



Rigorous Curriculum Design—Unit Planning Organizer Blank

DEKALB COUNTY SCHOOL DISTRICT RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER

Subject(s)	English Language Arts
Grade and Course	8 th grade
Unit of Study	Unit 1: Perseverance
Pacing	Timeframe: 9 weeks

“Unwrapped” Priority Georgia Standards of Excellence



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Skills and Concepts

ELAGSE8RL2: DETERMINE a theme and/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.

ELAGSE8RI3: ANALYZE how a text makes connections among and distinctions between individuals, ideas, or events (through comparison, analogies, or categories).

ELAGSE8W3: WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, relevant descriptive details, and well-structured event sequences.

**“Unwrapped” Priority Georgia Standards of Excellence
Skills and Concepts**



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“Unwrapped” Skills (Students Need to Be Able to Do)	“Unwrapped” Concepts (Students Need to Know)	Bloom’s Taxonomy Levels	DOK (For Overall Standard)
8RL2 <ul style="list-style-type: none"> • Determine • Analyze • Provide 	<ul style="list-style-type: none"> • theme or central idea of a text • development over the course of text; its relationship to characters, plot • objective summary of text 	<ul style="list-style-type: none"> • 4 (Analyze) 	<ul style="list-style-type: none"> • 3(Strategic Thinking/Reasoning)
8RI3 <ul style="list-style-type: none"> • Analyze 	<ul style="list-style-type: none"> • text make connections and distinctions between <ul style="list-style-type: none"> ○ individuals ○ ideas ○ events • comparisons • analogies • categories 	<ul style="list-style-type: none"> • 4 (Analyze) 	<ul style="list-style-type: none"> • 2 (skills and concepts)
8RW3 <ul style="list-style-type: none"> • Write • Using <ol style="list-style-type: none"> a. Engage, Orient b. Use, develop c. Use, capture, convey 	<ul style="list-style-type: none"> • Narratives to develop real or imagined experiences or events • effective technique, relevant descriptive details, well-structured event sequences 	<ul style="list-style-type: none"> • 6 (Create & Evaluate) 	<ul style="list-style-type: none"> • 4 (Extended Thinking)

Supporting Standards



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ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RL3: 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.

ELAGSE8RL4: 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.

ELAGSE8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

ELAGSE8RI5: 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.

ELAGSEW3:

- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

ELAGSEW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSEW5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying

ELAGSEW6: 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.

ELAGSESL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly

ELAGSEL2:

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.



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ELA Overarching Standards

ELAGSE8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently

ELAGSE8RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

ELAGSE8W10: 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.

Essential Questions

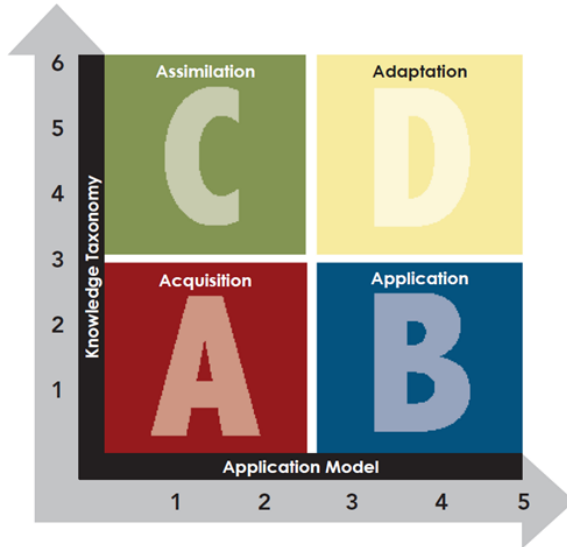
Corresponding Big Ideas



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<ol style="list-style-type: none">1. How can readers determine the theme and central idea(s) of a story?2. How do authors use comparison, analogies and categories in writing?3. How do authors engage their readers when writing narratives?4. How do writers focus and organize writing to clearly effectively communicate ideas to the reader?5. How can readers writers use their knowledge of language?	<ol style="list-style-type: none">1. Theme and central ideas can be determined by understanding the relationship between story elements.2. Authors use comparison, analogies and categories to make connections among and distinctions between individuals, ideas, and events.3. An author of a narrative text engages their reader by using effective writing techniques.4. Writers focus and organize writing to clearly and effectively communicate ideas to the reader by establishing a well-organized text through sufficient elaboration. The writing should be purposely focused, detailed, and organized.5. Effective writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately use vocabulary.
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Unit Assessments

