



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	English Language Arts		<b>Grade:</b>	7 <sup>th</sup>
<b>Unit Number:</b>	6	<b>Unit Name:</b>	<b>Creativity</b>	
<b>Unit Length</b>	Days: 5 ½ weeks/ 1 buffer			
<b>Unit Synopsis</b>	<p>As we move through the digital age, hands-on creativity is becoming lost in cyber space. Memories are fleeting as they appear on social media one minute and disappear the next.</p> <p>Through the tasks, your students will create pages for an old-fashioned scrapbook or character focused yearbook based on a class novel of your choice. The scrap/yearbook will include visuals (pictures, timeline, graphs) poems, journals, and other memories (post cards, report cards, letters, etc.) of the character(s) and events.</p> <p>A reflective writing piece will showcase the students' understanding of the story utilizing their narrative skills.</p>			

ELA CCSS	
<b>Priority Standards</b>	<p>RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL7. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA</p> <p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>W7. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

<b>Supporting Standards</b>	<p>RI7. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA</p> <p>RI7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5. 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>W7.10. 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.</p> <p>SL7. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>
<b>Target ELD Standards</b>	<p><b><u>Collaborative Interpretative</u></b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.4, RI.7)</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL. 4, L.5)</p> <p><b><u>Productive</u></b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.3, L.5)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (L.5)</p>

## Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
RL.7. 1 Cite	several pieces of textual evidence to *support analysis of what the text says explicitly as well as inferences drawn from the text.	2 (Understand)	3 (Explain)
RL.7. 4 Determine  Analyze	the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;  the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	4 (Analyze)	3 (Analyze)
RI. 7.7 Compare and Contrast	a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	5 (Evaluate)	4 (Compare/Contrast)
W. 7.3 Write	narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6 (Create)	3 (Synthesize and Develop)
L. 5 Demonstrate	understanding of figurative language, word relationships, and nuances in word meanings.	4 (Analyze)	3 (Analyze)
W7.10 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.	4 (Analyze)	3 (Analyze)

**Learning Progressions of Skills and Concepts**

<b>Anchor Standard</b>	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.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
RL6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	RL7. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)	RL8.4. 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
R6I.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	R17. 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	R18.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>Anchor Standard</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
W6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	W7. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>Anchor Standard</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
L6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

<b><i>Essential Questions</i></b>	<b><i>Corresponding Big Ideas</i></b>
<ol style="list-style-type: none"> <li>1. <i>How can word meaning be determined?</i></li> <li>2. <i>Why are multimedia sources of a text used?</i></li> <li>3. <i>How can real or imagined experiences be developed in writing?</i></li> <li>4. <i>Why is the use of figurative language important?</i></li> <li>5. <i>Why do we need to write in a variety of formats?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The meaning of words and phrases can be determined by their context in the text.</i></li> <li>2. <i>Multimedia versions of a text can be compared and contrasted.</i></li> <li>3. <i>Real or imagined experiences can be developed through structured narratives using effective techniques.</i></li> <li>4. <i>Words and phrases can have literal and figurative meanings.</i></li> <li>5. <i>A variety of writing tasks helps you understand and reflect upon what you read.</i></li> </ol>

