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.

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| **Title of Unit** | People Who Make a Difference |
| **Grade Level** | Second |
| **Time** | 6 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | * Write a report about a favorite hero and the impact they have on others and yourself. * Create a poster showing your hero’s most important contributions for class presentation |
| **Targeted ELA/ Literacy CCSS** | ELA 2.7. Participate in shared research and writing projects  (e.g., read a number of books on a single topic to  produce a report; record science observations). |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | H/SS 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent 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). |
| **Targeted ELD Standards** | 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology  W.2.1‐8,10; L.2.1‐3,6 |
| **Big Ideas** | Students determine what heroes do to make a difference in others lives. |
| **Essential Questions** | What characteristics do the heroes you have studied share with you? How have those characteristics changed peoples lives? |
| **Content** | * **Informational Text features** * **Vocabulary** * **Author's purpose** * **Comprehension/main idea and supporting details** |
| **Skills** | * **Ask and answer key questions to demonstrateunderstanding of key details in a text.** * **Read and understand Informational text** * **Identify main topic and focus within a text** * **define key vocabulary words** * **Explain the main idea of a text with peer(s) with supporting details from text** * **discern what is important about your hero’s impact** |
| **Vocabulary**  **(Academic and Content)** | * biography * hero * characteristics * impact * significant contribution |
| **Activities** | * Teacher read aloud biography * Model graphic organizer web of significant facts about subject ( Kidspiration on computer)L * Teacher model writing process   + with emphasis on contribution of individual not life facts * Small group reads shared text * Small group creates graphic organizer * Small group does a shared writing piece (google doc, educreation, story buddy, or one scribe) * Group poster * Individual chooses hero and repeats process and produces summative performance tasks with a formative small group gallery walk peer assessment |
| **Formative Assessments** | * Quick-write: what is a hero * Look at graphic organizer and group poster * Peer assessment of gallery walk |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_E\_\_ Communication  \_\_\_E\_\_ Collaboration  \_\_\_E\_\_ Creativity  \_\_\_T\_\_ Critical Thinking  \_\_\_T\_\_ Research  \_\_\_E\_\_ Technology  \_\_\_E\_\_ Multimedia |
| **Reflection on Learning** | \_\_T\_\_\_ Self-Assessment  \_\_\_T\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Biographies  Access to computer or ipad  Poster Paper, drawing supplies |