Pre-Assessment	Post-Assessment
Student Version: 8th_ELA_Unit 1_Pre-Assessment_Student Teacher Version: 8th_ELA_Unit 1_Pre-Assessment_Teacher	Student Version: DeKalb Benchmark Assessment Teacher Version: DeKalb Benchmark Assessment

Use this format for your scoring guide.

Scoring Guide			
4 Advanced	3 Proficient	2 Basic	1 Below Basic
<ul style="list-style-type: none"> • Completes all selected response questions correctly • Student correctly identifies and thoroughly explains the comparison in the poem stanza. • The constructed response exceeds all the requirements of the task. 	<ul style="list-style-type: none"> • Completes all selected response questions correctly • Student correctly identifies and explains the comparison the author makes in the poem stanza • The constructed response fulfills all the requirements of the task. The information 	<ul style="list-style-type: none"> • Completes 2-3 selected response questions correctly • Student partially identifies and explains the comparison the author makes in the poem stanza • The constructed response fulfills some of the requirements of the task, but some of the information may be too general, too 	<ul style="list-style-type: none"> • Completes 1-2 selected response questions correctly • Student incorrectly identifies the comparison the author makes in the poem stanza • The constructed response does not fulfill the requirements of the task because it



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<p>The information given is text- based and relevant to the task.</p> <ul style="list-style-type: none"> • The theme is identified. • Two specific details from the text are used to validate the response. • The student thoroughly explains the theme and how the author develops the 	<p>given is text- based and relevant to the task.</p> <ul style="list-style-type: none"> • The theme is identified. • Two specific details from the text are used to validate the response. 	<p>simplistic, or not supported by the text.</p> <ul style="list-style-type: none"> ○ The theme is partially or not identified ○ Less than two specific details from the text are used to validate the response. 	<p>contains information that is inaccurate, incomplete, and/or missing altogether.</p> <ul style="list-style-type: none"> ○ The theme is not identified. ○ No specific details from the text are used to validate the response.
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Performance Assessment

Engaging Scenario

You are a freelance writer for a children’s magazine. Your publisher has tasked you with writing a segment for the October issue which focuses on historical events that have impacted the U.S. The impact can be either social, economic, personal and/or tragic in nature.

As a writer, you will research and gather information on the historical event, analyzing key issues and themes from multiple perspectives and write a narrative account from an individual affected by the event and describe how the event impacted his/her life.

Performance Task Synopses



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Teacher notes: Students should have opportunities throughout the unit to engage in independent reading within their Lexile range. In addition, students should be exposed to and interact with text within or above the grade level text complexity band.

Task 1: ELAGSE8RL2

Read two anchor texts (1 literary, 1 informational) on a historical event that greatly impacted the United States. Write an objective summary of each anchor text. Write a constructed response that demonstrates the ability to determine the theme of the literary text and a constructed response that demonstrates the ability to determine the central idea of the informational text.

Task 2: ELAGSE8RI3

Compose journal entries from the perspective of a person impacted by the historical event.

Task 3: ELAGSE8W3

Create a story map for your historical fiction narrative. Students will complete a story map which helps them to organize their thoughts and structure their writing.

Task 4: ELAGSE8W3

Compose a historical fiction narrative from the perspective of an impacted individual.

Performance Task 1 In Detail



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ELAGSE8RL2

Task 1 Student Directions: Actively read (annotate or take notes) the provided anchor texts (both literary and informational). After reading the texts, write an objective summary of each text. You will then write two constructed responses, one for each text.

