

## Perspectives™ Home Connection

### Highlights of Unit 1: Rites of Passage

*Dear Family,*

*In this unit, students will investigate milestones on the path to growing up, considering how singular experiences can change a life. Students will read a variety of texts, watch a video, 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 this question: *What are some milestones on the path to growing up?* 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 *What are some milestones on the path to growing up?*
- Do we grow more from experiences we repeat a lot, or from single particularly memorable experiences?
- Why do you think stories about rites of passage are so popular in the media and in books and film?

#### UNIT 1 SELECTION TITLES, AUTHORS, GENRES



##### WHOLE-CLASS LEARNING

"The Medicine Bag"	<i>Virginia Driving Hawk Sneve</i>	short story
"Apache Girl's Rites of Passage"	<i>National Geographic</i>	media: video



##### SMALL-GROUP LEARNING

"You Are the Electric Boogaloo"	<i>Geoff Herbach</i>	letter
"Just Be Yourself!"	<i>Stephanie Pellegrin</i>	letter
"Hanging Fire"	<i>Audre Lorde</i>	poetry
"Translating Grandfather's House"	<i>E.J. Vega</i>	poetry
"The Setting Sun and the Rolling World"	<i>Charles Mungoshi</i>	short story



## 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.

“Cub Pilot on the Mississippi”	<i>Mark Twain</i>	memoir
from <i>I Know Why the Caged Bird Sings</i>	<i>Maya Angelou</i>	autobiography
“Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood”	<i>Natalie St. John</i>	newspaper article
“Childhood and Poetry”	<i>Pablo Neruda</i>	reflective essay
“The Winter Hibiscus”	<i>Minfong Ho</i>	short story

### TALK IT OVER WITH YOUR STUDENT

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

## PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What rite of passage has held the most significance for you or for a person you know well?* He or she will write a nonfiction narrative and give an oral presentation, drawing on knowledge gained from the selections studied in this unit as well as the Performance Tasks he or she completed.



### Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, students will learn how to write a nonfiction narrative. They will then write a narrative answering this question: *What event changed your understanding of yourself, or that of someone you know?*



### Small-Group Learning Performance Task

After completing the Small-Group section of the unit, your student will work with his or her group to present a nonfiction narrative in which they address the question *What defines an event or experience in a young person's life as a milestone or rite of passage?*

## 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 answering this question: *What rite of passage has held the most significance for you or for a person you know well?* In response to that question, students will write a nonfiction narrative and prepare an oral presentation.

## STANDARDS

Activities and assignments in Unit 1 will help your child meet the following Common Core State Standards for reading literature, informational texts, writing, and speaking and listening. Here are some key standards students will work toward in this unit.

### Reading

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### Writing

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Speaking and Listening

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

*Thank you for your continuing support!*