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| **Objectives**Unit 4:A Long Journey To Freedom**==****2** | **Key Vocabulary** | **Additional Required Components** | **Required Assessments****Essential Questions:**1. Why is freedom so important?
2. What is challenging about writing a narrative?
 | **Resources** |
| 1. Use context to determine or clarify meaning.
2. Use known root word to determine meaning of unknown words with the same root.
3. Determine the meaning of the word formed when a prefix is added to a known word.
4. Distinguish shades of meaning among closely related verbs.
5. Describe a story’s structure, retelling the beginning, middle, and end of a story.
6. Ask and answer questions to demonstrate understanding of a text.
7. Apply the 6 + 1 Writing Traits.
8. Follow the Writing Process.
9. Write an opinion piece in which the topic is introduced and supported with reasons.
10. Use technology to publish writing.
11. Apply knowledge of the journey of slaves to freedom in order to write a narrative from the perspective of a slave.
12. Compare and contrast two books on the same topic.
 | **Autobiography****Biography****Bravery****Empathy****Equality****Freedom****Genre****Jim Crow****Journey****Linking Words****Perspective****Point-Of-View****Resolution****Segregation****Shades of Meaning****Story Structure****Underground Railroad** | **Read-Aloud Procedure – Literature**RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, & SL.2.6**Read-Aloud Procedure****Informational Texts**RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, & SL.2.6**Poetry Analysis & Appreciation**RL.2.4, RL.2.10, RF.2.4, RF.2.4a, RF.2.4b, L.2.3 & L.2.3a**Mini Lessons**L.2.4, L.2.4a, L.2.4b, L.2.4c, L.2.5 & L.2.5b**Story Map - Henry’s Freedom Box**RL.2.1, RL.2.2, RL.2.5, RL.2.7 & RL.2.10**Comparing Books On The Same Topic - Ruby Bridges**RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9, RI.2.10, SL.2.1 & SL.2.2 | **Seeking Freedom****Narrative Writing**W.2.3, W.2.5, W.2.8, L.2.1, L.2.1e, L.2.1f, L.2.2, L.2.2a, L.2.3 & L.2.6**The Greatest Journey To Freedom****Opinion Writing**W.2.1, W.2.5, W.2.6, W.2.8, L.2.1, L.2.1e, L.2.1f, L.2.2, L.2.2a, L.2.2e, L.2.3 & L.2.6 | **Exemplar Texts:*** *Martin Luther King Jr. and the March on Washington (1963)* by: Frances E. Ruffin
* *The Story of Ruby Bridges* (1960) by: Robert Coles
* Lincoln: A Photobiography (1809-1865) by: Russell Freedman

**Other Texts:*** *The Other Side*  by: Jacqueline Woodson
* *Freedom Summer* by: Deborah Wiles
* *Freedom On The Menu: The Greensboro Sit-Ins* by: Carole Boston Weatherford
* *Dear Mr. Rosenwald* by: Carole Boston Weatherford
* *Finding Lincoln* by: Ann Malaspina
* *A Sweet Smell Of Roses* by: Angela Johnson
* *Henry’s Freedom Box* by: Ellen Levine
* *Freedom River* by: Doreen Rappaport
* *Rosa Parks (Rookie Biographies)*  by: Wil Mara – 6 Copies
* *Ruby Bridges Goes To School: My True Story*  by: Ruby Bridges
* *The Story of Ruby Bridges* by: Robert Coles
* *Martin’s Big Words* by: Doreen Rappaport
* *Sit In: How Four Friends Stood Up By Sitting Down* by: Andrea D. & Brian Pinkney
* *Moses: When Harriet Tubman Led Her People To Freedom* by: Carole Boston Weatherford
* *A Picture Book Of Jesse Owens*  by: David A. Adler
* *The Story of Ruby Bridges* by: Robert Coles
* *On The Bus With Rosa Parks* by: Rita Dove
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| **I Can Statements** |
| 1. I can use context to determine meaning.
2. I can use word parts to determine meaning.
3. I can brainstorm verbs that have similar meaning.
4. I can tell the beginning, middle, and end of a story.
5. I can ask and answer questions about texts.
6. I can apply the 6 + 1 Writing Traits.
7. I can follow the Writing Process.
8. I can write an opinion piece.
9. I can state my opinion and support it with reasons.
10. I can use technology to publish my writing.
11. I can apply knowledge of history when writing stories.
12. I can compare and contrast two books on the same topic.
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