

# Designing Quality Units Aligned to the ELA Common Core State Standards

May 24, 2012 Webinar

PRESENTED BY



**Kathy Glass**  
**Glass Educational Consulting**  
[www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)  
#ccss #engchat

# Welcome and Housekeeping

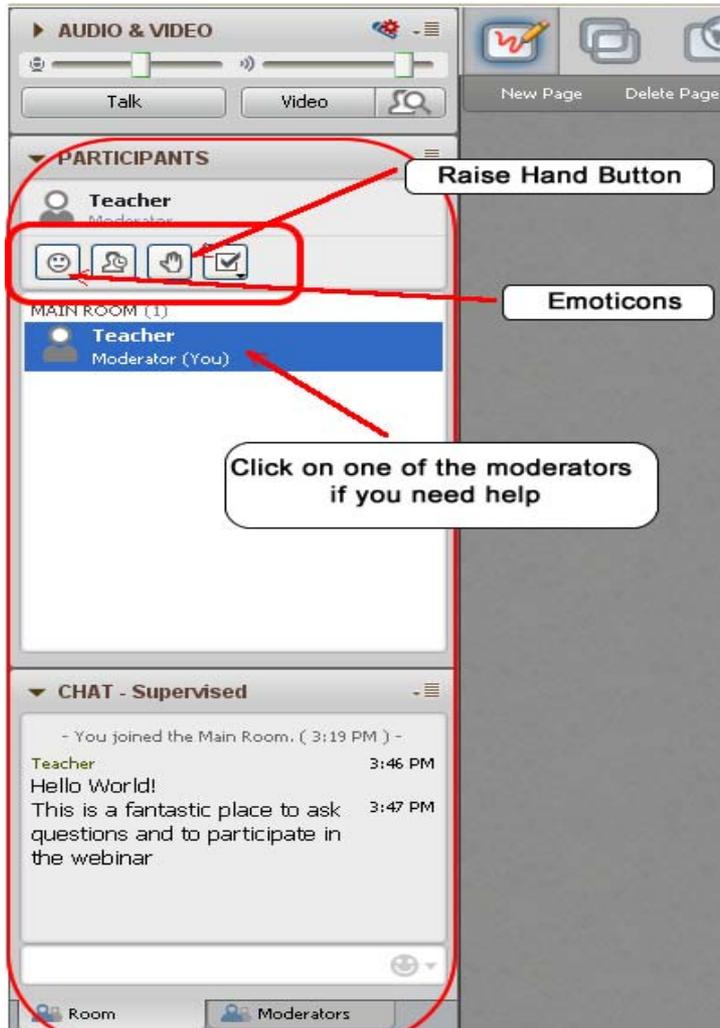
- **Quick Write:** Type messages into chat area



- **Polls:**

- a couple of multiple choice polls
- several “yes/no” polls

# Getting Help



- Private message:
  - click on the participant you wish to contact
- “Raise Hand” button
- “Emoticon” buttons



