

# Mapping Comprehensive Units to the ELA Common Core Standards

Staff Development for Educators



**PRESENTED BY**

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# AGENDA

- **Backward design definition**
- **Unit design components:**
  - **Standards**
  - **Knowledge**
  - **Essential Understandings**
  - **Guiding Questions**
  - **Skills**
  - **Summative Assessment**



**What does  
“backward design”  
mean?**

# Stages in the Backward Design Process

**STAGE 1: Identify desired results.**

*What should students **know**, **understand**, and be able to **do**?*



**STAGE 2: Determine acceptable evidence.**

*What will we accept as **evidence** of student understanding and proficiency?*



**STAGE 3: Plan learning experiences and instruction.** *With clearly identified results and appropriate evidence of understanding in mind, how can educators now plan instructional **activities**?*

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

# Unit of Study

- **Subdivision** of instruction within your subject matter; might be interdisciplinary
- 3-6 weeks in **length**
- **Culminates** in a summative assessment
- Examples:
  - Communities
  - Medieval Japan
  - Forces and motion
  - Fractions
  - Diet and nutrition
  - Impressionist art
  - Narrative reading and writing

What unit of  
instruction  
might you  
teach?

“Central to teaching is *what* we ought to teach—what we want students to **know, understand, and be able to do**. To be an expert teacher is to continually seek a deeper understanding of the essence of a subject, to increasingly grasp its wisdom. That understanding is key to a teacher’s role in curriculum planning. It is difficult to imagine someone becoming a great teacher without persistent attention to that element of the art of teaching.”

U N I T

T E M P L A T E

UNIT: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ GRADE: \_\_\_\_\_ TIMING: \_\_\_\_\_

COMMON CORE AND CONTENT STANDARDS

KNOWLEDGE

CULMINATING ASSESSMENT (Summative)

Essential Understanding #\_\_:

Essential Unit Guiding Question #\_\_:

Lesson Guiding  
Questions

Skills

Activities

Resources

Formative Assessment  
Evidence

Lesson \_\_\_\_

Lesson \_\_\_\_



# Standards

**McREL 41: Level III.3: Understands the influence of Nazism on European society and Jewish culture (e.g., resistance movements to Nazi policies); RI.7.1 Cite several pieces of textual evidence ...**

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions	Skills
<p>To counter unjust leaders and support righteousness, individuals might courageously help others to survive.</p> <p><a href="http://www.kathyglassconsulting.com">www.kathyglassconsulting.com</a></p>	<p>How and why might people courageously help others?</p>	<ul style="list-style-type: none"> <li>• What does “Righteous Among the Nations” or “Righteous Gentiles” mean?</li> <li>• Who were Oskar Schindler, Irena Sendler, Raoul Wallenberg?</li> <li>• Who else performed courageous acts despite great personal risk during the Holocaust or another era? Why and how?</li> </ul>	<ul style="list-style-type: none"> <li>• Cite textual evidence to support analysis</li> <li>• Make inferences</li> </ul>

# Standard

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.CCR.5)

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions	Skills
Authors use a combination of literal and figurative language which readers must interpret to fully comprehend and appreciate the text.	Why do authors use figurative language?	<ul style="list-style-type: none"> <li>What is the difference between these sentences: (1) <i>Sally's teeth are straight and clean.</i> (2) <i>Sally's teeth are like white picket fences?</i></li> <li>What is literal language? What are examples from the story?</li> <li>What is figurative language (FL)? What are types of FL?</li> <li>What are examples from the story? Why does the author choose to use FL? What impressions does it leave?</li> <li>Where can you include FL in your writing?</li> </ul>	<ul style="list-style-type: none"> <li>Define literal and figurative language</li> <li>Cite examples from text</li> <li>Interpret figurative language</li> <li>Write using figurative language</li> </ul>

# Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.CCR.1)

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions	Skills
Introductions provide context for an argument and give writers an opportunity to make a favorable impression on readers.	How can I draw in readers and clearly stake a claim?	<ul style="list-style-type: none"><li>• What is a debatable topic or issue I can use as the basis for my argument? What claim can I make?</li><li>• How can I write a thesis statement to stake a claim? Where should I include my thesis in my introduction?</li><li>• What strategies can I use to begin my argument to get my reader's attention?</li></ul>	<ul style="list-style-type: none"><li>• Introduce a claim through thesis statement</li><li>• Provide context</li></ul>