- Constructed Response 1 (literary text)- Write or create a constructed response that clearly identifies the theme of the literary anchor text. Support your answer by citing 2 or more pieces of textual evidence.
- Constructed Response 2 (informational text)- Write or create a constructed response that clearly identifies the central idea of the informational anchor text. Support your answer by citing 2 or more pieces of textual evidence.

Task 1 Teacher Notes

Teacher will model how to create and respond to a constructed response question.
 Teacher can provide a general outline or notated information (central idea and theme)
 Teacher can provide a general outline or notated information on writing an objective summary.
 The use of graphic organizers can be used to assist the learner with forming and organizing his or her ideas.
 Teacher can use the following link as a resource: <https://www.eduplace.com/graphicorganizer/>

http://writingfix.com/PDFs/RICA_PDFS/constructed_response/CRorganizer.pdf

<http://images.pcmac.org/SiSFiles/Schools/GA/DecaturCounty/BainbridgeMiddle/Uploads/DocumentsCategories/Documents/Constructed%20Response%20Graphic%20Organizer.pdf>

<http://www.polytechpanthers.com/ourpages/auto/2012/9/17/53489503/RARE2.pdf>

The usage of the **R.A.C.E.** (Restate; Answer; Cite; Explain) Strategy may be used as a *scaffold if needed* for students who need support to formulate Constructed Response 1 and Constructed Response 2. Teachers should not require students to use the strategy and should incorporate gradual release of responsibility into instruction.

Task 1 Scoring Guide

4 Advanced	3 Proficient	2 Basic	1 Below Basic
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<p>All “3” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide an explanation of how your text evidence supports the theme <input type="checkbox"/> provide an explanation of how your text evidence supports the central idea <input type="checkbox"/> Flawless conventions and language usage 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> show evidence of active reading <input type="checkbox"/> write an objective summary of each text <input type="checkbox"/> write a constructed response that clearly identifies the theme of the literary text; cite two pieces of textual evidence to support response <input type="checkbox"/> write a constructed response that identifies the central idea of the informational text; cite two pieces of textual evidence to support your response <ul style="list-style-type: none"> <input type="checkbox"/> Strong conventions and language usage 	<p><input type="checkbox"/> Meets <u>4</u> of the “5” criteria</p>	<p><input type="checkbox"/> Meets fewer than <u>4</u> of the “5” criteria</p>
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Performance Task 2 In Detail



Rigorous Curriculum Design—Unit Planning Organizer Blank

ELAGSE8RI3

Task 2 Student Directions: Compose three journal entries from the perspective/point of view of a person impacted by a historical event. Use details from both pieces of text to bring history to life through the fictional character's thoughts and feelings in the form of journal entries. Include two to three details from the informational text and two to three details from the literary text. Describe a particular point in time and include specific situations that may have occurred, as it relates to the event. Entries should include the feelings and emotions of the character by using colorful words, dialogue, and reflection.

Examples:

- Describe what happens in the person's life the day before the event.
- Describe in detail what happens and the character's feelings the day of the event.
- Describe what happens, and how the character feels in the aftermath of the event.
- Describe how the event impacted the character's future successes.

The journal entries should demonstrate your ability to synthesize information from both the literary and informational text, to create an accurate account of the historical event chosen.

Task 2 Teacher Notes:

Teacher will review character perspective (point of view). Prior to journaling, allow students to brainstorm elements of the entries. Brainstorming ideas may include perspective, type of character, and time and place for each entry. After they brainstorm their ideas, they may share those ideas with a peer.

