UbD Unit Template with Planning Questions and Guidance
Revised October 2020

Department: **English** Course: **Transitional English** Unit: **Becoming an Active Reader Through Identity Exploration**

STAGE 1: DESIRED RESULTS

Established Goals
Planning Questions: What content standards and program- or course-related goals will this unit address?
 	
Transitional English Content Competencies:
Students can consider reading and writing tasks and adapt their approaches and strategies.
● Reading:
   ○ Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.
   ○ Students can summarize a text.
   ○ Students can expand passive and active academic and career related vocabularies.
● Writing:
   ● Students can identify the audience, purpose, and context of any given writing task.
   ● Students can choose
	Planning questions: What kinds of long-term, independent accomplishments are desired?
	
	Students will be able to independently…
	● Identify an author's claim and how he/she uses evidence to support his/her claim.
	● Annotate for the purpose of identifying the author's claim, evidence, and reasoning.
	● Respond to an author's argument or message by reflecting on direct support from the text.
	● Read and analyze both traditional and non-traditional texts.
	● Engage in situations to advance one's personal growth, strengthen independent thought, and gain understanding and appreciation of diverse perspectives.
	● Collaboratively and respectfully work with and learn from others in a variety of situations, appreciating and inviting diverse perspectives.
	● Reflect on their own progress and growth as readers and writers.

Meaning

Understandings	Essential Questions
Understandings *Planning Question: What specifically should the students understand?* Students will understand that.. 1. Authors support their claims through relevant and sufficient evidence. 2. In order to reflect on a text, one	**Essential Questions** *Planning Question: What thought-provoking questions will foster inquiry, meaning making, and transfer?* Students will keep considering... 1. How do I engage with a text in a way that will support my ability to reflect on that text

writing processes based on audience, purpose, and task.

Common Core State Standards:
CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10 - 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 tasks, purposes,

must have a strong understanding of the author's purpose.
3. Writing is an on-going process that requires revision, reflection, and rewriting.
4. In order to build understanding of a given text, we have to actively engage with the text during reading.
5. It is important for readers to have a "toolkit" of strategies to rely on when approaching a text.
6. The background and lived experiences of individuals shape their identity and values.
7. Our stories matter and it is vital to celebrate our shared humanity.

in writing?
2. What active reading strategies work best for me?
3. What are the identities and values individuals hold? Which ones are most central or most powerful?
4. How are our lived experiences similar and diverse?

Acquisition

Knowledge
Planning Question: What facts and concepts should students know and be able to remember?

Students will know…
1. Strategies for actively engaging with a text before, during, and after reading.
2. How to use the "They say, I say" strategy to impose structure on the way in which they respond to a text.

Skills
Planning Question: What discrete skills and processes should students be able to use?

Students will be able to…
1. Annotate for a purpose.
2. Use punctuation and grammar effectively.
3. Combine sentences using FANBOYS conjunctions.
4. Write a solid extended paragraph with a claim, evidence, and

and audiences.

CCSS.ELA-LITERACY.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

3. How to use standard punctuation and grammar to eliminate run-on sentences and build clarity in their own writing.
4. How to combine sentences to eliminate choppiness in their writing.
5. How to respectfully and thoughtfully dialogue about text using teacher-created sentence starters for discussion.

analysis.
5. Employ the "they say, I say" strategy to reflect on an author's message.
6. Define and communicate abstract thoughts such as values and elements of identity.

STAGE 2: EVIDENCE

Evaluation Criteria	Assessment Evidence
Planning Question: What criteria will be used in each assessment to evaluate attainment of desired results?	**Performance Task(s)** *Planning Question: How will students demonstrate their understanding, knowledge,*

- **"They Say, I Say" Rubric**
- **Annotation Rubric 1**
- **Annotation Rubric 2**
- **HF Writing Rubric**
- **Graphic Organizer Rubric**
- **Rubric for Process Competencies for TE**
- **Habits of Mind Rubric for Metacognition**

and skills through transfer performance(s)?

Imagine that you are applying for a school or a job, and they want to see samples of your best writing and reflection as a criteria for hiring you. Create a portfolio that highlights two written pieces from this quarter (we will add two each quarter throughout the year) and reflect on why you chose each piece in a two-paragraph reflection, which will be included in your portfolio as well. Reflect on your own progress this quarter via Habits of Mind Rubric. Your teacher will play the role of the school or job official responsible for hiring you, and you will discuss with him/her why you feel these pieces best represent you as a person and a writer, as well as your reflections on the Habits of Mind Rubric.