# Standard

**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.CCR.1)**

Essential Understanding	Essential Unit Guiding Question	Lesson Guiding Questions	Skills
By engaging in collaborative discussions with diverse partners, people can articulate their ideas, refine their thinking, appreciate different viewpoints, and deepen their understanding of a topic.	How do I use discussions with others to help me learn more about a topic?	<ul style="list-style-type: none"><li>• What are collaborative discussions?</li><li>• How do I prepare for these discussions?</li><li>• What are the rules I need to learn?</li><li>• Who do I work with for these discussions?</li><li>• What is my role? What are other roles?</li><li>• How do these discussions help me? What should I expect from them?</li></ul>	<ul style="list-style-type: none"><li>• Prepare for collaborative discussions</li><li>• Articulate ideas clearly</li><li>• Acknowledge others' viewpoints</li><li>• Use textual evidence</li></ul>



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

**What does the term  
“knowledge” mean?**

**What knowledge  
items do I list for my  
unit?**

# What do you want students to KNOW?

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- **Facts**
- **Dates**
- **Terms/Vocabulary**
- **People**
- **Places**
- **Examples**

## Types of Poetry

- Haiku
- Limerick
- Concrete Poetry
- Ballad
- Epic
- Lyrical
- Free Verse
- Blank Verse
- Sonnet
- Cinquain

## Meter

- Foot
- Accent (stress)
- Iambic
- Pentameter

# POETRY UNIT

## Sounds of Poetry

- Alliteration
- Assonance
- Consonance
- Onomatopoeia
- Repetition
- Rhyme
- Rhythm

## Figurative Language

- Imagery
- Simile
- Metaphor
- Personification

## Poets

- ee cummings
- Dickinson
- Frost
- Hughes
- Longfellow
- Poe
- Sandburg
- Shakespeare
- Shelley
- Soto
- Walker
- Whitman
- Yeats





**What are essential understandings?**

**Why are they important?**

**How do I write them?**

# Essential Understandings

1. Settings impact characters' perspectives and actions which can influence the plot.
2. The purpose and audience for writing shape the content, structure, and style of an author's work.
3. A well-organized and developed argument facilitates the flow of ideas and promotes understanding.
4. The structural organization of government can contribute to equity, balance, and the division of labor.
5. Rules and laws guide people to live safely, be respectful citizens, and help avoid conflicts.

# 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*?

**What story might a teacher use to address this essential understanding?**

**Historical settings provide a unique backdrop that defines characters, alters their perspectives and beliefs, and stimulates their actions which can impact the plot.**



What **VERBS** are used to connect the underlined concepts in these essential understandings?

1. Communities change throughout time by the cultural contributions of people who live there.
2. Settings influence characters' actions and perspectives.
3. Authors structure texts to organize content, develop ideas, and help facilitate comprehension.

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

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

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

	A	B
#3	New York communities have a long history and have changed greatly from the time of early explorers to today.	Communities change and grow throughout time by the cultural and religious contributions of people who live there.
#4	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.	Those who stand by and witness an act of bullying perpetuate the negative behavior thereby serving as accomplices in persecuting others.

# EU Brainstorming Exercise

## Concepts:

- Tools
- Survival
- Humans
- Resources
- Evolution
- Growth
- Development
- Technology
- Environment

1. Tools are a way that helped man survive.
2. The use of tools allows humans to secure resources more efficiently.
3. The evolution of more sophisticated tools contributes to a community's growth and development.
4. Humans seek needed resources and develop technology to secure and exploit those resources.
5. People use the physical environment for survival.

**As humans evolve, they develop the technology to use resources in more sophisticated ways to survive and grow.**



# TURN & TALK

Choose 1 essential understanding:

- Characters traits, motivations, and feelings drive their actions and contribute to plot development.
- Communities change and grow throughout time by the cultural and religious contributions of people who live there.

Does it satisfy this criteria?

- is a complete sentence
- focuses on at least two concepts
- forms a relationship between the concepts using strong verbs
- can transfer to apply to other situations across time
- represents what you really want students to understand about the unit
- answers a big question that you want them to realize


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

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



**W.CCR.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.	<b>#5: How and why do I evaluate the credibility of sources?</b>	<b><u>Lesson 5.1:</u> What do I need to consider about the sources on the Electoral College that I use?</b> <b><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>)?</b> <b><u>L 5.3:</u> How might the tone or style of my sources' writing on the Electoral College impact its credibility?</b>



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).**



Essential Understanding	Unit Guiding Question	Lesson Guiding Questions
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.	<u>#2</u> : Why do readers compare and contrast settings, characters, and events in a story?	<u>Lesson 2.1</u> : Who are the characters in <i>Tuck Everlasting</i> ? How are they alike and different?  <u>L 2.2</u> : What are similar and dissimilar settings in <i>Tuck</i> ?  <u>L 2.3</u> : What events seem similar? How so?  <u>L 2.4</u> : What specific similarities and differences about particular characters, settings, or events help you to better understand this novel?



