

This Adolescent Life Unit Map

Unit Standards ^{1 2}	Learning Outcomes: <i>Students will...</i>	Unit Texts by Week Week 1-2: <i>For Every One</i> By: Jason Reynolds	Week 3: <i>Words With Wings</i> By: Nikki Grimes	Week4-5: <i>They Call Me Güero</i> By: David Bowles
Content Delivery Strategies				
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <i>CCSS.ELA-LITERACY.CCRA.R.5</i>	Identify how an author structures their text and for what purpose. Express interpretations within discussion, note-taking, and thinking logs.	Introduction of <i>For Every One</i> by Jason Reynolds. Whole class read/listen. Model some initial takeaways verbally. Identify and note structural pieces and how they add to the text as a whole.	Introduction of <i>Words With Wings</i> by Nikki Grimes. Whole class read/listen. Model some initial takeaways verbally. Identify and note structural pieces and how they add to the text as a whole.	Introduction of <i>They Call Me Güero</i> By: David Bowles Whole class read/listen. Model some initial takeaways verbally. Identify and note structural pieces and how they add to the text as a whole.
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <i>CCSS.ELA-LITERACY.RL.8.5</i>	Engage in conversations among peers to analyze the impact of structure on the meaning of a whole text, as well as sections of a text. Name and identify how a text's structure emphasizes its meaning in different ways or similar ways across more than one example of text.	Leaning lightly into this standard, model analysis, and writing using text examples to show connections across a text within itself.	Make direct comparisons between <i>Words with Wings</i> and <i>For Every One</i> . On style: describe the style of <i>Words with Wings</i> and how the style adds to the meaning of the text. Does the style differ from <i>For Every One</i> ?	Compare and Contrast final essay using one assigned poem from <i>They Call Me Güero</i> and a chosen poem from <i>Words with Wings</i> .
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic	Reference an author's craft moves, using text examples, to show readers understanding of a character's point of view as		Consider POV of <i>Words with Wings</i> , POV of <i>For Every One</i> --what do you know? In <i>Words with Wings</i> --if Mr. Spicer or the Mom were the narrator, what would be different?	

¹ "English Language Arts Standards » Language » Grade 8" <http://www.corestandards.org/ELA-Literacy/L/8/>. Accessed 1 Aug. 2020.

² "English Language Arts Standards | Common Core State" <http://www.corestandards.org/ELA-Literacy/>. Accessed 1 Aug. 2020.

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irony) create such effects as suspense or humor. <i>CCSS.ELA-LITERACY.RL.8.6</i>	well as the readers response, and why.			
Formative Assessment				
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>CCSS.ELA-LITERACY.W.8.3</i>	Use mentor texts to generate paragraphs, letters, or poems based on sequenced events real or imagined from their present mind using specific details with intentional craft moves.	Personal Essay Paragraph Final written project	Word inspired POV flip	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.W.8.4</i>	Using their own process, create a narrative poem or collection of poems capturing a time in the writer's life or present mind.	Constructed Response Personal Essay Paragraph	Write a letter to the main character sharing a personal experience (real or imagined) that relates to her experiences.	Compose a compare/contrast essay using two poems from two texts.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>CCSS.ELA-LITERACY.L.8.5</i>	Develop and build on their understanding of literary devices in narrative poetry, using this understanding to convey meaning through experimenting with literary devices.	In analyzing areas within the text where imagery is strong, students will identify how the author has achieved imagery and in what use of what literary devices using class discussion and through message boards.	Model Choose a poem that has a literary device and explain it's significance in the poem.	Literary devices and imagery--as well as illustrations and scenes relationships to meaning
Cumulative Project Assessment				
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <i>CCSS.ELA-LITERACY.CCRA.W.6</i>	Evaluate and analyze the conveyed meaning within their own poems, as well as peers through feedback using technology sharing (e.g., blogging, document sharing,	Digital notebook Flipgrid Final written response	Digital notebook Flipgrid Final written response	Digital notebook Flipgrid Final written response

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	Flipgrid, Padlet, or Face-2-Face partnerships/groups).			
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