

## 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: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

<b>Title of Unit</b>	Backing It Up
<b>Grade Level</b>	9
<b>Time</b>	2-3 Weeks
<b>Key Components</b>	
<b>Summative Performance Assessment/ Authentic Audience</b>	<ul style="list-style-type: none"> <li>Argumentative Essay or Paragraph</li> </ul>
<b>Targeted ELA/ Literacy CCSS</b>	<ul style="list-style-type: none"> <li><b>CCSS.ELA-Literacy.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li><b>CCSS.ELA-Literacy.W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> </ul>
<b>Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)</b>	
<b>Targeted ELD Standards</b>	
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Effective communication requires both listening and speaking.</li> <li>Effective communication enables individuals to function and interact within a community.</li> <li>Different communities require different modes of communication.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What defines my community? How and where do I fit in?</li> <li>How does my community make the rules for the ways that I communicate and interact with others?</li> <li>Who is my audience, and what do they want from me?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Step-up paragraph / essay</li> <li>Theme</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify theme(s) of a text</li> <li>• Cite strong textual evidence</li> <li>• Produce clear and coherent writing to express thoughts</li> <li>• Close logical gaps by explaining how and why of claims</li> </ul>
<b>Vocabulary (Academic and Content)</b>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Evidence</li> <li>• Topic sentence</li> <li>• Commentary</li> <li>• Audience</li> <li>• Task</li> <li>• Purpose</li> <li>• Organization</li> <li>• Cite</li> <li>• Analysis</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Use “the method” to analyze texts</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Participation in formal and informal discussions</li> </ul>
<b>21st Century Skills Targeted (E- Encouraged; T- Directly taught)</b>	<ul style="list-style-type: none"> <li>_____ Communication</li> <li>_____ Collaboration</li> <li>_____ Creativity</li> <li>_____ Critical Thinking</li> <li>_____ Research</li> <li>_____ Technology</li> <li>_____ Multimedia</li> </ul>
<b>Reflection on Learning</b>	<ul style="list-style-type: none"> <li>_____ Self-Assessment</li> <li>_____ Peer Assessment</li> </ul>
<b>Resources (print and multimedia)</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy/RL/9-10/1">http://www.corestandards.org/ELA-Literacy/RL/9-10/1</a></li> <li>• <a href="http://www.corestandards.org/ELA-Literacy/W/9-10/4">http://www.corestandards.org/ELA-Literacy/W/9-10/4</a></li> <li>• See Drive</li> </ul>