# Native Americans: Their Way of Life

- How and why do people use and adapt to the environment?
- How does environment shape cultural practices?
- How and why do people rely on interdependence?
- How do societies use systems of government to solve and prevent conflicts?



# Narrative: The Art of Entertainment

1. How do authors develop descriptive settings?
2. How do characters move the plot forward?
3. How does dialogue help to develop a story?
4. How do writers create a short story?
5. How do grammar and conventions help writers communicate ideas?



# The Art of Communicating in a Foreign Language

- How do we benefit from mastering a foreign language?
- How do language skills contribute to mastery?
- Why does speaking with an accent matter?





**What are skills?**

**How do I identify  
skills for my  
targeted unit?**



**“The Standards define what all students are expected to know and be able to do, not how teachers should teach.”** (Intro., p. 6)

- **Write** arguments to support claims with clear reasons and relevant evidence
- **Create** an organizational structure
- **Develop** the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- **Ask** and **answer** questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

# Skill Examples

- Interpret graphs and analyze data
- Summarize current events
- Collect data
- Create a timeline
- Predict outcomes
- Formulate hypothesis
- Compare perspectives
- Distinguish between fact and opinion
- Critique a play
- Tally results
- Construct a model
- Work collaboratively
- Arrive at consensus
- Group objects according to shape

# Activity Examples

- Read current events about childhood obesity and create a public service announcement based on consistent findings
- Create a timeline of the Middle Ages using graphics, pictures, and captions
- Share predictions about outcomes of characters in *Stone Fox* using concrete examples from the text
- Find and show examples of fact and opinion in *Beauty and the Beast* and *Cinderella*
- Compile a list of students' favorite activities; tally the results and arrive at a conclusion
- Compare perspectives of Tories and Loyalists during the American Revolution time period from several nonfiction selections; choose a side and write a diary entry from this viewpoint

# Verbs Based on the Revised Bloom's Taxonomy

Analyzing		Evaluating		Creating	
analyze	examine	arbitrate	judge	arrange	invent
appraise	experiment	appraise	justify	assemble	manage
audit	explain	argue	measure	build	organize
break down	group	assess	prioritize	change	originate
categorize	identify	choose	rank	combine	plan
check	infer	compare	rate	compile	predict
classify	inspect	conclude	recommend	compose	prepare
compare	investigate	critique	resolve	conceive	prescribe
contrast	order	decide	score	conceptualize	pretend
criticize	question	defend	select	construct	produce
debate	reason	determine	support	create	propose
deduct	relate	editorialize	value	design	rearrange
detect	screen	evaluate	verify	develop	reconstruct
diagnose	search	give opinion	weigh alternatives	devise	reorder
diagram	separate	grade		forecast	reorganize
differentiate	sequence			formulate	role play
discriminate	simplify			generalize	structure
dissect	specify			generate	suppose
distinguish	survey			hypothesize	synthesize
divide	test			imagine	visualize
	uncover			integrate	write

*Mapping Comprehensive Units to the ELA CCSS by Kathy Glass, pp. 168-169 (K-5), pp. 192-3 (K-12)*



**What is a review of  
KUDs?**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCRA.W.1)

# KUD Example: Argumentation Introduction

<b>KNOW</b>	<ul style="list-style-type: none"><li>• Debatable topics</li><li>• Thesis statement purpose and structure</li><li>• Introduction strategies</li></ul>
<b>UNDERSTAND</b>	Introductions provide context for an argument and give writers an opportunity to make a favorable impression on readers.
<b>ESSENTIAL GUIDING QUESTION</b>	How can I draw in readers and clearly stake a claim?
<b>DO</b>	<ul style="list-style-type: none"><li>• Introduce a claim through thesis statement</li><li>• Provide context</li></ul>