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
Analyze, Multimedia, Sources, Mediums, Effective, Techniques, Demonstrate, Dialectical Journal	Figurative language, Connotative Literary elements (teach them separately) Nuances, Memoir
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
Budget Matrix, Talk show, Game show-style review	
<b>Unit Assessments</b>	
<b>Pre-Assessment</b>	<b>Post-Assessment</b>
Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.	Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID Numbers.
<b>Scoring Guides and Answer Keys</b>	
<b>Assessment Differentiation</b>	
<b>Students with Disabilities</b>	<p><b>Reference IEP</b></p> <p><i>Accommodations</i></p>   <p><i>Modifications</i></p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>As we move through the digital age, hands-on creativity is becoming lost in cyber space. Memories are fleeting as they appear on social media one minute and disappear the next.</p> <p>Through the tasks, your students will create pages for on old-fashioned scrapbook or character-focused yearbook based on a class novel of your choice. The scrap/yearbook will include visuals (pictures, timeline, graphs) poems, journals, and other memories (post cards, report cards, letters, etc.) based on the character(s) and events.</p> <p>A reflective writing piece will showcase the students' understanding of the story utilizing their narrative skills.</p>		Days: 4
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<b>Task 1:</b>  <b>Analyze non-fiction relating to the theme or time period (RI 7.7)</b>	<p>To introduce the book, students will create a page in scrapbook that focuses on describing the book's setting (historical time period and/or location) by reading/viewing non-fictional information.</p> <p>Use articles, videos, audio, or pictures in this building background section.</p>	Days: 3
<b>Task 2:</b>  <b>Comprehension (RL 7.1) (W 7.10)</b>	<p>Ongoing.</p> <p>Options can also include: summaries, dialectical journals, a newspaper article telling a scene from each of the two characters' perspectives, a letter written from one character to another, character analysis---give a report card to a character, four-square character worksheet (includes visuals).</p>	Days: varies *amount to be determined by teacher
<b>Task 3:</b>  <b>Analysis of Poetry (RL 7.4/L7.5)</b>	<p>-Poetry Analysis (find poetry that connects to the book you are reading )</p> <p>-Determine meaning of poems and use of figurative language within the poem.</p> <p>-Find a song that would work as a <b>soundtrack</b> to an event and/or would work with a character and explain the connection.</p> <p>These will be used as another page in the scrapbook.</p>	Days: 3
<b>Task 4:</b>  <b>Memoir/Personal or Fictional Narrative Writing (W 7.3)</b>	<p>Write an original alternative ending.</p> <p>or</p> <p>Write a memoir with a personal connection to the story.</p> <p>or</p> <p>Write at least one page about an event or person who has impacted your life and shaped who you are.</p>	Days: 5

<b>Interdisciplinary Connections</b>	Depends on the book Social Sciences, Art, Music	
<b>Scoring Rubric</b>	<p><b>For the SCRAP/YEARBOOK:</b></p> <p><b>5-</b> all parts complete with nearly 100% accuracy (mechanics) showing full understanding of novel, including real-world connections. Strong creativity and effort.</p> <p><b>4-</b> majority of parts complete with 90% accuracy (mechanics) showing significant understanding of novel, including real-world connections. Good creativity and effort.</p> <p><b>3-</b> most parts complete with 80% accuracy (mechanics) showing partial understanding of novel, limited real-world connections. Some creativity and effort.</p> <p><b>2-</b> some parts complete with 70% accuracy (mechanics) showing limited understanding of novel, including limited real-world connections. Little creativity and effort.</p> <p><b>1-</b> Incomplete and shows little understanding, creativity, or effort.</p>	
<b>21<sup>st</sup> Century Skills</b>		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</b>		
<p><i>from P21 and Costa &amp; Kallick, 2008, <a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a></i></p>		

## Authentic Performance Task 1

Task Description	<p><b>Analyze non-fiction relating to the theme or time period</b> <i>(This will be in the final product)</i></p>	Suggested Length	Days: 3-4
Standards Addressed	<b>Priority Standard(s)</b>		
	<p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>		
	<b>Supporting Standard(s)</b>		
	<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>W.7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.7. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>		
	<b>Target ELD Standard(s)</b>		
<p><b><u>Collaborative Interpretative</u></b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.4, RI.7)</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL. 4, L.5)</p> <p><b><u>Productive</u></b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.3, L.5)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (L.5)</p>			
Essential Question(s)	<b>Why are multimedia sources of a text used?</b>		
Big Idea(s)	<b>Multimedia versions of a text can be compared and contrasted.</b>		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
5		4	See below



(Suggested Instructional Strategies and Tasks- Task 1)

**Analyze non-fiction relating to the theme or time period**

*(This will be in the final product)*

1. Decide on size of scrap/yearbook and number of pages you want them to produce.
2. Find non-fiction articles, media (pictures, videos, audio) that follow the theme, characters, and/or time period of the book your class will read. Prepare the students to read by providing adequate background information.
3. Collect artifacts, pictures, sentences, etc. to include in your scrapbook's **Historical Background page**.
4. Create the page.
5. You may want to have them begin creating their covers and books at this point.

