

English Language Arts LAB *Tears of a Tiger*

DoDEA Standard(s)	Big Understandings (What are the key ideas in this unit for the students?)	Guiding Questions (What questions will guide this unit towards the key ideas and focus teaching and learning?)	Performance Tasks (What will students do to demonstrate understanding? What evidence will be collected?)	Criteria for Success	Learning Activities (What activities will prepare the learners so they will be successful on the performance tasks?)
<p>E1 Reading <i>E1a participate in formal and informal book talks</i></p> <p>E2 Writing <i>E2b evaluation of a piece of literature or several pieces of literature</i></p> <p>E3 Speaking, Listening, and Viewing <i>E3a assessment interview by a teacher about an author or book</i></p>	<p>Understanding the reading process of “Before”, “During”, and “After”</p> <ul style="list-style-type: none"> • Things We Can Read From A-Z • Concept Ladder • Power V Vocabulary List • Double Entry Journals • ONE-PAGER 	<p>How do effective readers sound when they read?</p> <hr/> <p>How do teenagers manage to balance an ever-increasing in complexity world as they develop into competent, well-rounded adults?</p>	<p>Write utilizing the writing process (PWRR).</p> <p>Take notes on literature.</p> <p>Engage in both formal and informal presentations.</p> <p>Learn how to be an active listener (Socratic Seminar)</p>	<p>Participation Rubric.</p> <p>Reading Counts 80% standard.</p> <p>Quizstar success!</p> <p>Poetry response (ONE-PAGER).</p>	<p><u>Prior Knowledge:</u></p> <p>Connect text to prior knowledge.</p>

<p><i>E3b develop and negotiate a classroom rubric</i> <i>Participate in book talks and literature circles</i></p> <p>E4 Conventions, Grammar, and Usage of the English Language <i>E4a demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading</i></p> <p>E5 Literature <i>E5a compare the literary merits of several works of literature and evaluate the literary, cultural, and social context of a literary work and the impact it creates upon the reader</i></p>	<p>Understanding the writing process</p> <ul style="list-style-type: none"> • Plan • Write • Revise • Re-write 	<p>What skills do student need to develop in order to deal with the stress of teenage life?</p> <p>What books in relation to the central themes of teen suicide and drinking and driving are suggested for students to read that will increase their reading skill and ability as well as their understanding of these important issues?</p>	<p>Utilize technology (Inspiration and Reading Counts).</p> <p>Research EBSCO effectively (http://search.epnet.org)</p> <p>Participate in the give-and-take of the classroom learning community.</p>	<p>Letter to a character.</p>	<p><u>Subject Matter Skills:</u> Participate in activities that hone established English Language Arts communication skills of listening, speaking, writing, and reading.</p> <p>Reflect, discuss, and evaluate writing assignments.</p> <p><u>Technology Skills:</u></p> <ul style="list-style-type: none"> • Log-in • Navigate program • Submit work • Find information • Test online • http://quizstar.4teaches.org registration
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		What strategies can be utilized to motivate students to read and write, especially in relation to common issues that students of this age deal with as they progress into adulthood?			<u>Other:</u> Poetry sharing Personal Vignettes