

**UbD Unit Template with Planning Questions and Guidance**

Revised October 2020

Department: **English**

Course: **Transitional English**

Unit: **Tracing Connections Between Genres**

<b>STAGE 1: DESIRED RESULTS</b>		
<p><b>Established Goals</b>  <i>Planning Questions: What content standards and program- or course-related goals will this unit address?</i></p> <p><b>Transitional English Content Competencies:</b>                      Students can analyze, evaluate, and synthesize while writing.</p> <ul style="list-style-type: none"> <li>● Reading:                             <ul style="list-style-type: none"> <li>○ Students can analyze and interpret texts.</li> <li>○ Students can understand the credibility and reliability of evidence in texts while reading.</li> </ul> </li> <li>● Writing:                             <ul style="list-style-type: none"> <li>○ Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.</li> <li>○ Students can engage with evidence while writing.</li> </ul> </li> </ul> <p><b>Common Core State Standards:</b>                      CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and</p>	<p><i>Planning questions: What kinds of long-term, independent accomplishments are desired?</i></p> <p>Students will be able to independently...</p> <ul style="list-style-type: none"> <li>● Identify themes and connections across multiple texts.</li> <li>● Make evidence-based connections between different genres.</li> <li>● Support a claim with evidence from multiple texts.</li> <li>● Make connections between an individual’s experiences and his/her social identities.</li> <li>● Identify the power of society on the individual.</li> </ul>	
	<b>Meaning</b>	
	<p><b>Understandings</b>  <i>Planning Question: What specifically should the students understand?</i></p> <p>Students will understand that..</p> <ol style="list-style-type: none"> <li>1. As readers, we can make connections across texts and genres.</li> <li>2. It is important to synthesize information from multiple texts to build understanding and strengthen arguments.</li> <li>3. Writers can support a claim using evidence from multiple texts.</li> <li>4. Writers reflect on their own</li> </ol>	<p><b>Essential Questions</b>  <i>Planning Question: What thought-provoking questions will foster inquiry, meaning making, and transfer?</i></p> <p>Students will keep considering...</p> <ol style="list-style-type: none"> <li>1. How do I identify connections between two texts?</li> <li>2. How do I support a claim with evidence from multiple texts?</li> <li>3. How does society impact the individual?</li> <li>4. How does the individual impact society?</li> </ol>

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<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>progress as they grow and expand their skills.</p> <p>5. A person’s social identities (race, gender, sexual orientation, etc.) have a direct impact on their experiences in the world.</p>	<p>5. How is a person shaped by his/her environment or social identities?</p>
<p><b>Acquisition</b></p>		
<p>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.</p> <p>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.</p> <p>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, and audiences.</p> <p>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</p>	<p><b>Knowledge</b>  <i>Planning Question: What facts and concepts should students know and be able to remember?</i></p> <p>Students will know...</p> <ol style="list-style-type: none"> <li>1. Strategies for making connections between multiple texts in a structured way (graphic organizers).</li> <li>2. How to use the “They say, I say” strategy to reflect on two texts.</li> <li>3. How to use standard punctuation and grammar to eliminate run-on sentences and build clarity in their own writing.</li> <li>4. How to combine sentences to eliminate choppiness in their writing (students who are ready will move from commas before FANBOYS to semicolon and colon usage).</li> <li>5. How to respectfully and thoughtfully dialogue about text.</li> </ol>	<p><b>Skills</b>  <i>Planning Question: What discrete skills and processes should students be able to use?</i></p> <p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Support a claim using direct evidence from more than one text.</li> <li>2. Combine sentences using colons and semicolons (Some students will continue FANBOYS conjunction instruction as needed).</li> <li>3. Write a solid extended paragraph with a claim, evidence from multiple texts, and an analysis that connects both texts to the claim.</li> <li>4. Identify and complete appropriate graphic organizers to support their comprehension.</li> <li>5. Define and communicate abstract thoughts, such as how society impacts the individual.</li> </ol>

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<p>text leaves matters uncertain.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>		
<b>STAGE 2: EVIDENCE</b>		
<b>Evaluation Criteria</b>	<b>Assessment Evidence</b>	
<i>Planning Question: What criteria will be used in each assessment to evaluate</i>	<b>Performance Task(s)</b>	