**Emoticons**

**Raise Hand**

# CHAT AREA

## Quick Responses:

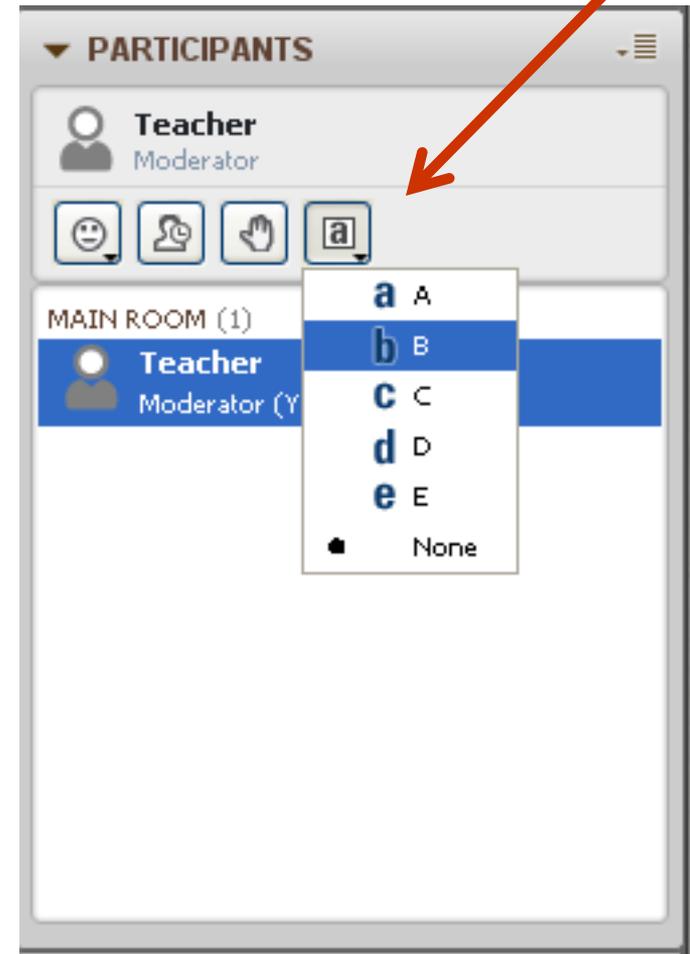
Type in the white space and press  
“Enter.”



# POLL: Multiple Choice

Please check what position you hold:

- A. Teacher or instructor
- B. Curriculum developer, coordinator or coach
- C. School or district administrator
- D. Other

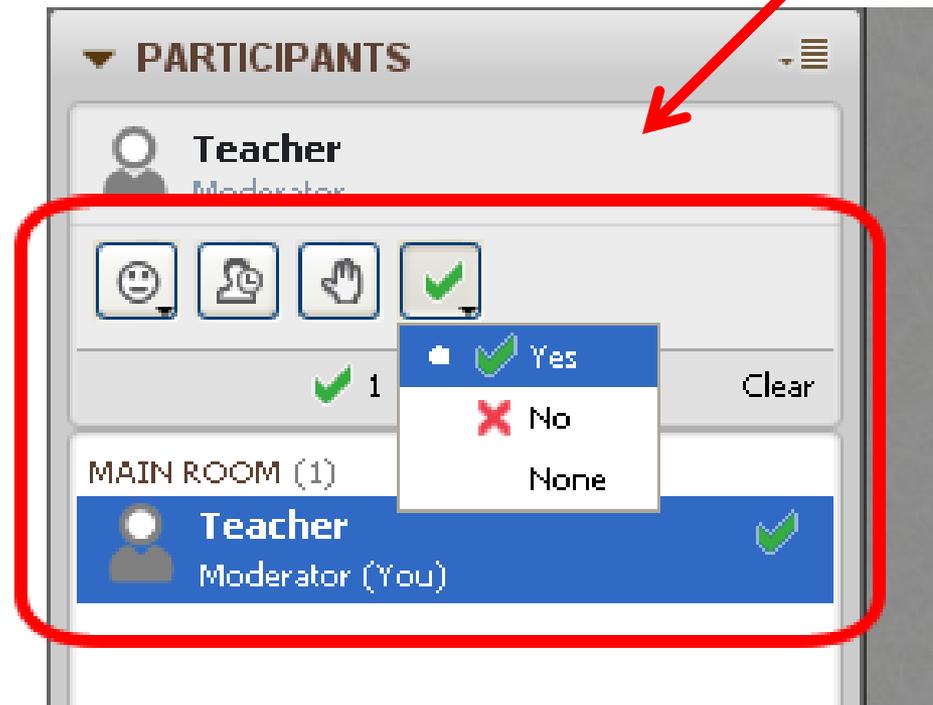


# QUICK POLL: Yes/No

Click the check mark for “yes.”

Click the X for “no.”

Let's Try It!