**CCRA.R.2. Determine central ideas or themes of a text and analyze their development.**

# **KUD Example for Language Arts: THEME**

<b>KNOW</b>	Definition of <i>theme</i>
<b>UNDERSTAND</b>	Thoughtful readers use textual evidence to support their impression of theme, and verify it as the reading develops to enhance their comprehension.
<b>ESSENTIAL GUIDING QUESTION</b>	How do readers determine the theme?
<b>DO</b>	<ul style="list-style-type: none"><li>● determine and analyze theme</li><li>● identify universal themes</li><li>● connect themes across literary works</li></ul>



**What are some  
examples of  
summative  
assessments?**



# Argument Writing Checklist

**Directions:** Use this checklist to guide you as you write an argument about a debatable topic.

## Ideas and Content/Organization

- ☐ I include an **original title**.
- ☐ My paper focuses on **one claim** without getting off-track.
- ☐ My paragraphs are **indented** appropriately.
- ☐ I use appropriate **transitions** to link sections of my text and create cohesion so my paper flows.

## Voice

- ☐ I understand my **task, purpose, and audience**.
- ☐ I write in a **consistent point of view**; I do not write in second-person point of view.
- ☐ I maintain a **formal style**.

## →Introduction

- ☐ My **introduction** provides a context for my argument and draws in the reader.
- ☐ I clearly stake my claim about one issue through a **thesis statement**.

## →Body Paragraphs

- ☐ Each of my body paragraphs includes the following:

	1	2	3
Topic sentence—Each topic sentence includes a <b>logical and specific reason</b> that supports my argument and connects to the thesis.			
Support—I support each reason/topic sentence with <b>relevant and accurate evidence</b> including facts, data, and examples that are not common.			

## Sentence Fluency

- ☐ I have **no run-on sentences or fragments**.
- ☐ My **sentences begin in different ways**.
- ☐ I use a **variety of sentence structures**: simple, compound, complex, and compound-complex.
- ☐ I use appropriate **transitions** between sentences to show how ideas relate.

## Word Choice

- ☐ I use **specific and accurate words** to support my argument.
- ☐ My **writing does not repeat** itself or have unclear language.

*Mapping Comprehensive Units to the ELA Common Core Standards*  
**6-12** by Kathy Glass,  
 pg. 252-3

## Argumentation Writing Rubric

Components		Points		
Ideas/Content and Organization	<b>Title</b> Include a unique title.	<b>2</b> —Good <b>1</b> —Weak <b>0</b> —No title		
	<b>Introduction</b> Introduce topic or text clearly; draw in reader; state a claim as the basis for the argument through thesis statement.	<b>4</b> —Attractive opening entirely draws in readers and introduces topic; thoughtful thesis states claim (position) clearly; sophisticated <b>3</b> —Opening somewhat draws in readers and introduces topic; thesis states clear claim <b>2</b> —Weak opening does not grab readers' attention and weakly introduces topic; weak thesis makes claim unclear <b>1</b> —No introduction or thesis; introduction clearly incomplete; no claim stated		
	<b>Body Paragraphs:</b> Reasons/Evidence and Organization	<b>¶ 1</b>	<b>¶ 2</b>	<b>¶ 3 *</b>
	<ul style="list-style-type: none"> <li><b>Topic sentence/reasoning:</b> support claim with logical reasoning; connect to thesis</li> <li><b>Evidence:</b> relevant evidence, using accurate, credible sources; demonstrate an understanding of the topic or text without plagiarizing; include proper citation</li> <li><b>Interpretation:</b> explanation of the evidence</li> <li><b>Concluding Sentence:</b> ending to paragraph</li> <li><b>Organize</b> the reasons and evidence logically</li> </ul>	<b>8</b> —Body ¶ <i>very</i> clearly structured; <i>very</i> clear and logical reason expressed as topic sentence which links to thesis; <i>very</i> relevant, accurate, and developed evidence (facts, data, examples) to support argument; <i>sophisticated</i> <b>6</b> —Body ¶ <i>mostly</i> clearly structured; <i>mostly</i> clear and logical reason expressed as topic sentence which links to thesis; <i>mostly</i> relevant, accurate, and developed evidence (facts, data, examples) to support argument <b>4</b> —Overall weak body ¶; <i>weakly</i> structured; <i>weak</i> reason; reason does not altogether link to thesis; not completely relevant or accurate evidence; evidence not developed to support argument <b>2</b> — <i>Any of these apply:</i> missing <i>most</i> of the body ¶ requirements; <i>mostly</i> incorrect or plagiarized; <i>little, if any,</i> evidence to support opinion; <i>no</i> development * Save strongest argument for body ¶ 3		



## News Story Checklist

### Ideas/Content and Organization

- ☐ I write a news story with a lead and supporting paragraphs.
- ☐ I focus my news story on a particular topic and also respond to the guiding questions.
- ☐ I write an attention-grabbing and appropriate headline.
- ☐ I include a byline and dateline.
- ☐ I indent each paragraph appropriately.
- ☐ My news story follows the inverted pyramid format so my most important information is at the beginning in the lead, and the least important is at the end.