Performance Task 2 Scoring Guide

4 Advanced	3 Proficient	2 Basic	1 Below Basic
<p>All "3" criteria <i>plus</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include 3-5 details from the informational <input type="checkbox"/> Include 3-5 details from the literary text. <input type="checkbox"/> Identify a particular point in time/event from the text. <input type="checkbox"/> Describe clear and precise situations that may have 	<ul style="list-style-type: none"> <input type="checkbox"/> Compose three journal entries <ul style="list-style-type: none"> <input type="checkbox"/> Write from the point of view of a character impacted by the event <input type="checkbox"/> Include 2-3 details from the informational text <input type="checkbox"/> Include 2-3 details from the literary text 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets 6 of the "3" criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets fewer than 6 of the "3" criteria



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<p>occurred as it relates to the event.</p> <p><input type="checkbox"/> Include strong feelings and emotions of the character by using vivid words, powerful dialogue, and recollection.</p>	<p><input type="checkbox"/> Describe a particular point in time and include specific situations that may have occurred, as it relates to the event.</p> <p><input type="checkbox"/> Entries should include the feelings and emotions of the character by using:</p> <ul style="list-style-type: none"> <input type="checkbox"/> colorful words <input type="checkbox"/> dialogue <input type="checkbox"/> character reflection 		
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Performance Task 3 In Detail

ELAGSE8W3

Task 3 Student Directions: As part of the brainstorming process, create a story map for your historical fiction narrative. Students will create a story map which identifies the main components of their story and organizes an event sequence that unfolds naturally and logically.

- Include the following components:
 - 1 major and 1 minor character (Antagonist or Protagonist)
 - Setting
 - historical period
 - geographical location(s)
 - time of day
 - Conflict/Situation (character vs. character, character vs. self, character vs. nature, character vs. society)
 - Story theme
 - Rising action events
 - Climax
 - Falling action events



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- o Resolution

Task 3 Teacher Notes:

Teacher will effectively model what a Story Map is and how to create one. Teacher will give the student(s) suggestions or ideas on the event(s) such as, Hurricane Katrina, 911, The Dust Bowl, The Great Depression, The Bombing of Pearl Harbor, The Columbine Massacre. Teacher can provide graphic organizers (plot diagram, web, etc.) for the student to brainstorm and organize his or her ideas.
<https://www.eduplace.com/graphicorganizer/>

Performance Task 3 Scoring Guide

4 Advanced	3 Proficient	2 Basic	1 Below Basic
<p>All “3” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> characterization map for major and minor characters <input type="checkbox"/> each rising action/falling action includes important dialogue, character emotion and internal thoughts 	<p>Students will:</p> <ul style="list-style-type: none"> • Create a story map for your historical fiction narrative <ul style="list-style-type: none"> o 1 major and 1 minor character (Antagonist or Protagonist) o Setting o Conflict o Story theme o Rising action events o Climax o Falling action events o Resolution 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets <u>3</u> of the “4” criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets fewer than <u>3</u> of the “4” criteria

Performance Task 4 In Detail



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ELAGSE8W3

Task 4 Student Directions: WRITE A NARRATIVE using the products you created in Task 1, 2, 3 (constructed response, summary on theme/ central idea, journal entries, and story map) to write a historical narrative from the perspective of an individual impacted by the historical event you have chosen. The narrative should fully capture how the event impacted the character/individual’s life through the development of narrative events.

The narrative should:

- Engage and orient the reader by establishing and maintaining a context and point of view and introducing a narrator and/or characters;
- organize an event sequence that unfolds naturally and logically.
- develop experiences, events, and/or characters use narrative techniques, such as:
 - dialogue
 - description
 - character reflection
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- include details that clearly convey the theme of perseverance.

Task 4 Teacher Notes:

Historical text or content can be selected by the teacher and or student based the topic or event. The use of technology (search engines) and articles can be used to locate focused text. The use of graphic organizers can be used to assist the learner with forming and organizing his or her ideas. Teacher can use the following link as a resource: <https://www.eduplace.com/graphicorganizer/> Keep in mind that the writing process is recursive in nature, and that not every student will be on the same step at the same time.