# AGENDA

- **Unit Design Template**
- **Standards: Grouping**
- **Essential Understandings**
- **Unit and Lesson Guiding Questions**
- **Assessment Examples**
- **Resources**

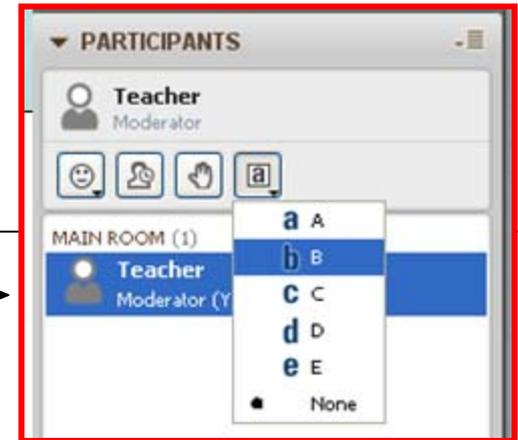


# POLL: Background

Please check all those that apply.

I /my colleagues/staff ...

- A. use a [unit template](#) to guide and choreograph curriculum design.
- B. know the [value](#) of using essential understandings and guiding questions to design curriculum and instruction.
- C. are confident creating or evaluating [thought-provoking](#) essential understandings and guiding questions to frame instruction aligned to the ELA Common Core (CC) Standards.
- D. have developed [meaningful and rigorous](#) lessons or units aligned to the ELA CC Standards.



**What components are included in a unit template used to design curriculum?**



# Unit Template

Unit: \_\_\_\_\_

Grade: \_\_\_\_\_ Timing: \_\_\_\_\_

Standards
Knowledge
Culminating Assessment (Summative)

<b>Essential Understanding # _____:</b>				
<b>Essential Unit Guiding Question # _____:</b>				
Lesson Guiding Questions	Skills	Activities	Resources	Formative Assessment Evidence
Lesson __.				
Lesson __.				

**WEBSITE**  
[www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)

**FIGURE 3.1**

# Persuading People to Change Their Beliefs and Take Action



- **CCR Anchor Standard 1 for Writing: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (K-12)**

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions
Arguments rely on persuasive techniques that prompt readers to adopt the writer's point of view and take action.	<b>#2:</b> How do writers use effective persuasive techniques for an argument (or opinion) piece?	<u>Lesson 2.1:</u> What are strong reasons and evidence?
		<u>L 2.2:</u> What is a thesis statement? How do writers state their opinions through a thesis statement?
		<u>L 2.3:</u> What are strong ways to begin an argument?

**How might standards  
be grouped together for  
a unit of study?**

# ELA Common Core Strands

- Reading

- Literature

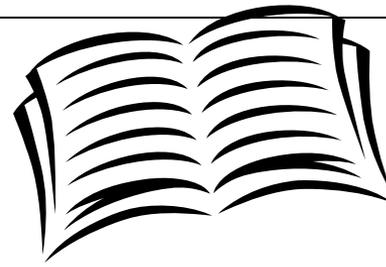
- Informational Text

- Foundational Skills

- Writing

- Speaking and Listening

- Language



## CCR Anchor Standard 3 for Reading

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text (NGA Center & CCSSO, 2010, R.CCR.3).



## CC Grade-Level Reading Standard 3 for Literature K-5

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. With prompting and support, identify characters, settings, and major events in a story (NGA Center & CCSSO, 2010, RL.K.3).	3. Describe characters, settings, and major events in a story, using key details (RL.1.3).	3. Describe how characters in a story respond to major events and challenges (RL.2.3).	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (RL.3.3).	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (RL.4.3).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (RL.5.3).

# Types or Genres of Literature Examples

<i>Fictional Literature (or Narrative Literature)</i>	<i>Nonfiction Literature (or Narrative Nonfiction or Literary Nonfiction)</i>
<ul style="list-style-type: none"> <li>• realistic fiction</li> <li>• historical fiction</li> <li>• science fiction</li> <li>• fantasy</li> <li>• folklore and tall tales</li> <li>• drama/plays</li> <li>• mystery</li> <li>• novel</li> <li>• short story</li> </ul>	<ul style="list-style-type: none"> <li>• autobiography</li> <li>• biography</li> <li>• diary</li> <li>• essay</li> <li>• how-to paper</li> <li>• journal</li> <li>• magazine</li> <li>• newspaper</li> <li>• speech</li> </ul>

**3 COMMON CORE  
WRITING TYPES:**

**Opinion/Arguments**

**Informational/Explanatory**

**Narrative**

# What writing do I want students to produce?

## *Writing Standards (5<sup>th</sup> Grade )*

- 1. Write **opinion** pieces on topics or texts, supporting a point of view with reasons and information. (a.) through (d.)
- 4. Produce clear and coherent writing in which the development and organization are appropriate to **task, purpose, and audience**.
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **[writing process]**
- 8. Recall relevant **information** from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 9. Draw **evidence** from literary or informational texts to support analysis, reflection, and research.

