Dec. Gr. 2 Unit 3: Read:Informational Texts

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Unit 3: Title: Animals/Habitats and Relationships

To be used in conjuction with Schoolwide, Inc. Non-fiction text unit.

Enduring Understandings

There are different methods to reading non-fiction and informational text than when reading fiction.

Essential Questions

How can we read informational and non[fiction texts successfully?

Appreciation:

• Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life?

Reading Strategies:

• How do readers prepare for reading? • What are readers thinking about as they read? • What can a reader do when they don't understand? • What impact does fluency have on comprehension? • Why are strategies important?

Responses to Literature:

• How does reading influence us?• Why do we need to evaluate what we read? Readers develop a deeper understanding through reflection of text. • How do readers reflect and respond? • What connections do readers make? • How might being able to recognize literary features help in appreciating and interpreting literature?

Vocabulary:

• What is the purpose of communication? • Where do words or phrases come from? • How does word choice affect meaning?

Research:

• How is information organized? • Why is information organized in different ways? New information may

result in a new idea or a change of stance. • Why do we ask questions?

Effective communication

• How does the audience influence the format of your writing? • How does the purpose influence the format of your writing? Writing Process Writers have a purpose for writing. • Why do we write? • How is your style of writing influenced by purpose? • What is the importance of sharing? Writing is a multi-stage process. • How do we approach writing? • How does each step in the process impact your writing? Writing is a reflective process. • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? Grammar & Mechanics Written communication and proper grammar mechanics promote fluency of communication. • What is the purpose of applying grammar and mechanics skills?

Spelling:

• Why is it important to use correct spelling? • How can usage of spelling rules and patterns improve written communication? • What are the benefits of using resources to improve your spelling? Handwriting Legibility improves communication. • What role does handwriting play in communication?

Listening: Listening skills are critical for learning and communicating.

• How do you listen? • What impact does listening have? Speaking People communicate through speaking. • How do you speak effectively? • In what ways are ideas communicated orally? Viewing Visual materials enhance understanding. • How do the visual materials send messages? • How do visuals impact our thoughts and actions? • How does one analyze and evaluate visual materials

Instructional Strategies & Learning Activities

Shared Reading	Guided Reading	Phonics/Word Study
□ Review setting while reading realistic fiction set in nature □ Share poetry about animals and the environment □ Read informational texts pertaining to unit of study and discuss text features of informational texts (table of contents,	□ Discuss the role of setting. □ Independently read chapter books according to ability □ Read informational books according to ability. Review concept of main idea and paragraph structure.	See Fundations curriculum

glossary, main idea sentences, diagrams, charts, ect.) □ Model taking notes from an informational text	□ Guided students while reading nonfiction texts for information. Review and reinforce note-taking skills done in shared reading. □ Utilize the Guided Reading Checklist and teach to target skills each student needs to gain.	

CONTENT AREA: English Language Arts	**GRADE: 2**	**UNIT #: 3**	**UNIT NAME: Describing the World Around Us**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Describe key details of a read text by asking questions such as who, what, where, when, why, and how.	RL.2.1
2	Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.	RL.2.2
3	Describe how characters respond to major story events and challenges.	RL.2.3
4	Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
5	Describe the structure of a story including a description of the introduction and closing action.	RL.2.5
6	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.	RL.2.6
7	Use print or digital text and illustrations to develop understanding of characters, setting, or plot.	RL.2.7
8	Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.	RL.2.9
9	Determine the meaning of words and phrases in a text using text features and context clues.	RI.2.4
10	• Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. *au, ou/ow,* ***oi/oy****).* • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. *ar,* ***er, ir,*** *or,* ***ur****).* • Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-	RF.2.3.b

	controlled vowels.	
11	Decode words with common prefixes (e.g., ***un-***, ***dis-***, ***re-***, pre-, mis) and common suffixes (e.g., ***-ful***, ***-less***, ***er***)	RF.2.3.d
12	Identify common irregularly spelled words (e.g., *bread, love, would, could, their, there, none, both*).	RF.2.3.e
13	Read grade-appropriate irregularly spelled words.	RF.2.3.f
14	Read grade-level text with purpose and understanding.	RF.2.4.a
15	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.b
16	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
17	Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.	W.2.1
18	Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs.	W.2.3; L.2.1.b,d
19	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences.	W.2.5; L.2.1.f
20	With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).	W.2.6
21	Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided.	SL.2.1.a,b
22	Ask for additional information as needed from peers when discussing a read text.	SL.2.1.c
23	Recount or describe key story details or facts of a text shared orally or through other media.	SL.2.2
24	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
25	Speak in complete sentences when appropriate to task and situation in order to provide information to others.	SL.2.6
26	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.	L.2.1.a,c,e
27	Capitalize holidays, product names, and geographic names.	L.2.2.a
28	Use an apostrophe to form contractions and common possessives.	L.2.2.c
29	Apply the knowledge of common root words to understand the	L.2.4.c

	meaning of unknown words with the same root.	

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
9.1.2.CR	Civic Responsibility
9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
	You can give back in areas that matter to you.
	There are actions an individual can take to help make this world a better place.
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.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

Interdisciplinary Connections

Students will be learning about animals, their habits and habitats.

2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.

SCI.K-2.5.3.2.C	All animals and most plants depend on both other organisms and their environment to meet their basic needs.
SCI.K-2.5.3.2.C.2	Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
SCI.K-2.5.3.2.C.b	A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.
SCI.K-2.5.3.2.D.1	Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.
SCI.K-2.5.3.2.D.2	Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.
SCI.K-2.5.3.2.D.a	Plants and animals often resemble their parents.
SCI.K-2.5.3.2.E.b	Plants and animals have features that help them survive in different environments.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Challenges and extentions will be provided to students as needed. Supporting and rermedial services will be provided.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for

helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Instructional Materials

Extensive Schoolwide leveled readers classroom library for choice reading.

Additional Optional Resources

o *Rigby Series of Leveled Readers*

o *The Magic Tree House Series* (Mary Pope Osborne)

o *Horrible Harry Series of Books (*Suzy Kline)

o *Scott Foresman Science Leveled Readers* (non-fiction)

National Geographic Kids books: Polar Bears, Penguins,Tigers, Ponies, Cheetahs, Lizards, Spiders, Whales, Dolphins, Koalas

Standards

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.1	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 conclusion.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and

	publish writing, including in collaboration with peers.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.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.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.4	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.