

## ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy**. Please share your unit map with: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

<b>Title of Unit</b>	Heroes of Past and Present
<b>Grade Level</b>	2
<b>Time</b>	4 weeks
<b>Key Components</b>	
<b>Summative Performance Assessment/ Authentic Audience</b>	Project: What characteristics of a hero do you have and give examples of each one.
<b>Targeted ELA/ Literacy CCSS</b>	<p>2.RF.4.a. Read on-level text with purpose and understanding.</p> <p>2.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.RI.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.RI.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<b>Targeted Standards from Other Content Areas (ex.</b>	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent

<b>Science, History/ Social Studies, etc.)</b>	past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<b>Targeted ELD Standards</b>	
<b>Big Ideas</b>	*Through the dynamic writing process, writers are able to research a topic, synthesize and connect ideas, and clearly document their understanding of the content.
<b>Essential Questions</b>	What characteristics do heroes you have studied share with you? How have those characteristics changed people's lives?
<b>Content</b>	Social Studies (Real Life Heroes)
<b>Skills</b>	Understanding the characteristics of a hero. Listening and Speaking Interviewing Taking notes Provide evidence for your thinking
<b>Vocabulary (Academic and Content)</b>	Hero Characteristics
<b>Activities</b>	*Home/School Connections: Ask your parents who their hero is? *Interview family member about why they chose that hero? *Create a timeline
<b>Formative Assessments</b>	List characteristics of a hero. (See how list evolves as students study about heroes.)
<b>21st Century Skills Targeted (E- Encouraged; T- Directly taught)</b>	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Multimedia
<b>Reflection on Learning</b>	<input checked="" type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Peer Assessment
<b>Resources (print and multimedia)</b>	Dan Adler? series