# What reading standards support the writing?

## *Reading Standards for Information Text (5<sup>th</sup> Grade)\**

- 1. **Quote** accurately from a text when explaining what the text says explicitly and when drawing inferences.
- 2. Determine two or more **main ideas** of a text; explain how they are supported by **key details**.
- 4. Determine the meaning of **words** and phrases in a text.
- 5. Compare and contrast the overall **structure** of ideas, concepts, or information in two or more texts.
- 6. **Analyze multiple accounts** of the same topic, noting important similarities and differences in the point of view they represent.
- 7. Draw on **information** from **multiple** print or digital **sources**..
- 8. Explain how an author uses **reasons and evidence** to support particular points in a text.
- 9. Integrate information from **several texts on the same topic** in order to write about the subject knowledgeably.

# Grouping Standards: COMPLEX SENTENCES

- **Complex Sentence:** Produce complex sentences (L.3.1i)
- **Dependent Clauses:** Identify the structure of dependent clauses and their role in complex sentences; Use subordinating conjunctions (L.3.1h)
- **Independent Clauses:** Define independent clause (i.e., complete sentence with a subject and verb)
- **Subordinating Conjunctions:** Use subordinating conjunctions (L.3.1h)
- **Commas after a dependent clause that begins a sentence:** Use a comma to separate an introductory element from the rest of the sentence (L.5.2b)

**What are essential understandings?**

**Why are they important?**

**How do I write them?**

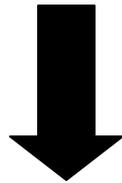
# Essential Understanding Examples

1. Authors use dialect to reflect culture and sometimes era thereby authenticating the voice.
2. Settings influence characters' actions and perspectives.
3. As humans evolve, they develop the technology to use resources in more sophisticated ways for survival and growth.
4. Exploration can fuel control and exploitation of vulnerable cultures.

# Questions That Drive Essential Understandings

- What do you want your students to really remember beyond the individual facts?
- What is the essence of this particular unit of study? The “so what” factor?
- How can you help students transfer the knowledge they learn across subjects and grades?
- How can you help students make various connections: *text-to-self, text-to-text, text-to-world*?

***TYPE IN CHAT: What topic for a unit of study might a teacher conduct to address this essential understanding?***



**Intolerance leads to unspeakable actions which can desensitize a community and cause people to act immorally.**

Type **verbs** that are used to connect the underlined concepts in these essential understandings.



1. **Characters**' traits and motivations drive their actions and contribute to **plot** development.
2. **Settings** influence **characters**' actions and **perspectives**.
3. New **governments** may debate and compromise to devise an effective **system** that satisfies the varied needs of its **society**.

# What are the differences between entries in Columns A and B?

	<b>A</b>	<b>B</b>
<b>#1</b>	<b>Paragraphs are organized in a logical order in an informative paper.</b>	<b>Logically organizing paragraphs in a sequential fashion facilitates comprehension.</b>
<b>#2</b>	<b>Context clues are what readers use to help understand words.</b>	<b>Context clues provide readers with a means for deciphering unknown words which supports overall comprehension.</b>

What are the differences between entries in Columns A and B?

