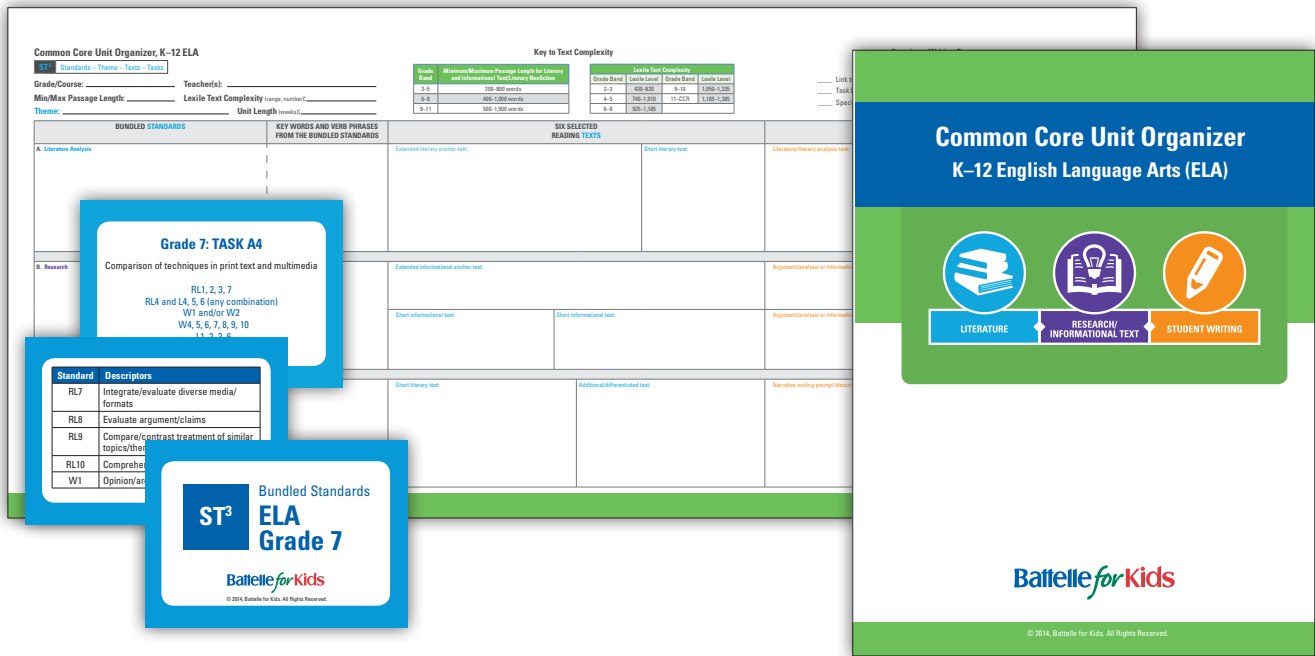


# USER MANUAL



## Common Core Unit Organizer K–12 English Language Arts (ELA)

**ST<sup>3</sup>** Standards • Theme • Texts • Tasks

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Bringing clarity to  
school improvement

# What is the Purpose of the Unit Organizer and Bundled Standards Cards?

Common Core Unit Organizer, K-12 ELA

Grade/Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

Min/Max Passage Length: \_\_\_\_\_ Lexile Text Complexity: \_\_\_\_\_ Unit Length: \_\_\_\_\_

Theme: \_\_\_\_\_

Key to Text Complexity

Grade Band	Minimum/Maximum Passage Length by Lexile and Estimated Reading Time/Grade	Lexile Text Complexity
K-2	100-150 words	100-1200
3-5	150-200 words	1200-1800
6-8	200-300 words	1800-2900
9-12	300-500 words	2900-12000

Creating a Writing Prompt  
Essential Elements to Include:

\_\_\_\_ Link to Text  
\_\_\_\_ Task Directions  
\_\_\_\_ Specification of Audience

\_\_\_\_ Type and Purpose  
\_\_\_\_ Form (such as essay, letter, multimedia presentation, etc.)

