

Understanding by Design
Unit planning template
Identify Goals & Understandings > Assessment> Activities

Stage 1
Desired Results
School Driven

Established Goals/Transfer Goal: Learners will become more comfortable and confident with writing and the writing process utilizing the learned skills across all types of writing- formal, informal, creative, and educational- settings.

CC.1.4.9-10.B: Write with a sharp distinct focus identifying the topic, task, and audience.

CC.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension.

CC.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9-10.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.1.4.9-10.J: Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.T: 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.

CC.1.4.9-10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9-10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9-10.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9-10.X: 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.

Enduring Understandings:

- Written communication is an important skill that we all use in our day-to-day lives.
- Using the 5-step writing process to explore learning topics through cited research that are of interest to them more deeply will help them become better writers and learners.
- They will be able to apply the rules of the writing process to complete any writing assignment in their academic, personal, or professional lives.
- Practice, patience, and constructive criticism in the writing process are the only ways to become a stronger writer and learner.
- Reflecting on what they have learned about the writing process or something they have discovered about their learning through their writing each week is an important part of the learning process.

Essential Questions:

- How do people use written communication in everyday life and why is it so important?
- Why is using a writing process (the 5-step POWER writing process) important?
- How do writers research and why is research important to the learning and writing process?
- How do writers cite their resources and why is it important to include them in their writing?
- How do writers apply what they have learned about writing in English class to writing that we do for other courses or other areas of our lives?
- How do writers use and give constructive feedback to make other writers' writing better?
- Why is reflecting on learning so important?

Stage 2

Assessment Evidence:

Teacher and School Driven

How will we know if students have learned?

<u>Formative Assessments:</u> Performance Task(s): • Students will have to use each of the 5 steps of the writing process in their writing assignments. • Create a brainstorming list of ideas to come up with topics of interest. • Students will have to conduct research and properly cite sources in their writing projects. • Create an annotated bibliography or sources that are going to be used in their writing. • Complete an outline/graphic organizer to organize thoughts. • Complete a rough draft of the essay with citations for peer and teacher review. • Complete editing/peer review worksheets during peer writing meetings. • Complete a final draft of the essay. (Will be graded using school district-mandated writing rubrics aligned with common core standard guidelines.) • Completion of writing assignments for other courses or other personal choice writing work. Other Evidence: • Observation of peer discussion. • Peer review based on the assignment rubric. • ePortfolio/Blog weekly learning self-reflection.	<u>Summative</u> <i>Summary in GRASPS form</i> Goal(s): After reading a certain type of literary genre as an example of a primary source, students will be able to synthesize a response to one of several prompts given to them or develop their own argument in a five-paragraph essay. Role: The student's role will be as a creator of their own constructed response as well as a peer editor for their classmates' work. Audience: The teacher and the students will see the writing produced. Situation: How The students will develop their own arguments as a response, will receive at least one peer edit, and may provide resource recommendations to other students through the use of a shared Google Doc or blog space Performance: Students will develop a five- paragraph essay response to a prompt. Standards: The performance task will be graded using the district/department-approved rubrics which are variations of the state open-ended response rubrics for written work.
Key Criteria to reflect performance task (rubric, checklist) Novel Analysis Rubric Personal Essay Rubric Persuasive Essay Rubric	Other Evidence (essay, work sample) What other evidence (formative, observations, home learning, etc.) will be collected to determine whether or not Desired Results have been achieved? See resources below- These will be edited with EdPuzzle with reflection and Higher Order Thinking questions for