Performance Task 4 Scoring Guide

4 Advanced	3 Proficient	2 Basic	1 Below Basic
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Rigorous Curriculum Design—Unit Planning Organizer Blank

<p><input type="checkbox"/> All “5” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Well-developed introduction <input type="checkbox"/> An attention grabber that grabs the reader’s interest and continues to engage the reader throughout. <input type="checkbox"/> Includes a clearly presented central idea/ theme with relevant facts from the text(s), concrete supporting details, and explanations <input type="checkbox"/> Logical progression of ideas with a clear structure that enhances the central idea/theme. <input type="checkbox"/> Conclusion effectively wraps-up and re- stresses the importance of the central idea/theme. <input type="checkbox"/> Transitions are effective and vary throughout the paragraph(s). <input type="checkbox"/> Sentences are strong and expressive with varied structure. <input type="checkbox"/> Diction is consistent and words are well chosen. 	<p><input type="checkbox"/> Student will write a Historical Narrative including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage and orient the reader by establishing and maintaining a context and point of view and introducing a narrator and/or characters; <input type="checkbox"/> organize an event sequence that unfolds naturally and logically. <input type="checkbox"/> develop experiences, events, and/or characters using narrative techniques, such as: <ul style="list-style-type: none"> <input type="checkbox"/> dialogue <input type="checkbox"/> description <input type="checkbox"/> character reflection <input type="checkbox"/> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <input type="checkbox"/> include details that clearly convey the theme of perseverance. 	<p><input type="checkbox"/> Meets <u>4</u> of the “5” criteria</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> Meets fewer than <u>4</u> of the “5” criteria</p>
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<input type="checkbox"/> flawless conventions (grammar, punctuation)			
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Instructional Strategies

Instructional Strategies	
Research-Based Effective Teaching Strategies	21st Century Learning Skills
<input type="checkbox"/> Learning Objectives (posted and referenced) <input type="checkbox"/> Identifying Similarities and Differences <input type="checkbox"/> Summarizing and Note Taking <input type="checkbox"/> Reinforcing Effort, Providing Recognition <input type="checkbox"/> Homework and Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Purposeful small group instruction <input type="checkbox"/> Increased think time <input type="checkbox"/> Setting Objectives, Providing Feedback <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Generating and Testing Hypotheses <input type="checkbox"/> Cues, Questions, and Advance Organizers	<input type="checkbox"/> Teamwork and Collaboration <input type="checkbox"/> Initiative and Leadership <input type="checkbox"/> Curiosity and Imagination <input type="checkbox"/> Innovation and Creativity <input type="checkbox"/> Critical thinking and Problem Solving <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Effective Oral and Written Communication <input type="checkbox"/> Accessing and Analyzing Information <input type="checkbox"/> Other

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<input type="checkbox"/> Interdisciplinary Non-Fiction Writing	
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Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) Additional Supports in Classroom	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners
<input type="checkbox"/> Re-voicing <input type="checkbox"/> Explaining <input type="checkbox"/> Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking “Why?” “How?” <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & Re-teach in a different way <input type="checkbox"/> Repetition <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Collaborative work <input type="checkbox"/> Direct/explicit instruction <input type="checkbox"/> “Chunking”	<input type="checkbox"/> Conferencing <input type="checkbox"/> Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student’s dictation <input type="checkbox"/> Scaffold information <input type="checkbox"/> Differentiated content process or product <input type="checkbox"/> Consistent reward system <input type="checkbox"/> Refer to student’s IEP or 504 plan <input type="checkbox"/> Assistive technology	<input type="checkbox"/> Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response <input type="checkbox"/> Color-coding <input type="checkbox"/> Multiple exposures in different media <input type="checkbox"/> Pair-share <input type="checkbox"/> Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts <input type="checkbox"/> L1 support <input type="checkbox"/> increased opportunities for student-student talk



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<input type="checkbox"/> Accommodating different learning styles		<input type="checkbox"/> Strategic vocabulary instruction
<input checked="" type="checkbox"/> Create differentiated text sets		<input type="checkbox"/> Additional think time
<input type="checkbox"/> Providing additional guided practice		