	<b>A</b>	<b>B</b>
<b>#3</b>	<b>New York communities have a long history and have changed greatly from the time of early explorers to today.</b>	<b>Communities change and grow throughout time by the cultural and religious contributions of people who live there.</b>
<b>#4</b>	<b>In <i>The Hundred Dresses</i>, Maddie realizes that standing by while Wanda was bullied made her an accomplice and just as guilty of bullying as the other girls who taunted her.</b>	<b>Those who stand by and witness an act of bullying perpetuate the negative behavior thereby serving as accomplices in persecuting others.</b>

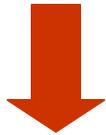
# FIND CONCEPTS EMBEDDED IN STANDARDS

Social Science	Lang. Arts	Science
diversity economy culture politics civilization geography immigration	genre resolution conflict perspective character patterns theme	organism electricity physics energy weather sound matter

# USE STRONG VERBS TO SHOW RELATIONSHIPS

advance	develop	motivate
cause	employ	reinforce
change	formulate	shape
classify	generate	solve
connect	impact	transform
contribute	influence	utilize

# CCR Anchor Standard for Writing (K-12) (Research to Build and Present Knowledge)



8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source...\*



## CONCEPTS:

- Information
- Source
- Credibility
- Accuracy
- Evaluation

\* abbreviated

# Essential Understandings Linked to CCR Anchor Standard 8:

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## INFORMATIONAL PROJECT:

Evaluating and choosing credible sources enables writers to gather relevant information about a topic to convey ideas accurately and clearly.

**What are unit and  
lesson guiding  
questions?**

**Why are they important  
in unit design?**

Review the next two slides.  
Then, type a response to this  
question:



**What is the difference between  
UNIT and LESSON guiding  
questions?**

**K-12 CCR Anchor Standard for Writing #8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

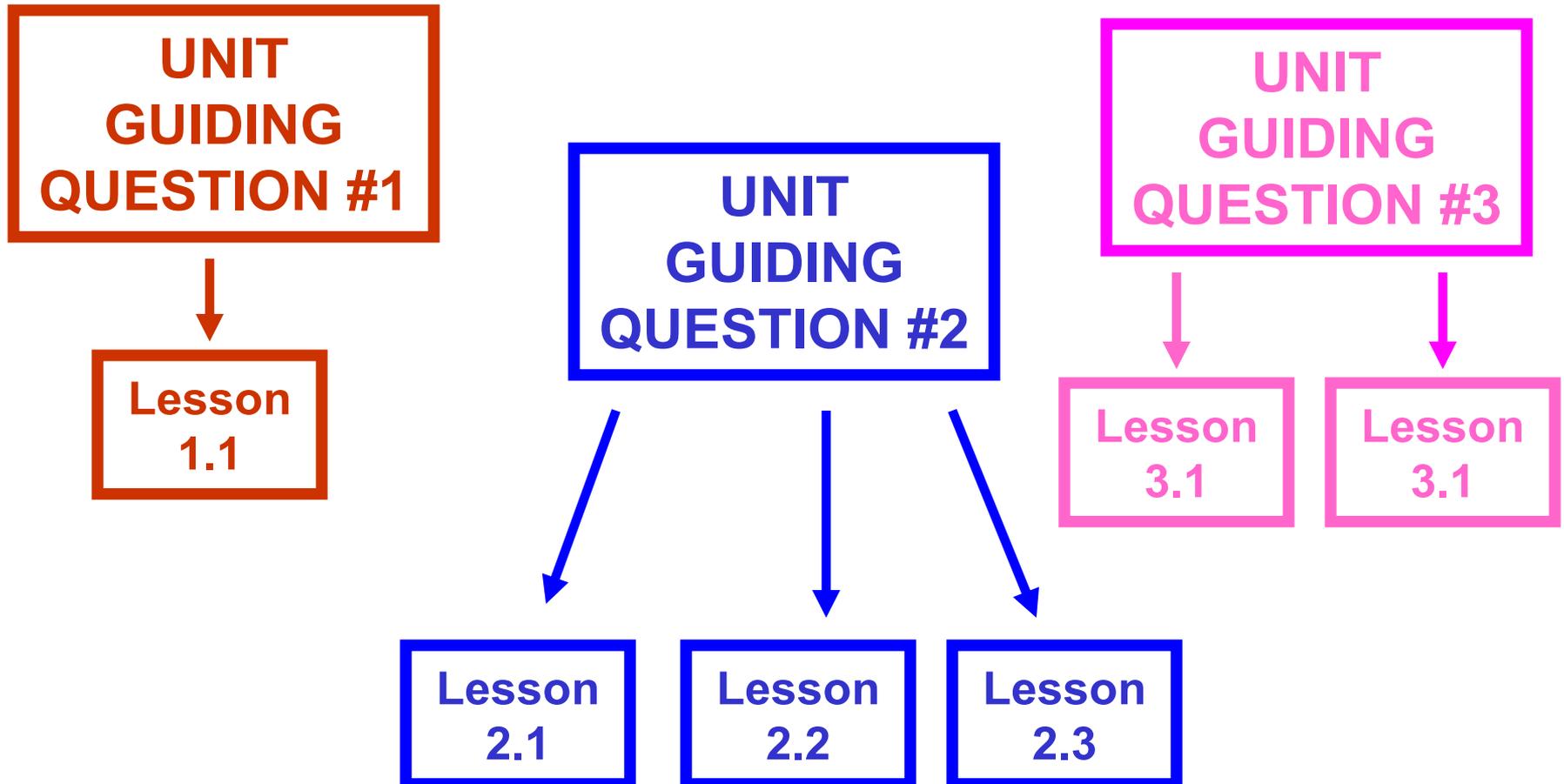
Essential Understanding	Unit Guiding Question	Lesson Guiding Questions
Evaluating and choosing credible sources enables writers to identify effective reasons and supporting evidence to effectively persuade readers	#5: How and why do I evaluate the credibility of sources?	<p><u>Lesson 5.1:</u> What do I need to consider about the sources on the Electoral College that I use?</p> <p><u>L 5.2:</u> How do I decide which source to use (i.e., my textbook, the National Archives website, or <a href="http://www.howstuffworks.com">www.howstuffworks.com</a>)?</p> <p><u>L 5.3:</u> How might the tone or style of my sources' writing on the Electoral College impact its credibility?</p>

