

my Perspectives™
Home Connection

Highlights of Unit 3: Transformations

Dear Family,

In this unit, students will learn about events that alter one's life, considering what kinds of things can lead a person to make major changes in his or her life. Students will read a variety of texts and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, in small groups, and independently, students will work to answer the question *Can people really change?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *Can people really change?*
- What do these texts say about life-altering changes? What kinds of things would cause a person to make a major change to his or her life?
- Why do you think turning points are so popular in the media and in books and films?

UNIT 3 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

<i>A Christmas Carol: Scrooge and Marley Act 1</i>	<i>based on the novel by Charles Dickens</i>	Drama
<i>A Christmas Carol: Scrooge and Marley Act 2</i>	<i>based on the novel by Charles Dickens</i>	Drama
<i>from A Christmas Carol</i>	<i>Charles Dickens</i>	Novel Excerpt



PEER-GROUP LEARNING

“Thank You, M’am”	<i>Langston Hughes</i>	Realistic Short Story
“Learning Rewires the Brain”	<i>Alison Pearce Stevens</i>	Science Journalism
“Trying to Name What Doesn’t Change”	<i>Naomi Shihab Nye</i>	Lyric Poetry
“I Myself”	<i>Ángel González</i>	Narrative Poetry



INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well, so that you can discuss it together.

“Little Things Are Big”	<i>Jesús Colón</i>	Reflective Essay
“The Story of Victor d’Aveyron, the Wild Child”	<i>Eloise Montalban</i>	Historical Narrative
“A Retrieved Reformation”	<i>O. Henry</i>	Realistic Short Story
“The Grandfather and His Little Grandson”	<i>Leo Tolstoy</i>	Fable

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of the idea of transformations that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *Can people really change?* He

or she will write a short story, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

 **Whole-Class Learning Performance Task**

After completing the Whole-Class section of the unit, your student will learn how to write a short story that expresses an insight. He or she will be shaping the story to address the question *Does your character truly change?*



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to create a dramatic adaptation of a selection in the unit.



End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment addressing the question *Can people really change?* He or she will write a short story about how a character from a selection in the unit may have changed.

STANDARDS

Activities and assignments in Unit 3 will help your student meet the following Texas Essential Knowledge and Skills. Here are some key standards students will work toward in this unit.

Comprehension / Response

- **5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- **6.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.

Vocabulary / Word Study

- **2.A** Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
- **2.B** Use context such as contrast or cause and effect to clarify the meaning of words.

Analysis

- **8.C** Analyze how playwrights develop characters through dialogue and staging.
- **9.E** Identify the use of literary devices, including subjective and objective point of view.

Composition

- **10.D.viii** Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses, and semicolons.
- **11.C** Compose multi-paragraph argumentative texts using genre characteristics and craft.
- **11.D** Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Inquiry and Research

- **12.D** Identify and gather relevant information from a variety of sources.
- **12.J** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Thank you for your continuing support!