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Strategies for Gifted Learners	
Tier 1: Low Preparation	Tier 2: Medium Preparation
<input type="checkbox"/> Flexible-Learning Groups by Readiness, Interest, Learning Profiles	<input type="checkbox"/> Gifted Education Cluster Classes
<input type="checkbox"/> Choice of Books	<input type="checkbox"/> Gifted Education Collaboration Classes
<input type="checkbox"/> Homework Options	<input type="checkbox"/> Tiered Activities and Products
<input type="checkbox"/> Use of Reading Buddies	<input type="checkbox"/> Use of Literature Clubs
<input type="checkbox"/> Various Journal Prompts	<input type="checkbox"/> Multiple Testing Options
<input type="checkbox"/> Student/Teacher Goal Setting	<input type="checkbox"/> Multiple Texts
<input type="checkbox"/> Varied Pacing with Anchor Options	<input type="checkbox"/> Alternative Assessments
<input type="checkbox"/> Work Alone or Together	<input type="checkbox"/> Subject Advancement within class
<input type="checkbox"/> Flexible Seating	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Varied Scaffolding	<input type="checkbox"/> Tiered Centers
<input type="checkbox"/> Varied Computer Programs	<input type="checkbox"/> Spelling by Readiness
<input type="checkbox"/> Design-A-DAY	<input type="checkbox"/> Varying Organizers
<input type="checkbox"/> Varied Supplemental Materials	<input type="checkbox"/> Community Mentorships
<input type="checkbox"/> Computer Mentors	<input type="checkbox"/> Stations
<input type="checkbox"/> Think-Pair-Share by Readiness, Interest, Learning Profiles	<input type="checkbox"/> Group Investigations
<input type="checkbox"/> Open-ended Activities	<input type="checkbox"/> Students are Assessed in Multiple Ways
<input type="checkbox"/> Explorations by Interest	<input type="checkbox"/> Student choice in selecting learning activities.
<input type="checkbox"/> Options for Competition	<input type="checkbox"/> Simulations
Tier 3: High	Tier 4: Advanced/Autonomous
<input type="checkbox"/> Advanced Content English/language arts, mathematics, science and/or social studies courses	<input type="checkbox"/> Above grade level accelerated English/language arts, mathematics, science and/or social studies courses
<input type="checkbox"/> Resource Classes	<input type="checkbox"/> Advanced Placement Classes



Rigorous Curriculum Design—Unit Planning Organizer Blank

<input type="checkbox"/> Independent/Directed Study	<input type="checkbox"/> International Baccalaureate Classes
<input type="checkbox"/> Socratic Seminars	<input type="checkbox"/> Internship/Mentorships
	<input type="checkbox"/> Whole Grade Acceleration



Instructional Resources and Materials

Suggested Resources	Suggested Technology Resources
<p>https://www.eduplace.com/graphicorganizer/</p> <p>http://writingfix.com/PDFs/RICA_PDFS/constructed_response/CRorganizer.pdf</p> <p>http://images.pcmac.org/SiSFiles/Schools/GA/DecaturCounty/BainbridgeMiddle/Uploads/DocumentsCategories/Documents/Constructed%20Response%20Graphic%20Organizer.pdf</p> <p>http://www.polytechpanthers.com/ourpages/auto/2012/9/17/53489503/RARE2.pdf</p> <p>McDougal Littell Literature- 8th Grade</p> <p>Elements of Literature - Plot; Point of View; Character Traits; Theme; Compare and Contrast; Main Idea; Supporting Details; Author's Purpose</p> <p>Text sources:</p> <p>CommonLit: https://www.commonlit.org can be searched by theme and Lexile.</p> <p>"The Treasure of Lemon Brown" by Walter Dean Myers"</p> <p>"The Medicine Bag" by Virginia Driving Hawk Sneve</p> <p>"Who Are You Today, Maria" by Judith Ortiz Cofer</p> <p>"An Hour with Abuelo" by Judith Ortiz Cofer</p>	<p>Sites you may use to research the natural disasters you are considering:</p> <ul style="list-style-type: none"> • CNNstudentnews.com (search national catastrophe) • http://environment.nationalgeographic.com/environment/natural-disasters/ <p>Writing Process:</p> <p>http://bowenpeters.weebly.com/uploads/8/1/1/9/8119969/writing_process_detailed.pdf</p> <p>https://www.ttms.org/PDFs/04%20Writing%20Process%20v001%20(Full).pdf</p> <p>Text Complexity Bands and Lexile Bands:</p> <p>https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</p> <p>Varied sentence lessons:</p> <p>LearnZillion (must create free account): https://learnzillion.com/lesson_plans/12139-lesson-19-varying-sentence-structure-to-increase-clarity-and-reader-engagemen</p>



Rigorous Curriculum Design—Unit Planning Organizer Blank

<p>"Flowers for Algernon" by Daniel Keyes</p> <p>"The Grandfather and His Little Grandson" by Leo Tolstoy</p> <p>Analyzing Text; Objective Summary</p> <p>from <i>Brown vs. Board of Education</i>-p. 256 (Holt African American Literature Supplemental)</p> <p><i>The Gettysburg Address</i> by Abraham Lincoln</p> <p>"Chicago" by Carl Sandburg</p> <p>"The Great Fire" by Jim Murphy</p> <p>"The Great Chicago Fire of 1871" by Michael Burgan</p> <p>Vocabulary instruction (teacher resources):</p> <p>http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx</p> <p>http://www.commlearnonline.com/files/Classroom-Tip-4-Marzano-Vocabulary-Game.pdf</p>	<p>https://dl.dropboxusercontent.com/u/54889874/companion/COMPANION_SC_SITE/PRACTICES.html</p>
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Unit Vocabulary

Unit Vocabulary Terms	Interdisciplinary Connections
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Academic / Tier 2	Unit-Specific / Domain / Tier 3	
analyze compare and contrast constructed response context clues determine develop historical context infer main idea mood provide summarize sequencing textual Evidence tone transitions	author's purpose central idea dialogue historical narrative main character (protagonist, antagonist) minor character perspective plot <ul style="list-style-type: none"> • exposition • conflict (types) • rising action • climax • falling action • resolution point of view (first person, third person) sensory language setting supporting details theme	Historical connections related to 8 th grade social studies

Weekly Planner

Course: _____ Unit: _____

Pacing	Priority (<i>in bold</i>) and Supporting Standards	Engaging Learning Experiences	Core Instruction (<i>in bold</i>) and additional resources	Formative Assessments
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<p>Week 1</p>	<p>ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL3 8RL6</p>	<p>Introduce Engaging Scenario (children's magazine writer presented w/task of writing historical fiction narrative)</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher 	<ul style="list-style-type: none"> • Review elements of a story. • Complete character analysis. • Examine point of view (POV) in multiple texts. • Determine theme of multiple texts. 	<p>Pre- Assessment Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Complete character analysis • Complete a plot summary for multiple texts. • Analyze multiple texts for determining theme.
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Rigorous Curriculum Design—Unit Planning Organizer Blank

<p>Week 2</p>	<p>ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL1 8RI1 8RL6 8RI5</p>	<p>Introduce Anchor Texts:</p> <ul style="list-style-type: none"> - Literary (related historical event) • Informational (related historical event) <p>Independent reading</p> <ul style="list-style-type: none"> • Exposure to and interaction with grade level text or higher - 	<ul style="list-style-type: none"> • Review Text Features/ Text structures • Topic sentences /supporting details • Determine Central Idea • Review Author's purpose 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Determine Central idea of multiple texts. • Identify author's purpose of text and explain how the purpose assist with the understanding and meaning of the text.
<p>Week 3</p>	<p>ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL1 8RI1 8RL6 8RI5</p>	<p>Reference Anchor Texts:</p> <ul style="list-style-type: none"> - Literary (related historical event) - Informational (related historical event) <p>and</p>	<ul style="list-style-type: none"> • Determining key ideas (marking and annotating text) • Summarizing Ideas 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Determine the theme of the literary anchor text.



Rigorous Curriculum Design—Unit Planning Organizer Blank

		<p>Task 1: Read two anchor texts (informational and literary) and write an objective summary of each text, determine the central idea, and answer a constructive response question.</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher 		<ul style="list-style-type: none"> • Mark/annotate the literary text for key ideas and character traits. • Determine the central idea for the informational anchor text. • Mark/annotate the informational anchor text for key terms, phrases, and important ideas.
<p>Week 4</p>	<p>ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL1 8RI1 8RL6 8RI5</p>	<p>Task 2:The journal entries should demonstrate your ability to synthesize information from both the literary and informational text, to create an accurate account of the historical event chosen.</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with 	<ul style="list-style-type: none"> • Determining key ideas (marking and annotating text). • Summarizing Ideas. • Identifying and writing from multiple point of view and author's perspective. 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Identify point of view and author's perspective in multiple texts. • Cite textual evidence from multiple text to



Rigorous Curriculum Design—Unit Planning Organizer Blank

		grade level text or higher		produce a journal entry from the perspective of a fictional character from a historical time period.
Week 5	<p>ELAGSE8W3 ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL1 8RI1 8RL6 8RI5</p>	<p>Task 3: Create a story map for your historical fiction narrative. Students will complete a story map which helps them to organize their thoughts and structure their writing.</p> <p>Prewriting Stage: Teacher will model how to create a story map based on historical event.</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher 	<ul style="list-style-type: none"> • Establish key ideas from informational text to incorporate into historical fiction narrative. • Review elements of a story. • Review elements of plot. • Review character traits and types. • Review types of conflict and its role in propelling a plot. 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Map out essential story elements in a graphic organizer. • Compose characters and establish character traits for each character.



Rigorous Curriculum Design—Unit Planning Organizer Blank

<p>week6</p>	<p>ELAGSE8W3 ELAGSE8RI3 ELAGSE8RL2</p> <p>8RL1 8RI1 8RL6 8RI5</p>	<p>Task 4: Compose a historical fiction narrative from the perspective of an impacted individual.</p> <p>Drafting Stage: Students will use the task 3 story map to draft a historical fiction narrative based on anchor texts.</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher 	<ul style="list-style-type: none"> • Review writing process. • Mini-lesson on varying sentence structure (see resources) 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Develop a plot based on a historical event. • Create characters from historical events and develop various character traits. • Establish a conflict and evaluate its role in propelling the plot.



Rigorous Curriculum Design—Unit Planning Organizer Blank

<p>week7</p>	<p>ELAGSE8W3 8W4 8W5 8W6 8L2</p>	<p>Task 4: Compose a historical fiction narrative from the perspective of an impacted individual.</p> <p>Editing and Revising Stage: Peer Editing Revising</p> <p>Students will submit first draft of historical narrative.</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher 	<ul style="list-style-type: none"> • Review writing process. • Mini-lesson on engaging story starters. • Mini lesson on engaging story conclusions. • Mini-lesson on sensory details- "Show-not-tell" technique. 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> • Peer Editing • Teacher conferencing



Rigorous Curriculum Design—Unit Planning Organizer Blank

Week 8	<p>ELAGSE8W3 8W4 8W5 8W6 8L2</p>	<p>Task 4: Compose a historical fiction narrative from the perspective of an impacted individual.</p> <p>Editing and Revising Stage: Peer Editing Revising</p> <p>Teacher Feedback/Commentary</p> <ul style="list-style-type: none"> Independent reading Exposure to and interaction with grade level text or higher 	<ul style="list-style-type: none"> Review writing process. Mini-lesson on varying sentence structure (see resources). Mini-lesson on engaging conclusion techniques. 	<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> Peer Editing Teacher conferencing
week 9	<p>ELAGSE8W3 8W4 8W5 8W6 8L2</p>	<p>Task 4: Compose a historical fiction narrative from the perspective of an impacted individual.</p> <p>Publishing Stage</p>		<p>Discussion of the Essential Questions (throughout unit)</p> <p>Suggested informal progress monitoring checks:</p> <ul style="list-style-type: none"> Peer Editing



Rigorous Curriculum Design—Unit Planning Organizer Blank

		<ul style="list-style-type: none">• Independent reading• Exposure to and interaction with grade level text or higher		<ul style="list-style-type: none">• Teacher conferencing <p>Post-assessment</p>
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