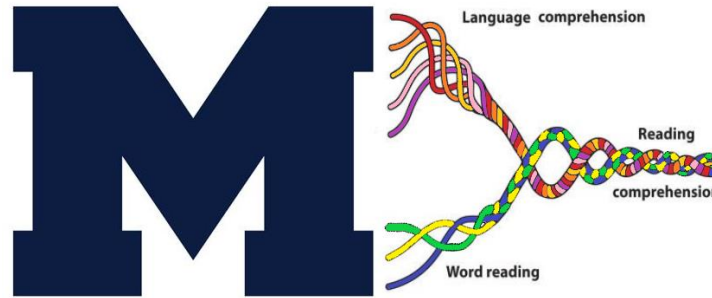




SECOND GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #5: The Government - Rules to Live By</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

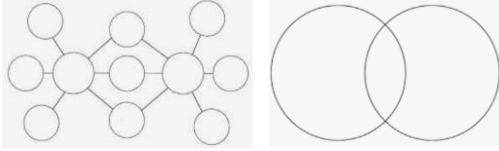
ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Essential Questions

<p>Factual—</p> <p>What is a law?</p> <p>Who makes and enforces laws?</p>	<p>Inferential—</p> <p>How do regular citizens participate in the government?</p> <p>How do people decide who or what to vote for and against?</p>	<p>Critical Thinking-</p> <p>Which elected official has the most impact on your daily life?</p> <p>What is the most important law for all people to follow?</p> <p>What would happen if all governments disbanded?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>rule, obey, follow</p>	<p>government, law, leader, executive, branch, level</p>	<p>president, governor, mayor, White House, Capitol</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Phonemic Awareness Strategy</p> <p>Elkonin Boxes are a great multisensory activity to improve phoneme segmenting abilities. Provide blocks or tokens. Have students move and say key words from books in this unit as they separate the tokens into little boxes--<i>leader /l/ /ē/ /d/ /er/</i> or <i>branch /b/ /r/ /a/ /n/ /ch/</i>. Listening to segment phonemes rather than decode or spell graphemes allows you to use words that involve letter sounds not already taught.</p>	<p>Vocabulary Strategy</p> <p>Concept Sort: Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--officials, documents, branches, laws.</p>
<p>Assessments</p>		
<p><u>Formative Assessment(s):</u></p> <p>Description: Compare Elected Officials</p> <ol style="list-style-type: none"> 1. Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas. 		



2. Have students choose two of the elected officials covered during this unit to compare and contrast based on their powers, level, and where they work.

Standards:

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

SS2CG2 Identify the following elected officials of the executive branch and where they work.

Summative Assessment(s):

Description: ReadWorks “President of the United States”

Standards:

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing Task and Rubric:

Description: Who’s in Charge?

1. Ask students to brainstorm different ways that each level of elected official (president, governor, mayor) impacts the lives of children.
2. Have students plan and draft an opinion writing explaining which elected official they think has the biggest impact on their daily lives.
3. Provide students with [Expository Paper](#) for them to draft their opinion and draw the elected official they chose and the [Opinion Checklist](#) to guide their work.
4. Use the [Opinion Writing Rubric](#) to score their final products.

Standards:

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Objective or Content	Learning Experiences	Differentiation Consideration
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<p>Building Background Knowledge Through The Berger Framework</p>	<p>Berger Framework: My Government, Local Government</p>					
<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p>Books like <i>We the Kids</i> and <i>Duck for President</i> represent an interesting blend of information and entertainment. Have students collaborate to create a T-Chart of fictional and realistic elements in one of the books from this unit. Example from <i>We the Kids</i>:</p> <table border="1" data-bbox="633 400 833 919"> <thead> <tr> <th data-bbox="633 400 732 496">Realistic</th> <th data-bbox="732 400 833 496">Fictional</th> </tr> </thead> <tbody> <tr> <td data-bbox="633 496 732 919">Kids reading a map Parents watching over kids outside</td> <td data-bbox="732 496 833 919">Dog pulling materials Squirrel making toast</td> </tr> </tbody> </table>	Realistic	Fictional	Kids reading a map Parents watching over kids outside	Dog pulling materials Squirrel making toast	
Realistic	Fictional					
Kids reading a map Parents watching over kids outside	Dog pulling materials Squirrel making toast					
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Have students choose an elected official to imagine taking on their role. How would they get elected? Where would they live? What laws would they propose? What laws would they get rid of? Where would they live?</p> <p>Students should brainstorm their ideas and then create their choice of:</p> <ul style="list-style-type: none"> ● Campaign poster with reasons to vote for them ● Speech suggesting a new law or opposing a current law ● Other final product that demonstrates personal details and an understanding of the elected official's position 					
<p>Recommended High Quality Complex Text By Lexile Band</p>						

We the Kids - (District provided)

One Vote, Two Votes, I Vote, You Vote (District provided)

My Government Local Government

Our Government