**CC Reading for Literature Standard:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL.5.3).

<b>Essential Understanding</b>	<b>Unit Guiding Question</b>	<b>Lesson Guiding Questions</b>
Comparing and contrasting the elements of literature within a text help readers delve more deeply into the reading to define ideas, clarify thinking, and improve comprehension.	#2: Why do readers compare and contrast settings, characters, and events in a story?	<p><u>Lesson 2.1:</u> Who are the characters in <i>Tuck Everlasting</i>? How are they alike and different?</p> <p><u>Lesson 2.2:</u> What are similar and dissimilar settings in <i>Tuck</i>?</p> <p><u>Lesson 2.3:</u> What events seem similar? How so?</p> <p><u>Lesson 2.4:</u> What specific similarities and differences about particular characters, settings, or events help you to better understand this novel?</p>



# POSSIBLE UNIT CONFIGURATION

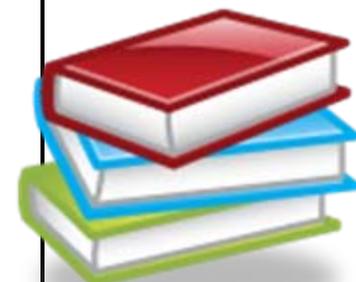
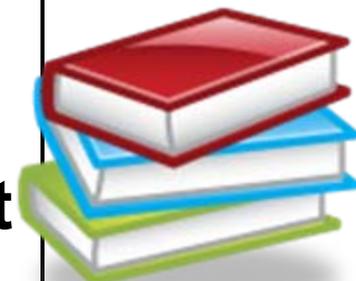


# Characteristics of Essential UNIT Guiding Questions

- relate to essential understandings
- may show relationship between 2 concepts
- void of proper nouns
- have transference
- cannot be answered with a list
- represent the essence of the unit
- begin with “why” or “how”
- are posted all unit long

# History: A Story Well Told

1. How does the historical setting affect the plot?
2. How do characters change throughout time?
3. How does the theme of conflict present itself in the plot and setting?
4. How do characters address and resolve conflicts?



Which of these do you or your teachers already do when writing guiding questions?



1. Focus each question on distinct **concepts** or skills.
2. Design lessons, activities, and assessments around guiding questions as the **purpose for learning.**
3. Write questions so **students understand them.**
4. Consider the **number** of questions.
5. **Sequence** the questions in the order for teaching.
6. **Display** the **unit** guiding questions throughout unit; feature the **lesson** questions as day's objective.

