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 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
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| **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 technologyW.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**
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| **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**
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| **Vocabulary** **(Academic and Content)** | * biography
* hero
* characteristics
* impact
* significant contribution
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| **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
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| **Formative Assessments** | * Quick-write: what is a hero
* Look at graphic organizer and group poster
* Peer assessment of gallery walk
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| **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)** | BiographiesAccess to computer or ipadPoster Paper, drawing supplies |