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<p><i>attainment of desired results?</i></p> <ul style="list-style-type: none"> <li>● <a href="#">"They Say, I Say" Rubric</a></li> <li>● <a href="#">Annotation Rubric 1</a></li> <li>● <a href="#">Annotation Rubric 2</a></li> <li>● <a href="#">HF Writing Rubric</a></li> <li>● <a href="#">Graphic Organizer Rubric</a></li> <li>● <a href="#">Rubric for Process Competencies for TE</a></li> <li>● <a href="#">Habits of Mind Rubric for Metacognition</a></li> </ul>	<p><b>Planning Question:</b> <i>How will students demonstrate their understanding, knowledge, and skills through transfer performance(s)?</i></p> <p>Continue to build the portfolio you started last quarter. Choose two more written pieces from this quarter and reflect on why you chose each piece in a two-paragraph reflection, which will be included in your portfolio as well. Include areas where you feel you improved from quarter one based on the rubric provided. Reflect on your own progress this quarter via <a href="#">Habits of Mind Rubric</a>. Your teacher will again meet with you one-on-one to 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.</p>
<p><b>Supplementary Evidence</b>  <i>What other evidence will be collected to determine whether Stage 1 goals were achieved?</i></p> <ol style="list-style-type: none"> <li>1. Annotation Assessments</li> <li>2. Graphic Organizers</li> <li>3. Weekly "They Say, I Say" Writing Assignments</li> <li>4. Synthesis Writing Assessments</li> <li>5. Pair, Small Group, and Whole-Class Discussions</li> <li>6. Final Assessment</li> </ol>	
<p><b>STAGE 3: LEARNING PLAN</b></p>	
<p><b>Pre-assessment</b>  <i>What pre-assessments will be used to check students' prior knowledge, skill levels, and potential misconceptions?</i></p>	
<p><b>Learning Events:</b></p> <p><b>1. Building Background Knowledge</b>          Selections From:</p> <ul style="list-style-type: none"> <li>● <a href="#">How Jackie Robinson Changed Baseball</a></li> <li>● <a href="#">Video Clip - Mini Bio - Jackie Robinson</a></li> </ul>	<p><b>Formative Assessments</b>  <b>Planning Question:</b> <i>What ongoing assessments will be used to monitor students' progress toward acquisition, meaning making, and transfer throughout the unit?</i></p>

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- [Building Background - "Pittsburgh, 1957 - A Mecca of Black Culture and Business Destroyed"](#)
- [Independent Research - Background Knowledge](#)
- ["Because I Could Not Stop For Death" By Emily Dickinson](#)

Full Text:

- [Fences by August Wilson](#)

Activities:

- Explore Jackie Robinson's story before reading Act 1, Scene 1.
- Build Background Knowledge/Anticipation Guide (Discuss, Annotate)
- Introduce and model synthesis (pulling evidence from multiple texts to support a claim) and have students practice with you for Jackie Robinson article and the first act of the play.
- Review and explore symbolism - Start Symbolism Journal
- After reading Act 1, Scene 1, read aloud Emily Dickinson Poem. Have students synthesize on their own using the same graphic organizer from the model.

### 2. Active Reading Strategies, Annotations, and "They Say, I Say," and Synthesizing Evidence from Multiple Texts

Selections from:

- ["Why Do We Hate Love" - Nonfiction Article](#) (Read After Act 1, Scene 3 - After the argument between Cory and Troy)
- ["What Love Isn't" - Nonfiction Article](#) (Read After Act 2, Scene 1)
  - [TED Talk - "What We Don't Talk About When We Talk About Love"](#)
- ["Knock, Knock" - Poem by William Beaty](#) (Read after finishing the play)

Activities:

- Teachers will review, and students will continue practice for reading strategies from unit 1. Students will become more independent in their choices for [Before, During, and After Reading Strategies - Graphic Organizers](#)
- Teachers will read aloud and model strategies throughout. Students will continue "They Say, I Say" throughout.
  - [Assertion Journal](#)

- Reading Strategy Graphic Organizers.
- Grammar Practice (mini-lesson check-ins)
- "They Say, I Say" Assertion Journals focused on synthesizing multiple texts.
- Reading comprehension check-ins
- Socratic Seminar Discussions

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

- Reading Strategy Graphic Organizers
- Grammar Practice (mini-lesson check-ins)
- "They Say, I Say" Assertion Journals
- Synthesis Writing Practices
  - Students will have multiple opportunities to use this feedback via drafts, revisions, and rewrites.

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- Teacher(s) will build in grammar mini-lessons throughout based on pre-assessment results.
- Students and teachers will focus on synthesizing evidence from two articles to support one central claim. They will expand on their assertion journals by developing an analysis that requires them to reflect on both texts.
- Continue to develop symbolism journals in preparation for the final essay.

**Final Essay:** Through the play *Fences*, August Wilson intends to show how racial segregation and injustice can create hardships for families, a personal lack of self-esteem, and lead to uncontrollable circumstances. Choose one major symbolic element in *Fences*. Explain what it represents beyond its literal meaning. Then describe how the symbol is developed throughout the text (how the author connects the symbol to the meaning) and why it is important for understanding a character or theme of the play.