BUNDLED STANDARDS	KEY WORDS AND VERB PHRASES FROM THE BUNDLED STANDARDS	SIX SELECTED READING TEXTS	3 TYPES AND PURPOSES OF WRITING TASKS
A. Informative/Expository			
B. Research			
C. Narrative Writing			

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**Grade 7: TASK A4**

Comparison of techniques in print text and multimedia

RL1, 2, 3, 7  
RL4 and L4, 5, 6 (any combination)  
W1 and/or W2  
W4, 5, 6, 7, 8, 9, 10  
L1, 2, 3, 6

Standard	Descriptors
RL7	Integrate/evaluate diverse media/formats
RL8	Evaluate argument/claims
RL9	Compare/contrast treatment of similar topics/themes
RL10	Comprehend
W1	Opinion/argument

**ST<sup>3</sup>** Bundled Standards  
**ELA**  
**Grade 7**

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As districts implement the Common Core State Standards, the shift from isolated lesson plans and pacing maps should give way to individual teacher or collaborative grade-level or course teams developing multiple units per grade/course. Using the Unit Organizer and Bundled Standards Cards gradually leads teachers through the process of moving from reviewing Standards to bundling Standards that are taught best together, or integrated, as exemplified by PARCC Performance-Level Descriptors and Evidence Tables and Smarter Balanced Achievement-Level Descriptors.

## Why is Bundling Standards Important?

By beginning with Standards, teachers identify key academic vocabulary and verb phrases, which helps guide them through the process of developing units and assessment tasks to be used formatively and summatively. With an emphasis on Unit Theme, teachers are better able to focus their selection of rich and rigorous, yet differentiated texts that provide stimuli for higher-level thinking.

## Teachers and Instructional Leaders Are Using These Resources To:

- Plan units, essential learning activities, and scope and sequence for grade bands and K-12 articulation;
- Identify and include key academic content vocabulary and verb phrases;
- Cross-check current curriculum for Common Core level alignment and rigor;
- Create sets of differentiated materials to meet students' diverse needs and interests; and
- Build cross-curricular connections.

## Administrators and Instructional Leaders Are Using These Resources To:

- Ensure that curriculum complies with district, state, and other requirements;
- Conduct walk-throughs to monitor compliance with local curriculum;
- Coach individual teachers;
- Conduct staff development with groups of teachers; and
- Communicate with parents and other stakeholders.

“The Unit Organizer is a comprehensive way to ensure that all critical elements are intentionally discussed, planned, taught, and learning.” –Teacher

# ST<sup>3</sup> Step by Step

## STEP 1

## GETTING STARTED

Using the Unit Organizer, fill in basic information, including grade/course, teacher(s), and unit length.

## STEP 2

## BUNDLED STANDARDS CARDS

Bundled Standards Cards indicate grade level, task types and titles, and major, supporting, and additional clusters.

Using the grade-level specific Bundled Standards Cards, choose one card for:

- (A) Literature Analysis
- (B) Research
- (C) Narrative Writing

## STEP 3

# DESCRIPTOR CARDS & ELA KEY WORDS & VERB PHRASES

Standard	Descriptors
RL1	Draw inferences/cite evidence
RL2	Analyze theme/summarize details
RL3	Analyze characters, events, ideas, interactions
RL4	Interpret words/phrases
RL5	Analyze text structure
RL6	Assess point of view

### Descriptor Card

Analyze each Standard included on a card and decide what key words and verb phrases can represent the Standard. Use the Descriptor Cards from the deck to assist and record key words and verb phrases to represent each bundle in the designated spaces.

BUNDLED STANDARDS	KEY WORDS AND VERB PHRASES FROM THE BUNDLED STANDARDS
<p>A. Literature Analysis</p> <div style="border: 2px solid blue; padding: 5px; margin: 10px 0;"> <p><b>Grade 6: TASK A1</b></p> <p>Contribution of one section to theme, setting, or plot</p> <p>RL1, 2, 3, 5 RL4 and L4, 5, 6 (any combination) W1 and/or W2 W4, 5, 6, 7, 8, 9, 10 L1, 2, 3, 6</p> </div>	

### Key Words and Verb Phrases

- draw inferences
- cite evidence
- analyze theme
- summarize details
- interpret words and phrases
- analyze text structure
- clarify multiple meanings
- plan/revise/rewrite
- use technology
- grammar and usage
- capitalization, punctuation, spelling

## STEP 4

# CROSS-CURRICULAR CONNECTIONS

If cross-curricular connections are applicable for the selected unit, use the section labeled Cross-Curricular Connections to add connections to other subjects.

CROSS-CURRICULAR CONNECTIONS Literacy in Social Studies, Science, and Technical Subjects	
STANDARDS	KEY WORDS AND VERB PHRASES FROM THE BUNDLED STANDARDS

## STEP 5

# ELA THEME

Collaborate with teaching colleagues to determine a theme for the unit. This theme may be stated as a topic/word, sentence, or an essential question. Record this theme on the Unit Organizer.

### Theme Example

Courage: "Do the thing you think you cannot do." (Eleanor Roosevelt)

Common Core Unit Organizer, K–12 ELA	
ST <sup>3</sup> Standards – Theme – Texts – Tasks	
Grade/Course: _____	Teacher(s): _____
Min/Max Passage Length: _____	Lexile Text Complexity (range, number): _____
Theme: _____	Unit Length (weeks): _____
BUNDLED STANDARDS	KEY WORDS AND VERB PHRASES FROM THE BU
A. Literature Analysis	

# STEP 6

# QUANTITATIVE TEXT COMPLEXITY

Refer to the charts for Minimum/Maximum Passage Length and Lexile Text Complexity. Locate the grade band, then record this information at the top of the Unit Organizer.

Key to Text Complexity				
Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction		Lexile Text Complexity	
	Grade Band	Lexile Level	Grade Band	Lexile Level
3-5	200-800 words		2-3	420-820
6-8	400-1,000 words		4-5	740-1,010
9-11	500-1,500 words		6-8	925-1,185
<b>SIX SELECTED READING TEXTS</b> Extended literary anchor text: _____ Short literary text: _____				

**Common Core Unit Organizer, K-12 ELA**

ST<sup>1</sup> Standards - Theme - Texts - Tasks

Grade/Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Min/Max Passage Length: \_\_\_\_\_ Lexile Text Complexity (range, number): \_\_\_\_\_

Theme: \_\_\_\_\_ Unit Length (weeks): \_\_\_\_\_

BUNDLED STANDARDS	KEY WORDS AND VERB PHRASES FROM THE BUNDLED STANDARDS
A. Literature Analysis	

# STEP 7

# SIX SELECTED READING TEXTS

Using your selected theme, develop a set of six related texts. Record the title of the extended literary anchor text. Include basic information about the text (e.g., author, passage length, Lexile level, source). Choose and record titles and information for additional texts, including:

- One extended informational anchor text;
- Two short informational texts; and
- Two short literary texts.

SIX SELECTED READING TEXTS	
Extended literary anchor text:	Short literary text:
Extended informational anchor text:	
Short informational text:	Short informational text:
Short literary text:	Additional/differentiated text:

# STEP 8

# 3 TYPES & PURPOSES OF WRITING TASKS

Review the chosen Tasks, Types A, B, and C. With the theme, plus the selected texts in mind, draft four prompts for student writing or Prose Constructed Responses (PCR).

- One prompt should require students to analyze an aspect of literary text (e.g., plot, character);
- Two prompts should require students to construct an argument or explain something based on informational texts; and
- One prompt should require students to write a description or narrative.

Write each prompt in the appropriate box under 3 Types and Purposes of Writing Tasks.

**Creating a Writing Prompt**  
Essential Elements to Include:

\_\_\_ Link to Text                      \_\_\_ Type and Purpose  
 \_\_\_ Task Directions                \_\_\_ Form (such as essay, letter, multimedia presentation, etc.)  
 \_\_\_ Specification of Audience

**3 TYPES AND PURPOSES OF WRITING TASKS:**  
Prose Constructed Responses (PCR)

Literature/literary analysis task:

Argument/analysis or informative/explanatory prompt:

Argument/analysis or informative/explanatory prompt:

Narrative writing prompt (description or story):



## Order & Learn More

Order Unit Organizers and Bundled Standards Cards and learn more about our suite of Common Core resources at [www.BattelleforKids.org/CommonCore](http://www.BattelleforKids.org/CommonCore).

### About Battelle for Kids

Battelle for Kids is a national, not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges. Our mission-driven team of education, technology, communications, and business professionals specializes in creating strategies that advance the development of human capital, the implementation of strategic measures, practices for improving educator effectiveness, and communication with all stakeholders in schools. At the heart of this work is an unwavering focus on accelerating student growth.

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### Source Documents

**The following resources were used to create the Unit Organizer and Bundled Standards Cards:**

The Common Core State Standards and Battelle for Kids' Vertical Progression Guides  
PARCC, SBC, ACT, ETS

Model Content Frameworks

<http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser>

Grade-Level Combined Task Generation Models and Combined Form Specifications

Grade-Level Evidence Tables

Combined Passage Selection Guides and Worksheets (for Literary and Informational Text)

<http://www.parcconline.org/assessment-blueprints-test-specs>

Grade-Specific PLDs (Performance-Level Descriptors)

<http://www.parcconline.org/plds>

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/smarter-balanced-assessments/>

ACT

<http://www.discoveractaspire.org/index.html>

The CBAL Initiative: Innovation in K-12 Assessment (ETS)

<http://www.ets.org/research/topics/cbal/initiative>