**What are differentiated  
assessment examples  
tied to targeted ELA  
CC Standards?**

# What is a formative assessment example tied to targeted ELA CC Standards?

***CCR Anchor Standard 3  
for Language:*** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***CCR Anchor Standard 9  
for Writing:*** Draw evidence from literary or informational texts to support analysis, reflection, or research.

**EXAMPLE 1:**  
**Using  
evidence  
from the text,  
what words  
can depict  
this  
character  
or topic?**

# CINDERELLA

shy

gentle

caring

sacrificing

humbled

victim

daughter

--

monster

mother

hated

demanding

determined

cruel

ugly

# STEPMOTHER

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
- Line 3: write **three participles** (verb form ending in -ed or -ing) that relate to the character in line 1
- Line 4: write **four nouns** related to the two characters; the first two nouns will relate to the character in line 1; the last two nouns will relate to the opposite character in line 7
- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

See website:  
[www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)

# Diamante Poem

- **Line 1:** write **one character or topic**; skip to line 7 and write an **opposite character or topic**
- **Line 2:** write two **adjectives** describing character/topic in Line 1
- **Line 3:** write three **participles** (*verb form ending with –ed or –ing*) relating to character/topic in Line 1
- **Line 4:** write four **nouns**; the first two nouns will relate to Line 1; the last two nouns will relate to Line 7
- **Line 5:** write three **participles** relating to character/topic in Line 7
- **Line 6:** write two **adjectives** describing the character/topic in Line 7
- **Line 7:** **opposite character or topic** of Line 1

# BEOWULF

---

courageous

---

reckless

---

celebrated

---

sacrificing

---

victimized

---

hero

---

warrior

---

--

monster

---

ambiguous

---

exiled

---

condemned

---

resented

---

diabolical

---

heinous

---

# GRENDL

---

- Line 1: write **one character** (animal or human); skip to line 7 and write an **opposite character**
- Line 2: write **two adjectives** describing the character in line 1
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- Line 5: write **three participles** related to the character in line 7
- Line 6: write **two adjectives** describe the character in line 7
- Line 7: **opposite character** of line 1

# How about other opposites?

- bullies – non-bullies
- protagonist – antagonist
- neoclassic – medieval (literary periods)
- Charles I – Parliament
- One culture – different culture
- Capulets – Montagues
- Magna Carta – Bill of Rights
- Fiction – nonfiction
- Angiosperms – gymnosperms
- Protons – electrons
- Native Americans – Settlers

# What is a formative assessment example tied to targeted ELA CC Standards?

***CCR Anchor Standard 1 for Reading:*** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**EXAMPLE 2:**  
**What do I learn from the text?**  
**How can I support this?**

How does the story's setting affect this character?

Why does the character change throughout time?

What does *another* say about the character?

What does the character *look like*?

Create your own *simile* for a setting or character in the text.

Create a *metaphor* for a setting or character in the text.

Compare and contrast two characters in the text.

How can a change in setting affect a character?

# DIE/CUBE PROMPT EXAMPLE: Reading

Make a <b>prediction</b> and explain your reasoning.	Make and explain a <b>text-to-text connection</b> .	What would you <b>say to the author</b> if you met her/him?
What did you <b>learn</b> from the text? Will this change you?	How would the text change if written from a <b>different point of view</b> ?	How might you <b>change the ending</b> or outcome? What would result?

Is there repetition?

Are important details in order?

Is the main idea stated clearly?

Is the main idea in the introduction?

Does the conclusion restate the main idea?

Is the title punctuated correctly?

**What does it take to  
design curriculum using  
the CCS?**



# Unit Template

WEBSITE  
[www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)

Unit: \_\_\_\_\_

Grade: \_\_\_\_\_ Timing: \_\_\_\_\_

<b>Standards</b>
<b>Knowledge</b>
<b>Culminating Assessment (Summative)</b>

Essential Understanding # \_\_\_\_\_:

Essential Unit Guiding Question # \_\_\_\_\_:

Lesson Guiding Questions	Skills	Activities	Resources	Formative Assessment Evidence
Lesson __.				
Lesson __.				

