ELA/ Literacy Unit Map

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| **Title of Unit** | Essay Writing/Project |
| **Grade Level** | 9 |
| **Suggested Timeline** | 3 - 4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | 1. A well-organized, thoroughly developed essay. 2. Some type of visual to present to the class related to the topic they’ve chosen. |
| **Targeted ELA/ Literacy CCSS** | * W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of relevant content. * W.9-10.5 Develop and strengthen writing as needed by planning, writing, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * L.9-10.3 Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style. * RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | * RHS 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. * RST 9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| **Targeted ELD Standards** | Grades 9 and 10 Part I  A.1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics  A.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)  A.3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges  A.4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) |
| **Big Ideas** | * Students know what they want to communicate, and understand who their audience is and how to adapt their tone, diction and content to suit the particular audience. * Students can find information in various texts to use as evidence in their essays. |
| **Essential Questions** | * Why do we write essays? * What is the importance of defending a claim? * How do you determine that evidence is adequate, accurate, and appropriate for your claim? * Why are prewriting strategies important? * What prewriting strategies are effective for various types of information gathering? * Who is the audience and what is the most effective way to persuade the audience? |
| **Content** | * Thesis sentence * Stating evidence * Citing sources |
| **Skills** | * Identify implicit and explicit meanings of the text * Annotation and close reading skills * Essay organization/format * Prewriting strategies * The difference between evidence and argument. * Using conjunctions and transitional words and phrases to create coherence |
| **Vocabulary**  **(Academic and Content)** | * Claim/Hypothesis * Evidence * Reasoning/Elaboration/Analysis * Revise |
| **Activities** | Students choose topic, are given stimuli and must find some of their own sources, discuss as group, write essay, present issue  **Gallery Walk Materials**  Posters- Various compilations of non-fiction text and pictures pertaining to different hot topics for students. Topics include dress code restrictions, dance restrictions at school activities, legalization of certain substances, etc. Students use these “areas” of the room and the materials presented to choose a topic with which to work. While we will present certain topics to stir interest, students will not be restricted to these topics.  BBK-Building Background Knowledge: Students are given the information (see Posters) so that they can make an informed decision about which topic to choose. Some background knowledge is needed for this reason, and is presented by the teachers in the Gallery Walk. |
| **Formative Assessments** | - Turn in thesis statements after initial instruction.  - Turn in main points and topic sentences after initial instruction.  - Model body paragraph critique as a class  - Structured peer revision of thesis statements and individual paragraphs  - Teacher revision suggestions to ensure success in second draft |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_ Communication  \_\_T\_\_ Collaboration  \_\_E\_\_ Creativity  \_\_T\_\_ Critical Thinking  \_\_T\_\_ Research  \_\_T\_\_ Technology  \_\_E\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_ Self-Assessment  \_\_X\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Powerpoint  Magazine clippings  Newspaper articles  Pictures with & without text  Videos  Visuals  Graphic Organizers |