What Administrators Need to Know About

Mapping and Designing Units Aligned to the ELA Common Core Standards

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PRESENTED BY

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“Adopting good standards is like having a goal for your cholesterol; it doesn’t mean you will actually eat a healthy diet. Or like purchasing a treadmill; owning that machine only makes a difference if you tie on your sneakers and run.”

(Source: Chester E. Finn, Jr. and Michael J. Petrilli)
Standards: Highlights
Unit Design Template
Standards: Grouping
Essential Understandings
Unit and Lesson Guiding Questions
Assessment Examples
Resources
What are some highlights of the ELA Common Core Standards?
ELA Common Core Strands

- Reading
  - Literature
  - Informational Text
  - Foundational Skills
- Writing
- Speaking and Listening
- Language
Anchor and Grade Specific Standards

CCR Anchor Standards

Grade K → Grade 1 → Grade 2 → Grade 3 → Grade 4 → Grades 9-10 → Grades 11-12
### 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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story (NGA Center &amp; CCSSO, 2010, RL.K.3).</td>
<td>3. Describe characters, settings, and major events in a story, using key details (RL.1.3).</td>
<td>3. Describe how characters respond to major events and challenges (RL.2.3).</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
</tr>
</tbody>
</table>
“...while the reading demands of college, workforce training programs, and citizenship have held steady or risen over the past fifty years or so, K-12 texts have, if anything, become less demanding.”
## Distribution of Literary and Informational Passages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Shifts in ELA/Literacy

- Balancing Informational & Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary
<table>
<thead>
<tr>
<th>Fictional Literature (or Narrative Literature)</th>
<th>Nonfiction Literature (or Narrative Nonfiction or Literary Nonfiction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• realistic fiction</td>
<td>• autobiography</td>
</tr>
<tr>
<td>• historical fiction</td>
<td>• biography</td>
</tr>
<tr>
<td>• folklore</td>
<td>• essay</td>
</tr>
<tr>
<td>• drama/plays</td>
<td>• journal</td>
</tr>
<tr>
<td>• mystery</td>
<td>• newspaper</td>
</tr>
<tr>
<td>• novel</td>
<td>• speech</td>
</tr>
<tr>
<td>• short story</td>
<td>• periodical</td>
</tr>
</tbody>
</table>

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3 COMMON CORE WRITING TYPES:

- Opinion/Arguments
- Informational/Explanatory
- Narrative
### Distribution of Communicative Purposes

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: National Assessment Governing Board. (2007) *Writing framework for the 2011 National Assessment of Educational Progress*
## ELA Common Core State Standards for Writing K–6
### Text Types and Purposes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
<th>Activities</th>
</tr>
</thead>
</table>
| K      | • Use a combination of drawing, dictating, and writing.  
• Tell reader the topic or name of the book as the basis for writing.  
• State an opinion. | • State an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). |
| Grade 1 | • Introduce the topic or name of the book as the basis for writing.  
• State an opinion.  
• Supply reasons that support the opinion. | • Supply a reason for the opinion.  
• Provide sense of closure. |
| Grade 2 | • Introduce the topic or book as the basis for writing.  
• State an opinion.  
• Supply reasons that support the opinion. | • Use linking words (e.g., *because, and, also*) to connect opinion and reasons.  
• Provide concluding statement or section. |
| Grade 3 | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
   a. Introduce topic or text clearly, state an opinion, and create an organizational structure that lists reasons. | b. Provide reasons that support the opinion.  
   c. Use linking words and phrases to connect opinion and reasons.  
   d. Provide concluding statement or section. |
| Grade 4 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information  
   a. Introduce topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | b. Provide logically ordered reasons that are supported by facts and details.  
   c. Link opinion and reasons using words, phrases, and clauses.  
   d. Provide a concluding statement or section related to the opinion presented. |
| Grade 5 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
   a. Introduce topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose. | c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
   d. Establish and maintain a formal style.  
   e. Provide a concluding statement or section that follows from the argument presented. |
| Grade 6 | Write arguments to support claims with clear reasons and relevant evidence.  
   a. Introduce claim(s) and organize the reasons and evidence clearly.  
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
   d. Establish and maintain a formal style.  
   e. Provide a concluding statement or section that follows from the argument presented. |
What components are included in a unit template used to design curriculum?
“Real change, lasting change, change that impacts the students who need it the most, happens in the classroom level. The true power of making a difference for a student lies in the hands of the teacher. … It’s not the textbook, or the latest program on the market, or even a policy. It is how an individual teacher … [uses] the textbook or program with your students….”

