

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 and your group members.

Title of Unit	Bald Eagle Report
Grade Level	3
Suggested Timeline	4 Weeks
Key Components	
Summative Performance Assessment/ Authentic Audience	Students will create a report of information including at least three paragraphs, a map, labeled diagram, and appropriate Illustrations
Targeted ELA/ Literacy CCSS	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ○ CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details. ○ CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ○ CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section. <p>CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and</p>

	<p>adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
<p>Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)</p>	<p><u>Science:</u></p> <p>Grade 3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:</p> <p>d. <i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. e. <i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</p> <p>e. <i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</p>
<p>Targeted ELD Standards</p>	<p><u>Learning How Language Works</u></p> <p>Structuring Cohesive Texts</p> <p>1. Understanding text structure (Expanding)</p> <p><u>Interacting in Meaningful Ways</u></p> <p>Collaborative</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (Expanding)</p> <p>4. Adapting language choices to various contexts (Expanding)</p> <p>Interpretive</p> <p>7. Evaluating how well writers and speakers use language to support ideas or opinions with details and reasons depending on modality, text type, purpose, audience, topic, and content area. (Expanding)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.)</p>

	<p>depending on modality, text type, purpose, audience, topic, and content area (Expanding)</p> <p>Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (Expanding)</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (Expanding)</p> <p><u>Learning about how English Language Works</u></p> <p>5. Modify to add details (Expanding)</p> <p>6. Connecting Ideas (Expanding)</p>
Big Ideas	<p>We cannot remember everything, so we must be selective. Authors organize their information around main ideas.</p>
Essential Questions	<p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. Genre "Why Should we read different types of literature?" 2. What is the main idea in the text? 3. What is the author's purpose in this text? 4. How do the details help me understand the text? 5. Do my paragraphs focus on factual ideas?
Content	<ol style="list-style-type: none"> 1. Research the bald eagle 2. Comparing two or more sources 3. Presentation a written report 4. Formatting reports with images and illustrations
Skills	<ol style="list-style-type: none"> 1. Reading and comprehending the text 2. Understand the structure and organization of the text 3. Comparing information in texts 4. Note taking 5. Illustrating original image 6. Coloring a region map and labeling range of bald eagle 7. Keyboarding/Typing in rough drafts 8. Selecting JPEG images for inclusion in report 9. Organizing final report 10. Printing rough drafts and final report
Vocabulary (Academic and Content)	<p>Key Vocabulary: Academic:</p>

	<p>Author’s Purpose: The reason the author wrote the passage.</p> <p>Topic: What the passage is about.</p> <p>Subtopic: A more specific part of the topic.</p> <p>Main Idea: What the author wants the reader to “get” from the passage.</p> <p>Stated Main Idea: The sentence that tells what the passage is about.</p> <p>Supporting Details: Facts that are related to and support the main idea.</p> <p>Supporting details: The information that support the main idea</p> <p>Additional Information: Information that is not needed to support the main idea. This can be an example, elaboration or explanation.</p> <p>Content: eagle, fledgling, airie, predator, scavenger, roost, preen, migration, thermal, glide, soar, territory, endangered, extinction</p>
<p>Activities</p>	<ol style="list-style-type: none"> 1. Read to understand <ol style="list-style-type: none"> a. -Take notes b. -highlight c. -Illustrate 2. Write Rough Draft from notes 3. Editing/Revising 4. Importing JPEG files <ol style="list-style-type: none"> a. http://pics.tech4learning.com b. https://www.google.com/webhp?hl=en&tab=ww “bald eagle” c. http://www.allaboutbirds.org/guide/Bald_Eagle/id 5. Illustrating and labeling illustration
<p>Formative Assessments</p>	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Graphic organizer, notes 2. Notes and outline 3. Rough Draft Writing (Content/Format/Structure)
<p>21st Century Skills Targeted (E- Encouraged; T-</p>	<p><u> </u>E<u> </u> Communication <u> </u>E<u> </u> Collaboration <u> </u> Creativity</p>

<p>Directly taught)</p>	<p>_____ Critical Thinking ___T___ Research ___E___ Technology _____ Multimedia</p>
<p>Reflection on Learning</p>	<p>_____ Self-Assessment _____ Peer Assessment</p>
<p>Resources (print and multimedia)</p>	<ul style="list-style-type: none"> •Text(s) on the bald eagle •Note paper with bibliographic heading •Computer/Tablet and web access for JPEG images •Map outline of North America for territory map •Coloring materials (Colored pencils and markers) •Printer for printed images and text