ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: elaunitmaps@gmail.com and your group members.

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| **Title of Unit** | Changing Times |
| **Grade Level** | 2 |
| **Time** | 4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** |  |
| **Targeted ELA/ Literacy CCSS** | [RI.2.1](http://www.corestandards.org/ELA-Literacy/RI/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.[RI.2.3](http://www.corestandards.org/ELA-Literacy/RI/2/3/) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.[RI.2.5](http://www.corestandards.org/ELA-Literacy/RI/2/5/) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.[RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/6/) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.[W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Social Studies:**2.1 Students differentiate between things that happened long ago and things that happened yesterday.1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
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| **Targeted ELD Standards** | **Part 1:**A1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topicsB5. Listening actively to spoken English in a range ofsocial and academic contextsC10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology **Part 2:**A1. Understanding text structure |
| **Big Ideas** | * People, events, and issues (problems and ideas) from the past

influence the present and future.* Physical, economic, social, and political factors influence our daily lives and motivate people to change.
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| **Essential Questions** | * Why is it important to know what happened long ago?
* How is my daily life different from and similar to my parents and grandparents?
* What can cause people’s lives to change?
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| **Content** | ELA:* Informational text
	+ Text features
	+ Topic sentence
	+ Facts
	+ Definitions
	+ Concluding statement
* Who, what, when, where, why, how questions
* Author’s purpose

Social Studies:* Long ago vs. yesterday
* Family history
* Daily lives--of students vs. parents vs. grandparents
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| **Skills** | * Ask and answer questions about informational texts
* Make connections between a series of historical events
* Identify and use text features to find main ideas and details
* Determine the author’s purpose
* Write an informational text with a topic sentence, facts and/or definitions, and a concluding statement
* Communicate orally with a partner about a topic
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| **Vocabulary** **(Academic and Content)** | -Past, present, future-Compare-Contrast-Diagram-Different-Similar-Subheadings-Captions-Interview-Questionnaire-History-Ancestors |
| **Activities** | * Discuss about Theme and Essential Questions
	+ Revisit throughout the unit to answer essential questions
* Building Background Knowledge
	+ Watch video about a grandma and a 5 year old kid comparing their daily lives: Today and Long Ago <http://www.youtube.com/watch?v=V2YXfMLc4Ms>
	+ Using sentence starters, engage in collaborative conversations about how the boy’s and the grandma’s lives were different and similar (Think-Pair-Share)
* Read the informational text, At Play: Long Ago and Yesterday
	+ Teach students to highlight/identify the subheadings and captions for pictures to find key information
	+ Ask and answer questions
	+ Compare and contrast diagrams for each subheading (ex: Playing Sports--long ago vs. today)
	+ Discuss author’s purpose: to inform
* Family interview:
	+ Take-home interview questionnaire for parents (& grandparents if living with students) about their daily lives when they were 8 years old.
	+ Gather primary sources from parents and/or grandparents about their lives back then, e.g. photographs, documents, artifacts
	+ Collaborative conversation with a partner about the questionnaire results using sentence starters
	+ Create venn diagrams to compare and contrast students’ daily lives with their parents or grandparents
	+ Using the data gathered from the interview questionnaire, write an informational text about their parents’ (or grandparents’) daily lives when they were young)
* Text Reconstruction and Deconstruction
	+ Choose short 1-min.informational text about the factors affecting a family’s immigration to the U.S. (from Mexico, Viet Nam, or another country, depending on your student population)
	+ Partners collaborate to to a Text Reconstruction activity
	+ Deconstruct the text to analyze the text structure
	+ Students analyze which parts of the text they’ve missed
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| **Formative Assessments** |  |
| **21st Century Skills Targeted** **(E- Encouraged; T- Directly taught)** | \_\_T\_\_\_ Communication \_\_E\_\_\_ Collaboration \_\_\_\_\_ Creativity\_\_E\_\_\_ Critical Thinking\_\_T\_\_\_ Research\_\_\_\_\_ Technology\_\_E\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_\_ Self-Assessment\_\_X\_\_\_ Peer Assessment |
| **Resources****(print and multimedia)** | * At Play: Long Ago and Today--Lynnette R. Brent
* Today and Long Ago <http://www.youtube.com/watch?v=V2YXfMLc4Ms>
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