(Source: Dr. Barbara R. Blackburn)
Unit Template

Unit: ____________________________

Grade: ____________ Timing: ______________

Standards

Knowledge

Culminating Assessment (Summative)

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Essential Understanding #__________:

Essential Unit Guiding Question #__________:

<table>
<thead>
<tr>
<th>Lesson Guiding Questions</th>
<th>Skills</th>
<th>Activities</th>
<th>Resources</th>
<th>Formative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson_______</td>
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<tr>
<td>Lesson_______</td>
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</tbody>
</table>
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)

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

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UNIT: **OPINION PIECES** – Persuading People to Change Their Beliefs and Take Action

**GRADE:** 5th  **TIMING:** 4-6 Week Unit (Spring)

## COMMON CORE STANDARDS

### Reading Standards for Literature (RL)
6. Describe how a narrator’s or speaker’s point of view influences how events are described.

### Reading Standards for Information Text (RI)
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  
4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
6. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### Language Standards (L) – cont’d.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Writing Standards (W)
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a.) Introduce an opinion piece clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (b.) Provide logically ordered reasons that are supported by facts and details. (c.) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

### Speaking and Listening Standards (SL)
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## KNOWLEDGE

- Argument or opinion papers are used for persuasion. They are written to make people believe that something is true or to persuade people to change their beliefs or behavior.  
- Terms: counterclaim/counterargument, reasons, evidence, thesis, bibliography, opinion, call to action, terms related to topic

## CULMINATING ASSESSMENT (Summative)

Students write an opinion piece scored against a rubric (see “Opinion Writing Rubric” and accompanying “Opinion Writing Student Checklist”)

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from *Mapping Comprehensive Units to the ELA Common Core* by Kathy Glass
UNIT: OPINION WRITING – Persuading People to Change Their Beliefs and Take Action (cont’d.)

Essential Understanding: Opinion writing relies on persuasive techniques that prompt readers to adopt the writer’s point of view and take action.

Unit Guiding Question #2a: How do writers use effective persuasive techniques for opinion papers?

<table>
<thead>
<tr>
<th>Lesson Guiding ?s</th>
<th>Skills</th>
<th>Activities</th>
<th>Resources</th>
<th>Formative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2.1a: What are the expectations for a strong opinion piece?</td>
<td>• assess writing against criteria</td>
<td>• Brainstorm criteria for an opinion paper; compare list with the teacher-generated “Opinion Writing Student Checklist” to be clear on writing expectations. (see “Lesson Sample #5” in Chapter 7)</td>
<td>“Opinion Writing Student Checklist” (at-grade level version)</td>
<td>• participation in discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Lesson Sample #5” in Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Lesson 2: What are persuasive techniques?</td>
<td>• summarize speaker’s points; explain how each claim is supported by reason</td>
<td>• As a whole class, compare/contrast opinion with non-opinion writing; identify words and phrases that are examples of persuasive techniques; repeat exercise in small groups (D/interest; students identify techniques in different writing samples; discuss impact of persuasive techniques. Illume the one or more persuasive techniques by comparing some evidence plus more persuasive evidence (good deeds, good intentions, interclaim, voice, call to action, etc.). (D/interest: students choose topics of interest for debating)</td>
<td>persuasive and other writing samples (D/interest)</td>
<td>participation in discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>debate topics</td>
<td></td>
</tr>
<tr>
<td>Lesson 2.3a: What is a thesis statement? How do writers state their opinion through a thesis statement?</td>
<td>• introduce a topic clearly and state an opinion (W.5.1a)</td>
<td>• Critique various introductions; identify introductory elements such as; grabbers, setting the tone, a preview of the major points or support, and thesis examples from various writing samples; together, rewrite weak ones. (D/interest: provide samples at varying degrees of sophistication in writing and topic.)</td>
<td>“Introduction Examples” (D/interest)</td>
<td>participation during card sort activity and discussion</td>
</tr>
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<td></td>
<td>“Thesis and Non-Thesis Activity” cards</td>
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<td></td>
<td></td>
<td></td>
<td>original thesis statements (D/interest)</td>
<td></td>
</tr>
<tr>
<td>Lesson 2.3a: What are strong ways to begin an opinion paper?</td>
<td></td>
<td>• Review “Options for Beginning Your Paper” handout.</td>
<td>“Options for Beginning Your Paper”</td>
<td>participation in peer discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>writing samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Opinion Writing Checklist”</td>
<td></td>
</tr>
</tbody>
</table>