Teaching and Learning Sequence

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Newsela, school.eb.com (user: Alvord pass: Alvord),  
<http://www.sldirectory.com/virtual.html>

This will vary depending on your book.

Resources and Materials

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
-Complete a page for the scrap/yearbook.	<b>Reference IEP</b> <i>Accommodations</i>  <i>Modifications</i>	<b>Emerging</b> -Sentence frames -Reduce amount of required pages/information -Provide partners	-Vary amount and detail need the various pages.  -Expect a higher level of complexity in the sentences or format.
		<b>Expanding</b> -Sentence Frames -Modify amount and numbers	
		<b>Bridging</b> -Vary number of pages -Vary what is expected on each page	

**Historical Background Scrap/Yearbook Page-Rubric****Scoring Rubric**

5- Creative, easy-to-read layout, 5 or more pieces of information showing complete understanding of the time period/setting/background information, no more than 2 errors

4- Some creativity, mostly easy-to-read layout, 4 pieces of information showing a good deal of understanding of the time period/setting/background information, no more than 3 errors

3- Moderately creative, layout is somewhat cluttered or disorganized, 3 pieces of information showing moderate understanding of the time period/setting/background information, no more than 3 errors

2- Little thought or creativity to page, layout is cluttered or disorganized, 2 pieces of information showing limited understanding of the time period/setting/background information, 4 or more errors



1- Moderately creative, layout is somewhat cluttered or disorganized, 2 or fewer pieces of information showing moderate understanding of the time period/setting/background information, no more than 3 errors

0- Clearly no effort or time put into this page.

## Authentic Performance Task 2

Task Description	<p style="text-align: center;"><b>Comprehension</b> <i>(These items will be included in the final product)</i></p>	Suggested Length	Days: <b>Ongoing</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>W7.10. 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.</p>		
	<b>Supporting Standard(s)</b>		
	<p>RI7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>		
	<p>RI7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>		
	<p>W7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>W7.5. 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>SL7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>			
<b>Target ELD Standard(s)</b>			
<p><b><u>Collaborative Interpretative</u></b>          6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.4, RI.7)          7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)          8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)  <b><u>Productive</u></b>          10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.3, L.5)          12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (L.5)</p>			

Essential Question(s)	Why do we need to write in a variety of formats?	
Big Idea(s)	A variety of writing tasks helps you understand and reflect upon what you read.	
Bloom's	DOK	Scoring Rubric
3	3	Teacher's discretion based on the assignments.
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks –Task 2)	
	<p style="text-align: center;"><b><u>Comprehension</u></b>  <i>(These items will be included in the final product)</i></p> <p>To build your scrapbook, you will incorporate various activities throughout the reading of the novel. This will ensure comprehension and promote creativity.</p> <p style="text-align: center;"><b><u>Suggested Generic Novel Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Summaries</li> <li>• Dialectical journals</li> <li>• Newspaper article(s) telling a scene from two characters' perspectives</li> <li>• A letter written from one character to another</li> <li>• <b><u>Character Analysis</u></b>---              Give a report card to a character, Four-square character worksheet (includes visuals), Compare and contrast</li> <li>• Chapter quizzes</li> <li>• Timelines</li> <li>• Collages</li> <li>• Original poetry</li> <li>• Headlines and hashtags</li> <li>• Artifacts from the book (illustrations, replicas, printouts, etc)</li> </ul>	

<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               POETRY IDEAS.doc         </div> <div style="text-align: center;">               4 Square Character Log.pdf         </div> </div>
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<b>Strategies for Differentiation</b>
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All Students	SWD	ELs	Enrichment
<p><b>Read class novel and complete comprehension tasks (number determined by teacher).</b></p>	<p><b>Reference IEP</b> <i>Accommodations</i></p>	<p><b>Emerging</b> -Templates -Audio version of novel -Exemplars of pages</p>	<p>-Chapter quizzes to include constructed responses with cited evidence -Read up on the author</p>
	<p><i>Modifications</i></p>	<p><b>Expanding</b> -Templates -Audio versions -Sentence frames</p>	
	<p><b>Bridging</b> Selected response comprehension questions Audio version</p>		

<b>Scoring Rubric</b>	Will vary based on the assignments given as tasks.