#### ➔ Beginning (Lead)

- ☐ My lead paragraph answers the questions who, what, where, and when. The lead includes the most important facts about my topic.

#### ➔ Middle

- ☐ My body paragraphs are clearly structured, with topic sentence, support, and ending sentence.
- ☐ I support each topic sentence by using evidence, such as facts, quotes, data, and/or examples from many credible sources. I answer the why and how.
- ☐ I cite my sources so readers know where I got my information.

#### ➔ Ending

- ☐ My ending includes the least important details of the news event.

### Word Choice

- ☐ I use specific and accurate vocabulary suited to my topic.
- ☐ My news story does not include unclear language since I use specific verbs and nouns to explain the news event.

### Conventions

- ☐ I use correct punctuation and capitalization in my news story and headline, and also for any quotations.
- ☐ I spell all words correctly.
- ☐ I use correct formatting. My news story, title, and any illustrations complement the formatting of the other items in this group newspaper and reflect the colonial period.
- ☐ My sentences make sense and do not have grammar errors.
- ☐ I write using present tense verbs since my news story reflects a current colonial period event.

### Sentence Fluency

- ☐ I write complete sentences and do not include fragments or run-ons.
- ☐ I use a variety of sentence structures: simple, compound, and complex.
- ☐ My sentence beginnings vary so that each sentence does not start in the same way.

### Voice

- ☐ I write my news story in third-person point of view. I keep this consistent point of view throughout my article.
- ☐ I know to whom (audience) I am writing and why (purpose) I am writing.

**Mapping Comprehensive  
Units to the ELA Common  
Core Standards**  
K-5: p. 103  
6-12: p. 140

FIGURE 4.4

# Societal Contributions

**Directions:** Select an individual who has made a significant contribution to society. Choose a project to highlight this individual and the impact he or she has made. Respond to these guiding questions in your project: *Why did you make this contribution? How has your contribution impacted individuals and society then and now? How have others hindered or supported you in your achievements? How have you overcome obstacles?*

## Speech

Assume the role of your selected individual. Determine an audience who would benefit from hearing a speech from you. Write and deliver the speech from this individual's point of view that addresses the guiding questions. You can deliver the speech to the class live or pretaped as if you were this person, so use costumes and props. Submit the typed speech to your teacher after delivering it.




## Illustrations

Create a series of illustrations that feature this individual and the contribution(s) he or she has made. Present these pictures in chronological or thematic order and write a detailed caption for each drawing. Illustrations and captions must address all guiding questions.



## Research

 Conduct an interview by assuming the role of your chosen person, centering on the contributions he or she has made and responses to the guiding questions. Or, conduct an interview between the person who has made the contributions and another who is impacted by it. Dress the part and use props since you will present the interview live or pretaped. Submit typed questions and well-developed answers to your teacher.



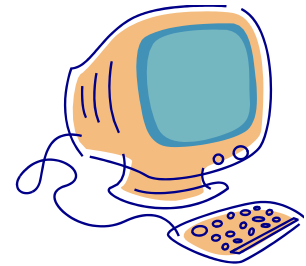
## Poetry or Prose

Write prose or poetry using these line starters based on your selected individual's contribution and responses to the guiding questions. Create an original title and add appropriate pictures.

- |   |   |
|---|---|
| <input type="checkbox"/> I wish that . . .    | <input type="checkbox"/> I see that . . .     |
| <input type="checkbox"/> I realize that . . . | <input type="checkbox"/> I believe that . . . |
| <input type="checkbox"/> I decide that . . .  | <input type="checkbox"/> I feel that . . .    |
| <input type="checkbox"/> I wonder about . . . | <input type="checkbox"/> I hope that . . .    |



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- **PD 360 Group – JOIN!**
- **PD Topics:**
  - ELA Common Core SS
  - Text-dependent questions
  - Close Reading
  - Curriculum mapping
  - Unit and lesson design
  - Differentiation
  - *Ask for additional topics, if interested*

