Unit 4 - Making a Difference

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

Unit Overview

In this unit, students explore the essential question "Why is it important to connect with other people?" By reading biographies and realistic fiction, they learn about activism and how people connect with one another to make a difference in the community, and how people from all backgrounds and walks of life can work together to solve a problem. Students ask and answer questions to clarify information and make adjustments while reading to boost comprehension. In writing, students create a personal narrative to detail a sequence of events that occurred in their lives, focusing on story elements, sequence of events and providing a conclusion.

Enduring Understandings

Readers can learn about the present by studying people and events of the past (biographies).
Connections between people inspire problem-solving that leads to improvements to our communities.
Personal narratives tell a story in sequential order and include a sense of closure

Essential Questions

How can studying people and events of the past inspire change?
What can people do to make a difference in their communities?
Why is it important to connect with other people?
How can others inspire us to reach a goal?
How can people work together to solve a problem?
How can you get involved to improve your community?
How do writers tell a personal story with a clear beginning, middle and end?
How can our creations affect others?

Learning Objectives

READING
Read to determine what the text says explicitly
Draw conclusions and make inference
Cite specific textual evidence when writing or speaking
Determine central ideas or themes of a text
Summarize key details
Ruby Bridges (reading) - Amistad
Jesse Owens (reading) - Amistad
Martin Luther King’s I Have a Dream speech – Amistad

Excerpts from We Are All Wonders - DEI/ PPWD
The Water Princess – DEI
A Child in Hiding (Q&A) - Holocaust
Maurice and His Dictionary: A True Story - Holocaust

WRITING
Write narratives that recount a well-elaborated event or experience, including details, dialogue, thoughts and feelings
Use temporal words to signal event order and provide a sense of closure
Career Exploration – Explore careers which help make a difference in our world and community (doctors, teachers, firefighter, police, etc.)

SPEAKING AND LISTENING
Participate in collaborative conversations with partners, peers and adults about grade 2 topics and texts

LANGUAGE
Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

BIOGRAPHY
Using text structure to find information
Determining how lessons from past events and the lives of historical figures influence the present

REALISTIC FICTION
Determining theme

PERSONAL NARRATIVE
Elements of narrative writing: characters, setting, plot, problem and solution, conclusion
Sequencing of events

Read and discuss Infographics: People Who Were First, Creative Places, Community Care, Old Stuff, New Uses and Look What We Can Do.

Standards: Content

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.2.3.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	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.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.
L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
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.2.2.B	Regular two- and three-syllable words that:
L.WF.2.2.B.i	Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
L.WF.2.2.B.ii	Are compounds comprising familiar parts (houseboat; yellowtail).
L.WF.2.2.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
L.WF.2.2.C	Words with suffixes that require:
L.WF.2.2.C.i	consonant doubling (penning, slimmed).
L.WF.2.2.C.ii	dropping silent-e (smiled, paving).
L.WF.2.2.D	Most often used words in English:
L.WF.2.2.D.i	Irregular words (against, many, enough, does).
L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
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.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
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.KL.2.1.B	Compare formal and informal uses of English.
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.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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).
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.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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.
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).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
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.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors 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.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.
W.NW.2.3.A	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
W.NW.2.3.C	Use transitional words to manage the sequence of events.
W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events.
W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experiences or events.
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.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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.
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.
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.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standards: Interdisciplinary

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

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: Who Says Women Can’t Be Doctors?, Building on Nature, The Garden of Happiness, One Plastic Bag, Kids Can Be Big Helpers, Ruby Bridges (reading) - Amistad , Jesse Owens (reading) - Amistad, Martin Luther King’s I Have a Dream speech – Amistad, The Water Princess – DEI, We Are All Wonders –

DEI/PPw/D, A Child in Hiding (Q&A) - Holocaust, Maurice and His Dictionary: A True Story - Holocaust
Instructional Resource List

Curricular Mandates

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

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

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

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	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		