## Authentic Performance Task 3

Task Description	<p style="text-align: center;"><b>Analysis of Poetry</b></p> <p style="text-align: center;"><i>(These items will be included in the final product)</i></p>	Suggested Length	Days:  3
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p><b>RL7. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA</b></p> <p><b>L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>		
	<b>Supporting Standard(s)</b>		
<p>RI7. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA</p> <p>W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL7. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>			

Target ELD Standard(s)		
	<p><b><u>Collaborative Interpretative</u></b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.4, RI.7)</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL. 4, L.5)</p> <p><b><u>Productive</u></b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.3, L.5)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (L.5)</p>	
Essential Question(s)	<p><b>How can word meaning be determined?</b></p> <p><b>Why is the use of figurative language important?</b></p>	
Big Idea(s)	<p><b>Words and phrases can have literal and figurative meanings.</b></p> <p><b>The meaning of words and phrases can be determined by their context in the text.</b></p>	
Bloom's	DOK	Scoring Rubric
4	3	See below

**(Suggested Instructional Strategies and Tasks for Task 3)****Analysis of Poetry****(These items will be included in the final product)**

1. Teacher will select a poem that relates to the chosen novel.
2. Students will analyze the figurative language and the poem's meaning and consider how it connects to the story.
3. Students select a song they feel would work as a soundtrack to a particular event in the story. Or a song as a soundtrack that would show an understanding of a character or his/her conflicts.
4. Figurative language used in the songs should be analyzed and the connection to the novel explained with evidence.

**Selected poem(s)/lyrics and the explanations should be included as a page in the scrap/yearbook.**

Teaching and Learning Sequence

Resources and Materials

**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)**

Use LOL – Language of Literature, Website: A-Z Lyrics, PATH worksheet for poetry analysis, vocabulary matrix

Your own sources for poetry and graphic organizers

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
Will analyze poems and lyrics using some sort of graphic organizer.  They will use textual evidence to explain how the poem connects to the novel.	<b>Reference IEP</b>  <i>Accommodations</i>	<b>Emerging</b>  Simpler poems Partners Pictures Model of completed task	Multiple songs and/or a more in-depth explanation is required



	<b><i>Modifications</i></b>	<b>Expanding</b> Sentence frames Partners Models of completed task	
		<b>Bridging</b> Cloze sentences Partners	

<b>Scoring Rubric</b>	<p><b><u>For Analysis of Poetry/Lyrics:</u></b></p> <p><b>4-</b> Provided 3-4 pieces of evidence that deeply or completely evaluates how the figurative language connects to the novel.</p> <p><b>3-</b> Provided 2-3 pieces of evidence that adequately evaluates how the figurative language connects to the novel.</p> <p><b>2-</b> Provided 2 pieces of evidence that somewhat demonstrate how the figurative language connects to the novel.</p> <p><b>1-</b> Provided 1 piece of evidence that vaguely demonstrates how the figurative language connects to the novel.</p> <p><b>0</b> points if incomplete or meanings are incorrect.</p>
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## Authentic Performance Task 4

Task Description	<p style="text-align: center;"><b>Memoir/Personal or Fictional Narrative Writing</b></p> <p style="text-align: center;"><i>(These items will be included in the final product)</i></p>	Suggested Length	Days:  5
Standards Addressed	<b>Priority Standard(s)</b>		
	W7. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	<b>Supporting Standard(s)</b>		
	<p>W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5. 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>W7.10. 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.</p>		
	<b>Target ELD Standard(s)</b>		
<p><b><u>Collaborative</u></b></p> <p><b><u>Interpretative</u></b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.4, RI.7)</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL.4, L.5)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL. 4, L.5)</p> <p><b><u>Productive</u></b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.3, L.5)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (L.5)</p>			
Essential Question(s)	How can real or imagined experiences be developed in writing?		
Big Idea(s)	Real or imagined experiences can be developed through structured narratives using effective techniques.		

