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](mailto: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. |
| **Targeted ELD Standards** | **Part 1:**  A1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics  B5. Listening actively to spoken English in a range ofsocial and academic contexts  C10. 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. |
| **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? |
| **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 |
| **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 |
| **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 |
| **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> |