

**Backward Planning Unit Design Template**  
**9th Unit 1 - Heroes/Odyssey**

1. What power standard(s) will we address within this unit?

**1. ELAGSE9-10RL & RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

**2. ELAGSE9-10RL & RI 2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Student-friendly version of the power standard(s) to reference during instruction (“I will be able to...”)** ↓

RL & RI 1: I can reach a conclusion from the clues within the text.  
I can draw inferences from an informational text.  
I can determine what strong and thorough evidence looks like.  
I can explain why my evidence supports my reasoning.  
I can cite strong and thorough textual evidence to support the text (explicit and inferred).

RL & RI 2: I can determine a central idea of a text.  
I can explain how the central idea develops throughout the text. This means I can find specific details within the text that back up the author’s main idea.  
I can summarize a text.  
I can determine the difference between a central idea and a theme.  
I can determine the difference between summary and analysis.

**Big ideas to establish within the unit** ↓

RL & RI 1: After Reading an informational text/passage students can cite/identify explicit evidence to promote understanding.  
After Reading an informational text/passage students can extract inferences drawn from text.  
\*Prerequisite: Using Informational text students are able to identify and determine strong and thorough evidence and inferences.

RL & RI 2: Students read an informational text and determine the central idea.  
Students can explain how the central idea emerges by the author’s use of rhetorical devices.  
Students can explain how the central idea was shaped and refined by the author’s use of rhetorical devices.  
Students can provide an objective summary of an informational text.  
\*Prerequisite: Students will need an understanding of the differences between a central idea and theme. Students will be able to identify rhetorical devices. Students will be able to determine the difference between summary and analysis.

**Essential questions that guide the learning** ↓

How can I prove what I have learned from the text with the best evidence from the text?

How can I determine the central idea or theme of a text?

How does a central idea or theme develop throughout a text?

**What things should the student be able to do as a part of the standard?**



RL/RI 1:

- I can demonstrate the difference between an analysis and a summary.
- I can explain the difference between implicit and explicit material. ??
- I can identify explicit and inferred evidence in a text.
- I can choose examples from a text to support inferences.
- I can provide textual evidence and use it to explain my analysis.
- I can reach a conclusion from the clues within the text.
- I can draw inferences from an informational text.
- I can determine what strong and thorough evidence looks like.
- I can explain why my evidence supports my reasoning.
- I can cite strong and thorough textual evidence to support the text (explicit and inferred).

RL/RI 2:

- I can determine the theme(s) and/or central idea of a text.
- I can explain how the theme and/or central idea is created and developed.
- I can cite evidence that supports my conclusion of a theme and/or central idea.
- I can distinguish the difference between analysis and summary.
- I can explain how the central idea develops throughout the text. This means I can find specific details within the text that back up the author's main idea.
- I can summarize a text.
- I can determine the difference between a central idea and a theme.
- I can determine the difference between summary and analysis.

2. What are the unwrapped knowledge and skills and aligned formative and summative assessments for this unit?

<b>a. Students Will Know.... (What concepts and vocabulary support the</b>	<b>Formative Measures (How will we monitor students' progress on these concepts and skills</b>	<b>Summative Measure(s) (What culminating measure will we use to determine students'</b>
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<b>standard?)</b>	<b>along the way?)</b>	<b>overall attainment of this concept?)</b>
What is considered as text evidence?	Read Common Lit Story - Prometheus and Pandora's Box. Summarize the text and compose a constructed response. After doing both, analyze the difference between a summary and a constructed response.	Over the course of this unit, you have gathered details from literary and informational texts about <b>heroes</b> . Use the evidence you have gathered to answer the question: <b>Why do people act heroically?</b> Support your answer using reasons and evidence from a variety of the texts covered in this unit.
How do I show text evidence in my writing?	Common Lit - The Underground Railroad First, write a summary of the text. Then, Q2 & 5. (Discussion about differences between summary and analysis.)	Constructed response: Based on the explicit details of the text, what can you imply about the central idea of the text? Use textual evidence to support your answer.
How do I determine the central idea of a piece of literature?	Common Lit - Jackie Robinson Q1 & 2	If We Must Die Poem - Constructed Response - What is the theme of this poem? Use textual evidence to support your answer.

### 3. What is the sequential plan for delivering instruction and monitoring learning?

<b>Activity Name</b>	<b>How will we respond when students do not learn?</b>	<b>How will we respond if students already know it?</b>	<b>References/ Materials</b>
Common Lit - Prometheus and Pandora's Box (Summary vs.	Students will look at exemplars of constructed responses and	Students will analyze their evidence to see if they can choose	GA DOE 9th Literature Constructed Response State

Constructed Response Analysis)	highlight evidence that supports the answer to the prompt.	more examples to better enrich their responses.	Prompt and/or student exemplars
Common Lit- Underground Railroad (textual evidence)	Using the same article, students will revisit the prompt, answer the question, and “lift a line” (provide textual evidence).	Partner these students with students who do not understand. Work in partner groups to “lift a line” of text to support their answer to the prompt.	<a href="https://s18670.pcdn.co/wp-content/uploads/Ask-Answer-Questions.pdf">https://s18670.pcdn.co/wp-content/uploads/Ask-Answer-Questions.pdf</a>
Common Lit - Jackie Robinson (central idea)	Using the same article, students will pull important details (bold words, titles, subtitles, etc.) to provide the purpose of the text followed by listing the 3 most important points made in the text.	Research another “hero” who has overcome adversity and made a difference. Compose a constructed response from your research and be sure to include citations for your evidence.	<a href="https://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Reading_Finding_the_Central_Idea_and_Supporting_Details.pdf">https://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Reading_Finding_the_Central_Idea_and_Supporting_Details.pdf</a>