Carefully choreograph rigorous units.

from Mapping Comprehensive Units to the ELA Common Core by Kathy Glass
How might standards be grouped together for a unit of study?
What writing do I want students to produce?

**Writing Standards (5th 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 (5th 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.

* abbreviated
What are essential understandings?

Why are they important?

How are effective, rigorous ones written?
1. Meaningful **reading engagement** and **discussion** foster deeper **comprehension** so readers can glean new **perspectives**.

2. **Organisms** depend on each other and on their **environment** for **survival**.

3. **Exploration** can fuel **control** and **exploitation** of vulnerable **cultures**.
Questions About 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 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.
<table>
<thead>
<tr>
<th>CCSS</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades K/1st/2nd:</strong></td>
<td>Proficient readers ask and answer various literal and inferential questions to clarify meaning and engage more deeply with the text to improve overall comprehension.</td>
</tr>
<tr>
<td>With prompting and support, ask and answer questions about key details in a text. (RL.K.1)</td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about key details in a text. (RL.1.1)</td>
<td></td>
</tr>
<tr>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)</td>
<td></td>
</tr>
<tr>
<td>CCSS</td>
<td>Essential Understanding</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>5th Grade:</strong></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Comparing and contrasting specific details about literary elements helps readers delve more deeply into a text to define ideas, clarify thinking, and improve comprehension.</td>
</tr>
</tbody>
</table>
### California Standards

| Standard 5.5:1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts) (California Department of Education, 2000). |
| Possible Essential Understandings |
| • Control for power and desire for independence and economic gain can cause nations to engage in conflict and persecute one another. |
| • Differences in political and economic ideals and interests may foster acrimony that results in conflict. |
| Standard 5.5:2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. |
| • People who share a common interest may be more powerful and successful in confronting an adversary as a unified group than if they work alone. |
| • Political representatives forge alliances and debate issues to arrive at decisions and compromises that serve the best interest of their constituencies. |

**FIGURE 2.2 (Continued)**
What are unit and lesson guiding questions?

Why are they important to unit design?
Review the next slide. Then, think about a response to this question:

What is the difference between UNIT and LESSON guiding questions?
## Essential Understanding
Evaluating and choosing credible sources enables writers to identify effective reasons and supporting evidence to effectively persuade readers.

## Essential Unit Guiding Question

### #5: How and why do I evaluate the credibility of sources?

## Lesson Guiding Questions

### Lesson 5.1: What do I need to consider about the sources on the Electoral College that I use?

### L 5.2: How do I decide which source to use (i.e., my textbook, the National Archives website, or www.howstuffworks.com)?

### L 5.3: How might the tone or style of my sources’ writing on the Electoral College impact its credibility?
Predictable Patterns in the Sky

1. How do objects in the sky move in regular and predictable patterns?

2. How does the rotation of the Earth affect which stars people see at night?

3. How can telescopes help us to learn more about stars and planets?
Which of these do your teachers already do regarding guiding questions?

Thumbs up = YES; Thumbs down = NO
Fist = “I don’t know.”

1. Focus each question on distinct **concepts** or skills.
2. Design or seek lessons, activities, and assessments around guiding questions as the **purpose for learning**.
3. Write or find 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?