Supplementary Evidence
What other evidence will be collected to determine whether Stage 1 goals were achieved?
1. Annotation Assessments
2. Where I'm From Poem
3. Weekly "They Say, I Say" Writing Assignments
4. Journal Assignments
5. Pair, Small Group, and Whole-Class Discussions
6. Final Written Assessment

STAGE 3: LEARNING PLAN

Pre-assessment
What pre-assessments will be used to check students' prior knowledge, skill levels, and potential misconceptions?
1. Transitional English - Grammar Diagnostic
2. Transitional English - Reading/Writing Diagnostic

Learning Events:

1. **Introductions/Norms/Building Relationships/Pre-Assessments**
- "Where I Come From" Student Samples, Template
Additional Example - Model "Where I'm From" by WIllie Perdomo

Formative Assessments
Planning Question: What ongoing assessments will be used to monitor students' progress toward acquisition, meaning making, and transfer throughout

- Teacher Models:
  - [Teacher Model I](#)
  - [Teacher Model II](#)
- Optional Graphic Organizer:
  - [Group Brainstorming and Revision (Last Year's Example Attached)](#)
- "Where I'm From Video Examples:
  - [Video Model I](#)
  - [Video Model II](#)
  - [Video Model III](#)

Activities:
1) Breaking the Ice
   a) [Brainstorming Identity List - AC Version](#)
   b) [Map of Life](#)
2) Identify personal facets of identity and background:
   a) ["Tribes"](#) to which we belong
   b) Values we've inherited or acquired.
   c) Family artifacts such as food, traditions, customs, etc.
   d) Places/locations to which we belong or have come from.
3) Sensory Details Lesson
   a) [Sensory Details Review](#)
4) Draft "Where I Come From Poem"
   a) Complete template.
   b) Peer Review
      i) [Peer Edit Graphic Organizer](#)
   c) Optional Graphic Organizer
      i) [Template for Written Draft](#)
   d) Rubric for Final Draft
      i) Modified [WIF Final Draft Rubric for AC Poem](#)

2. Active Reading Strategies, Annotations, and "They Say, I Say"
Selections from:
- *[Best College Essays](#)*
- *"Roots,"*
  - *[Teacher Read Aloud - "Roots"](#)*
- *"Breaking Catholicism,"*

the unit?

- Reading Strategy Graphic Organizers
- Grammar Practice (mini-lesson check-ins)
- "They Say, "I Say" Assertion Journals

Planning Question: *How and when will students get feedback and have opportunities to make use of it?*

- Assertion/"They Say, I Say" Responses
- Rough Drafts
- Graphic Organizers
  - Students will have multiple opportunities to use this feedback via drafts, revisions, and rewrites.

- ○ *Teacher Read Aloud - "Breaking Catholicism"*
- *"My Dark Place is My Happy Place"*
  - ○ *Teacher Read Aloud - "My Dark Place is My Happy Place"*

- *Contemporary Literature Packet*
- *"Drowning in Dishes but Finding a Home"*
  - ○ *Link to Article*
  - ○ *PART ONE - Teacher Read Aloud - "Drowning in Dishes"*
  - ○ *PART TWO - Teacher Read Aloud - "Drowning in Dishes"*
- *" "My Daughter Can Read Just Fine,"*
  - ○ *Teacher Read Aloud - "My Daughter Can Read Just Fine"*
- *"Queer: Five Letters"*
  - ○ *PART ONE - Teacher Read Aloud - "Queer: Five Letters"*
  - ○ *PART TWO - Teacher Read Aloud - "Queer: Five Letters"*
  - ○ *PART THREE - Teacher Read Aloud - "Queer: Five Letters"*

- *12 College Essays that Worked* *"Grandma's Kimchi"*
  - ○ *Teacher Read Aloud - "Grandma's Kimchi"*
- *"Porcelain God"*
  - ○ *Teacher Read Aloud - "The Porcelain God"*

Activities:
- Teachers will model different strategies for each piece (depending on the text and the writing goal), and students will use the graphic organizers below to employ the strategies with structure and support.
  - ○ *Before, During, and After Reading Strategies - Graphic Organizers*
- After each read-aloud and strategy practice, students will write, peer or teacher review, and revise a "They Say, I Say" Piece modeled after the example below:
  - ○ Assertion Journal
- Teacher(s) will build in grammar mini-lessons throughout based on pre-assessment results.

Final Assessment: Students will complete an independent analysis focused one one of the pieces that we read in class that is modeled after the following pre-assessment that they took at the beginning of the unit: Pre-Assessment