FIGURE 3.1

# NARRATIVE UNIT: The Art of Entertainment

- **CC Reading Standard for Literature: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3..3)**

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions
Characters' traits, motivations, or feelings drive their actions and contribute to plot development.	<b>#2:</b> How do characters move the plot forward?	<b><u>Lesson 2.1:</u></b> What are personality traits?
		<b><u>Lesson 2.2:</u></b> What traits describe characters in the story? What actions or feelings support these traits?
		<b><u>Lesson 2.3:</u></b> What is plot? How do characters' traits, actions, or feelings move the plot forward?

# NARRATIVE UNIT: The Art of Entertainment

Essential Understanding	Skill (Do)	Knowledge	Essential Unit Guiding ?	Lesson Guiding ?s
<p>Characters' traits, motivations, or feelings drive their actions and contribute to plot development.</p>	<ul style="list-style-type: none"> <li>- determine character traits using evidence from text</li> <li>- describe characters in a story</li> <li>- explain how character actions contribute to the plot development</li> </ul>	<ul style="list-style-type: none"> <li>- adjectives</li> <li>- personality traits</li> <li>- elements of literature</li> <li>- plot elements</li> <li>- textual evidence</li> </ul>	<p><b>#2:</b> How do characters move the plot forward?</p>	<p><b><u>Lesson 2.1:</u></b> What are personality traits?</p> <hr/> <p><b><u>Lesson 2.2:</u></b> What traits describe characters in the story? What actions or feelings support these traits?</p> <hr/> <p><b><u>Lesson 2.3:</u></b> What is plot? How do characters' traits, actions, or feelings move the plot forward?</p>

# Common Core Resources

- Common Core State Standards Initiative (homepage)  
<http://www.corestandards.org/>
- *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*  
[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- *ELA CC State Standards Appendix A: Research Supporting Key Elements of the Standards Glossary of Key Terms*  
[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)
- *ELA CC State Standards Appendix B: Text Exemplars and Sample Performance Tasks*  
[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- *ELA CC State Standards Appendix C: Samples of Student Writing*  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- *Free Common Core State Standards resources*  
<http://www.achievethecore.org/>

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Website: [www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)

Visit Kathy's website to learn about professional development opportunities. She customizes all workshops to meet the specific needs of the groups she addresses.

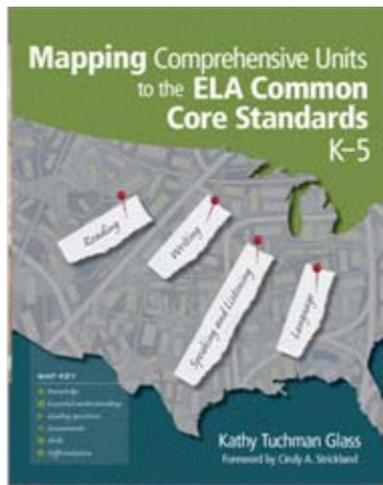


Read and use *Mapping Comprehensive Units to the ELA Common Core Standards, K-5* by Kathy Glass to create a comprehensive unit map with your PLC, grade level group, or individually.

Available through [www.corwinpress.com](http://www.corwinpress.com) or this link

<http://bit.ly/GJgoaR>

*Use Promo Code D124A5 and receive a 10% discount on all Kathy Glass books through May 31st.*



# COMMON CORE INSTITUTE

October 18-19, 2012 ■ Memphis, TN

Engage in **keynote presentations and breakout sessions** led by a range of author experts and practitioners to help you:

- Implement the Common Core Standards and assessments in **ELA and math** district-wide
- Understand the challenges to implementing and sustaining college and career ready policies
- Gain flexibility in your programs as the CCSS continue to grow and change

## **Speakers/Presenters:**

Michael Fullan  
Marc Prensky  
Rick Hess  
William Bender  
Kathy Glass

[http://www.corwin.com/  
learning/commoncore.html](http://www.corwin.com/learning/commoncore.html)



# Thank you!

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For a certificate, please email:

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