**EXAMPLE 1:**
How and why do characters change over time? How do authors develop characters?

**RL.3.3:** Describe characters in a story and explain how their actions contribute to the sequence of events.

**RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.9.3:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
## How do authors develop characters?

<table>
<thead>
<tr>
<th>Task Card #1</th>
<th>Task Card #2</th>
<th>Task Card #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Create a ** <strong>timeline</strong> <strong>that shows how a character has changed from beginning to end.</strong></td>
<td>**Design a ** <strong>poster</strong> <strong>with pictures and captions that focuses on what others say about the character.</strong></td>
<td>**Develop a ** <strong>graphic organizer</strong> <strong>that shows the causes and effects of a character’s actions.</strong></td>
</tr>
</tbody>
</table>

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### How do authors develop characters?

<table>
<thead>
<tr>
<th>Task Card #4</th>
<th>Task Card #5</th>
<th>Task Card #6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw a picture</strong> of a character. Write a paragraph that uses imagery to describe what s/he looks like.</td>
<td><strong>Write and conduct an interview</strong> with the character about his/her point of view about events in the story. Use costumes and props.</td>
<td><strong>Create a PowerPoint presentation focusing on the methods of characterization for one character.</strong></td>
</tr>
</tbody>
</table>

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# CRITERIA

Use the criteria to guide you as you create and present your project. You will be scored against each item.

## CONTENT

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>The presenter(s) clearly addresses these guiding questions:</td>
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<tr>
<td>How do authors develop characters?</td>
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<td>How does setting affect characters and impact the plot?</td>
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<td>How does conflict shape characters’ actions and theme?</td>
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<td>How does the theme of this novel connect to other literature?</td>
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</table>

## PRESENTATION

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenter uses appropriate <strong>eye contact, adequate volume, and clear pronunciation</strong> (SL.6.4)</td>
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<tr>
<td>The presenter includes <strong>multimedia components</strong> (e.g., graphics, images, music, sound) <strong>or visual displays</strong> in presentations to clarify information (SL.6.5)</td>
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</tbody>
</table>

**Additional comments on presentation:**
Should sports figures be allowed to use steroids?

Should there be a ban on using animals for testing chemicals and drugs?

Is it okay to modify the environment for our benefit?

Should the government spend money on space exploration?

Why should schools include physical education and recess as part of the school day?
How is an argument structured?

How do writers use effective persuasive techniques?

How can reasons and evidence help readers see a writer’s viewpoint?
What does it take to design or review curriculum using the CCSS?
Unit Template

Unit: ____________________________

Grade: ___________ Timing: ___________

<table>
<thead>
<tr>
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<th>Knowledge</th>
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<th>Culminating Assessment (Summative)</th>
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Essential Understanding #: ___________

Essential Unit Guiding Question #: ___________

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<td>Lesson __: __</td>
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### Essential Understandings and Guiding Questions Aligned to the Common Core Reading Standards for Literature K–5

#### 6. Craft and Structure

<table>
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<th>Common Core Standards</th>
<th>Essential Understandings</th>
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| **Kindergarten**      | Through a collaborative effort, authors and illustrators tell a story; however, each has a specific role to perform. | How do authors and illustrators work together to tell a story? | • What does an author do? Who is the author of this story?  
• What is an illustrator? Who is the illustrator of this story?  
• How do authors and illustrators work together to tell a story?  
• What could you write and draw to tell a story about a topic? |

*With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (NGA Center & CCSSO, 2010, RL.K.6).*

**FIGURE 2.13 (Continued)**
Common Core Resources

- **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

- **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

- **ELA CC State Standards Appendix B: Text Exemplars and Sample Performance Tasks**
  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

- **Free Common Core State Standards resources**
  http://www.achievethecore.org/

- **Revised Publisher’s Criteria for the CCSS in ELA and Literacy**
See my website for these links:

Webinar archived on WestEd Lab’s site:
“Designing Quality Units Aligned to the ELA Common Core Standards”

PowerPoint presentations

Book: Mapping Comprehensive Units to the ELA Common Core Standards

Breakout Session: “Differentiated Instruction and the ELA Common Core Standards”