Reflection Essay Rubric Research Essay Rubric	students to complete at home in the Blended/ Flipped classroom format. The following resources will be utilized: 5-paragraph essay organizer Box and Ladder essay organizer Novel Analysis Development Short Form Persuasive Writing Review Short Form Persuasive Writing Exercise- Introduction Paragraph
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Stage 3 <u>Learning Plan Activities:</u> (Teacher Driven) How will students engage in learning?	
<i>Consider the WHERETO elements</i> <i>These questions are/can be directed as....</i> <i>What the teacher and/or the student do in regards to the WHERETO.</i> W <i>Where are we going? What is expected?</i> By the end of the semester, students will have completed at least 4 researched essay assignments. Learners will be able to apply the 5-step POWER writing process to all future writing. Students will also have gained experience in giving and receiving important and useful constructive criticism to grow their writing skills. The incorporation of a daily writing workshop is intended to help learners feel more comfortable with writing to begin honing their craft.	Resources What print and web resource best supports the unit? Also provide additional resources used in planning for activities or during instruction. Writing Process Animation he Writing Process Overview P.O.W.E.R. Writing Workin' It: High School Writing for Teens Everything's an Argument Transitions in Academic Writing How to Use Transition Words and Sentences in Essays

H How will we hook (Introduce this to) the students?

We will discuss what it means to become an active learner in the learning process, what it means to have a growth mindset, and how reflecting on our own personal learning journey helps us grow and achieve our goals in life. We will live this philosophy in our writing workshop learning environment every day in hopes that we will all learn a lot from each other while becoming better writers and learners.

E How will we equip students for expected performances?

All expectations, procedures, rubrics, goals, and the purpose of the writing workshop will be discussed with learners on the first day of the semester.

Students will know what will be expected of them from the first day.

R How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?

Students tend to have a “love/hate” relationship with writing. More often than not, they hate the thought of having to write anything that is being assigned to them. Some issues are going to arise that will need to be planned for. Students will initially need a lot of guidance in creating their ePortfolio/blog space. Students will also need a lot of support when it comes to learning how to choose their writing topics, as many of them have never been given this kind of academic freedom. Students will need guidance through the research process as well as how to construct their citations, as many of them have never had to complete this step in their writing previously. Learners are also going to have to learn what constructive criticism is and how it is

[Academic Writing: Types and Definitions](#)

Lessons on how to conduct proper research:

[Starting Research](#)

[How to Choose a Research Topic](#)

[What makes a Good Research topic?](#)

[How to use graphic organizers](#)

[Graphic organizer templates](#)

[5-paragraph essay template](#)

[Fact and opinion graphic organizer](#)

[Persuasive Essay graphic organizer](#)

Outlining and graphic organizer use:

[How to use graphic organizers](#)

[Graphic organizer templates](#)

[5-paragraph essay template](#)

[Fact and opinion graphic organizer](#)

[Persuasive Essay graphic organizer](#)

Rules for Peer reviews and editing:

[Peer Review in the Classroom](#)

[How to Give Good Feedback](#)

[Peer-to-Peer Learning Can Change the World](#)

[How to be a Great Peer Editor](#)

Other resources to be utilized:

[Thesis Statement Builder Example](#)

used beneficially during the learning process. There will be a lot of “failing forward”, however, in the end, students will know a lot more about how they write than before they participated in this writing workshop.

E How will students self-evaluate and reflect on their learning?

Writing assignments will be evaluated using school district-mandated writing rubrics aligned with common core standard guidelines. Learners will also be self-evaluating their learning process through their blog use.

T How will we tailor learning to varied needs, interests, and learning styles?

Students will be able to complete their writing assignments at their own pace to really grasp the understanding of the writing practice and process.

Students will be allowed to work on individual areas of improvement with the use of mini-lessons that will be provided in a blended learning format.

Learners will also have access to the facilitator or their peers if they ever need help or have any questions about what they are doing or where they should be going with their writing.

O How will we organize the sequence of learning?

- Go over all expectations, and protocols, and introduce what the writing process is on the first day.
- Students begin constructing their e-portfolios/blogs.
- Students begin brainstorming lists of topics of interest to them that they want to further explore through research.
- Students will conduct their research, create outlines, and annotate bibliographies.
- Students will create their rough draft.
- Students will meet with their peer groups to discuss/review their writing at least 3 times a week.

[Outlining Lesson](#)

- Students will use critique to redraft their essays.
- Students will work independently on skill areas that need more attention.
- Students will reflect on their learning/writing process in their blogs at least once a week.

Reflection
(Optional)

Were the lessons successful? How do you know? What would you do differently next time?

Intervention (What will we do if students don't learn it?)

Enrichment (What will we do if students don't learn it?)