Bloom's	DOK	Scoring Rubric
6	3	See Below

**(Suggested Instructional Strategies and Tasks-Task 4)****Memoir/Personal or Fictional Narrative Writing***(These items will be included in the final product)*

**Review narrative techniques** (plot, show-not-tell, narrative transitions, use literary techniques, variety of skills to develop character –including dialogue and description)

**Plan, Write, Revise, and Edit an alternative ending**

**OR**

**Teach Memoir**

This fictional writing is done in first person and will focus on a similar event, theme, or relationship from the novel.

**(These steps come from an article in [Scope.scholastic.com](http://Scope.scholastic.com))**

**1. Read samples of memoirs discuss:**

- ✓ What are the defining traits of a memoir?
- ✓ What must a memoir have?
- ✓ What can it include?
- ✓ What is the purpose of a memoir? Why did this person write about this specific event?

**2. Dive further into the topic of memoir:**

View Slideshow on [teacher.scholastic.com/writeit/memoir/brainstorm/](http://teacher.scholastic.com/writeit/memoir/brainstorm/)  
Look at tab →Memoirs from Photography

**3. Pose a question and wait for students to think, then share drips and drabs of our memories. I shared some of my own, too.**

**The questions that can be used:**

- What's your earliest memory?
- What is the most important thing that has ever happened to you?
- What is the worst thing that ever happened to you?
- What is something you will never forget?
- What is the moment where you were 100% happy?
- What was a time when you felt brokenhearted?
- What memory shows something important about your family or your friends?
- What was a time when you've laughed harder than you've ever laughed before?

**Use the sentence frame: I will always remember...**

**Include all of the senses and make sure that the writing is clear to the reader so they could see, smell, touch, taste, and hear mattered to the writer.**

**Memoir topics can be related directly to an idea/character/theme from the text.**



## Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)	
<b>Unit Synopsis</b>	<p>As we move through the digital age, hands-on creativity is becoming lost in cyber space. Memories are fleeting as they appear on social media one minute and disappear the next.</p> <p>Through the tasks, your students will create pages for an old-fashioned scrapbook or character focused yearbook based on a class novel of your choice. The scrap/yearbook will include visuals (pictures, timeline, graphs) poems, journals, and other memories (post cards, report cards, letters, etc.) of the character(s) and events.</p> <p>A reflective writing piece will showcase the students' understanding of the story utilizing their narrative skills.</p>

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Create a scrap/yearbook focusing on the class novel; it should include personal or narrative writing piece that connects to the text.</p>	<p><b>Reference IEP</b></p> <p><i>Accommodations</i></p> <p><i>Modifications</i></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>-Focus on visual representations for pages</li> <li>-Use shortened sentences</li> <li>-Partner work</li> </ul>	<ul style="list-style-type: none"> <li>-Include elements that use various media (magazines, computers, newspapers, original work)</li> <li>-Write original poetry and/or lyrics</li> <li>-Quotes (dialectical journaling)</li> <li>Creative design of the scrapbook itself</li> </ul>
		<p><b>Expanding</b></p> <ul style="list-style-type: none"> <li>-Descriptions/writing is limited</li> <li>-Partner work</li> <li>-Word lists</li> </ul>	
		<p><b>Bridging</b></p> <ul style="list-style-type: none"> <li>-Provide them with templates for different sentence types to include (simple, compound, complex, etc.)</li> <li>- Word lists</li> </ul>	

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

		Successes	Challenges
Student Perspective			
Teacher Perspective			