments. Stage 1 Item 3 (2), Stage 1 Item 4 (2,3,4), Stage 1 Item 5 (3,4), Stage 1 Item 6, Stage 1 Item 7, Stage 1 Item 8 (5), Stage 1 Item 9.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Formal Research paper, Double entry journals, Text Dependent Analysis, Quizzes/tests*

Stage 3 – Learning Plan		
	Learning Activities	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?**

and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Critical Thinking* *Communication and Collaboration* *Technology Operations* *Research and Information Fluency*	• Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	1. Discussion of topics to activate prior knowledge. 2. Discussion and use of metacognitive strategies while reading to aide in comprehending the text (annotating, TttT, sticky notes, double entry journals). 3. Use of entrance and exit tickets to pace and guide the instruction. 4. Discussion of gathering meaningful evidence that will produce credible research. 5. Self-reflection of overall research process . • **What are potential rough spots and student misunderstandings?** 1. Student's ability to evaluate effective evidence and research. 2. Accurate and correct MLA in-text and works cited citations. 3. Student's ability to constructively criticize their skills. • **How will students get the feedback they need?** Modeling how to effectively evaluate resources, comments on double entry journals, providing exemplars, critiquing student work through whole class discussion as well as small group discussion, completion of self-reflection.
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*: Historical fiction genre, content-specific vocabulary (religious, cultural, historical), flashback, foreshadowing, strong reinforcement of Unit 1 critical thinking and problem solving skills, Exemplary Research skills	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* The Devil's Arithmetic (historical fiction; modern Jewish girl named Hannah goes back in time to experience firsthand the horrific events of the	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* SRI's, QRI's, Aimsweb, Entrance and Exit tickets, Post-it note responses

	(producing a formal, lengthy MLA research paper using all of the essential research skills taught in Unit 2)	Holocaust) , The House of Dies Drear (this novel tells the story of the Small family and the secrets and connections their house holds in regards to the underground railroad), Laptops, SLMS Library Resources, EasyBib.com	