

Understanding by Design Planning Example

Stage 1: Desired Results	
<p>Subject/Course: English I</p>	
<p>Standard: RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	
<p>Established Goals: Navigate through and evaluate the effectiveness and purpose of narrative segments or whole narrative texts in various academic, work, and life situations. Write narrative paragraphs and texts for a variety of audiences, purposes, and tasks.</p>	
<p>Essential Questions: What is the series of events that have occurred in the beginning, middle, and end of the narrative? Which is more influential, people or events?</p>	
<p>Students will know . . . how to use textual evidence to determine the theme of a text.</p>	<p>Students will be able to . . . use text details to analyze how the theme develops over the course of the text and to provide an objective summary of the text.</p>
Stage 2: Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ❖ District Common Assessments ❖ Common Assessments ❖ Weekly Assessments ❖ Plot diagram ❖ Annotating texts ❖ Paraphrasing key sentences ❖ Summarizing key passages 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ❖ Explanatory writing of how the theme was developed by the author ❖ An objective summary of the text ❖ Classroom Observations ❖ Teacher notes ❖ Exit tickets/ Warm-ups ❖ Classroom assignments ❖ Homework
Stage 3: Learning Plan	
<p>Learning Activities: (based on a single short story)</p> <ol style="list-style-type: none"> 1. Defining key terms in the objective <ol style="list-style-type: none"> a. Theme: central idea, a recurring idea that builds through the story should have 	

a verb that ends in -ing; e.g. "understanding family

- b. Evidence:
 - c. Analyze:
 - d. Objective summary:
 - e. Narrative segments (plot):
2. Read aloud a short story
 3. Re-read story and map out the plot (plot diagram)
 4. Re-read story annotating text to identify recurring elements that may contribute to the main idea. The teacher can model a narrative segment first (I do), then do guided practice (we do), then students work in pairs or alone to (You do) to identify recurring elements.
 5. Plot elements on plot diagram
 6. Paraphrase key sentences that help determine theme
 7. Summarize key passages that help determine theme
 8. Summative objective summary of the text showing how the author developed the theme with supporting evidence from the text.