Unit 3 - Our Traditions

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

Unit Overview

In this unit, students read texts about the traditions of people from around the world as they explore the essential question, "What makes a tradition?" Fables, folktales and legends are introduced; students learn the elements of each. Students see how traditional stories can be told in different ways by comparing and contrasting two versions of the same tale. In writing, students learn the characteristics and structure of poetry and explore the use of description, sensory details and word choice for effect. They also incorporate figurative language such as similes and alliteration in their poetry.

Enduring Understandings

Readers use story elements to identify common types of traditional tales, including folktales, fables, and legends.
Readers know traditional tales are cultural and can be told in different ways.
Writers use sensory details and word choice to write poems that appeal to the senses.

Essential Questions

What makes a tradition?
What are characteristics of traditional tales?
What is the purpose of traditional tales?
Why are they shared across generations?
How can a traditional story be told in different ways?
What lessons can we learn from traditional tales?
What stories do people tell to understand the world around them?
How do poets use sensory details and word choice for effect?
What makes a Native American tradition?
How does food help make a tradition?

Learning Objectives

READING
Use key ideas to determine the theme of a fable, folktale or legend
Compare and contrast two versions of the same traditional tale

WRITING
Identify different structures and patterns of poetry

Use sensory details and effective word choice to create a visual image
Incorporate alliteration and similes into their poetry

LANGUAGE
Demonstrate command of the conventions of standard English grammar and usage

SPEAKING AND LISTENING
Describe key ideas or details from a text read aloud or information presented orally or through other media

Read and discuss Infographics: Traditional Tales The World as the Storyteller, Telling a Story, The Wabanaki and Traditional Foods.

Standards: Content

	Phonics and Word Recognition
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.D	Identify words with inconsistent but common spelling-sound correspondences.
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
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.WF.2.1	Demonstrate command of the conventions of writing.
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.A	Regular, single-syllable words that include:
L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
L.WF.2.2.A.ii	Complex consonant blends (scr, str, squ).
L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
L.WF.2.2.A.iv	Vowel-r combinations (turn, star, third, four/for).
L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).
L.WF.2.2.A.vi	Homophones (bear, bare; past, passed).
L.WF.2.2.A.vii	Plurals and possessives (its, it's).
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.C	Supply adjectives in noun phrases to make them more precise or engaging.
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.VL.2.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
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.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
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.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.WP.2.4.B	Participate in self-evaluation of written work.
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Standards: Interdisciplinary

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).
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Assessment Evidence

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. 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: from Fables, The Legend of the Lady Slipper, Interstellar Cinderella Cendrillon: An Island Cinderella, The Abenaki, My Food, Your Food Instructional Resource List

Curricular Mandates

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

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

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

X	Global and Cultural Awareness		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 Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		