# Unit 1 - You Are Here

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## Unit Overview

In this introductory unit, students read to answer the essential question: "How do different places affect us?" They think about what it means to live in a community and how community members can improve their neighborhoods. Students read a variety of texts to compare different places. They practice making predictions based on close reading notes and then revise their predictions as the story progresses. As they learn about the experiences of others, they share their own stories of visiting or moving to a new place, using descriptive language in their retelling or writing to help the audience understand the place. At the end of the unit, students discuss how new places can help us to grown and change.

## Enduring Understandings

How do different places affect us?
What can we understand about a place when we look at it closely?
How does living in a community help people?
How do different places make us feel?
How can people improve their neighborhoods?
How can a new place help us change and grow?
What do readers do in reading workshop?
What do writers do in writing workshop?

## Essential Questions

Readers know how to select books from different genres at their just-right level.
Readers discuss their books with others to gain deeper understanding.
Readers use text features and graphics to find information.
Writers can communicate knowledge to others through informational writing.
Writers can communicate their experiences to others through narrative writing.

## Learning Objectives

READING
Ask and answer questions about key details in a text
Identify the main topic and retell key details of a text
Make and confirm predictions about plot
Describe how characters in a story respond to major events (experiencing a new place)
The Name Jar - AAPI

WRITING
Write a narrative or informational text that uses descriptive details to create a sense of "place"
LANGUAGE
Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing
Demonstrate command of the conventions of writing.
Write legibly and with sufficient fluency to support composition.

SPEAKING AND LISTENING
Follow agreed-upon rules in discussions such as taking turns; build on the remarks of others
Recount an experience with appropriate facts and descriptive details, using coherent sentences and appropriate vocabulary

## Standards: Content

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| L.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| L.RF.2.3.A | Know spelling-sound correspondences for common vowel teams. |
| L.RF.2.3.B | Decode regularly spelled two-syllable words with long vowels. |
| L.RF.2.3.C | Decode words with common prefixes and suffixes. |
| L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| L.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| L.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| L.WF.2.1.B | Write the most common graphemes (letters or letter groups) for each phoneme, for example: |
| L.WF.2.2 | Demonstrate command of the conventions of encoding and spelling. |
| L.WF.2.3 | Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. |
| L.WF.2.3.B | Capitalize holidays, product names and geographic names. |
| L.WF.2.3.F | Use an apostrophe to form contractions and frequently occurring possessives. |
| L.WF.2.3.G | With assistance, link sentences into a simple, cohesive paragraph with a main idea. |
| L.KL.2.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| L.VL.2.2 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases |

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| | based on grade 2 reading and content, choosing flexibly from an array of strategies. |
| L.VL.2.2.D | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| L.VI.2.3 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| L.VI.2.3.C | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RI.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. |
| RL.CI.2.2 | Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures). |
| RI.CI.2.2 | Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). |
| RL.TS.2.4 | Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. |
| RI.TS.2.4 | Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. |
| RL.PP.2.5 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RI.PP.2.5 | Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. |
| RL.MF.2.6 | With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.MF.2.6 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.AA.2.7 | Describe and identify the logical connections of how reasons support specific points the author makes in a text. |
| W.AW.2.1 | With prompts and support, write opinion pieces to present an idea with reasons or information. |
| W.AW.2.1.A | Introduce an opinion. |
| W.AW.2.1.B | Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| W.AW.2.1.C | Provide a conclusion. |
| SL | Speaking and Listening |
| SL.PE.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| SL.PE.2.1.A | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SL.PE.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |

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| SL.PE.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.II.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| SL.ES.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| SL.PI.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

## Standards: Interdisciplinary

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| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 2.1.2.EH.2 | Identify what it means to be responsible and list personal responsibilities. |
| 2.1.2.EH.3 | Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). |
| 9.4.2.GCA.1 | Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |
| 9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |
| 8.2.2.EC.1 | Identify and compare technology used in different schools, communities, regions, and parts of the world. |
| 6.1.2.HistoryCC.1 | Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. |
| 6.1.2.HistoryCC.2 | Use a timeline of important events to make inferences about the "big picture" of history. |
| 6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |

## Assessment Evidence

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| Formative | Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences. |
| Summative | Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations. |
| Alternative & Benchmark | Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.<br>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA |
| Assessment Evidence Resource | |

## Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, Readings: How Many Stars in the Sky?, Maybe Something Beautiful, from Places We Go, Poetry, You Can't Climb a Cactus, The Name Jar - AAPI , Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | X | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| X | Self-Awareness | | Relationship Skills |
| X | Responsible Decision-Making | X | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | X | Technology Literacy | | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| X | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |
| X | Critical Thinking and Problem | | Credit Profile | | Career Awareness and |

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| | Solving | | | | Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |