GR 2 Reading Trimester 1

Content Area: **Reading**
Course(s): **Reading 2**
Time Period: **September**
Length: **60 Days**
Status: **Published**

Priority Standards

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.2.9	(Begins in grade 4)
LA.W.2.10	(Begins in grade 3)
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.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.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Learning Targets

- I can answer questions to demonstrate understanding of key details in a text.

- I can ask and answer who, what, where, when, why, and how questions.

- I can ask questions to demonstrate understanding of key details in a text.

- I can describe connections between events, ideas, or steps in a process.

- I can describe how phrases supply rhythm in a story, poem, or song.
- I can describe how the characters in a story respond to challenges.
- I can describe how words and phrases supply rhythm in a story, poem, or song.
- I can describe the structure of a story.
- I can explain the beginning, middle, and conclusion of a text.
- I can identify fables and folktales from different cultures.
- I can identify regular beats, alliteration, rhymes, and repeated lines in a poem.
- I can identify text features in non-fiction texts.
- I can identify the characters in a story.
- I can identify the focus of different paragraphs in a text.
- I can identify the main topic of a text.
- I can identify the theme or central message in a fable or folktale.
- I can read and comprehend grade level texts of different genres.
- I can use text features to locate key facts in a text.

Learning Goals

Units from American Reading Company (ARC) Units 1 and 3	Content Focus:	NJSLS Primary Standards	Learning Goals (targets):
		Unit 1	• I can ask and answer who, what, where, when, why, and how questions.
		• 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.	• I can ask questions to demonstrate understanding of key details in a text.
	Unit 1	• 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.	• I can answer questions to demonstrate understanding of key details in a text.
		• RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem,	• I can identify regular beats, alliteration, rhymes, and repeated lines in a poem.

or song.

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 3

Unit 3

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

- RL.2.3. Describe how characters in a story respond

- I can describe how words and phrases supply rhythm in a story, poem, or song.

- I can describe how phrases supply rhythm in a story, poem, or song.

- I can read and comprehend grade level texts of different genres.

- I can identify the main topic of a text.

- I can identify the focus of different paragraphs in a text.

- I can identify fables and folktales from different cultures.

- I can identify the theme or central message in a fable or folktale.

- I can identify the

to major events and challenges using key details.

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- 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.

- 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.

- 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.

characters in a story.

- I can describe how the characters in a story respond to challenges.

- I can describe connections between events, ideas, or steps in a process.

- I can describe the structure of a story.

- I can explain the beginning, middle, and conclusion of a text.

- I can identify text features in non-fiction texts.

- I can use text features to locate key facts in a text.

Materials and Resources

Materials and resources should continue to be added and shared within the team shared drive. Weekly planning meetings and PLC time will be dedicated to adding various resources for differentiation and our varioius types of learners in Grade 2.

- ARC Frameworks for Unit 1 and 3

- ARC Library -- The Gruffalo, Who's Afraid of the Big Bad Wolf? (The Story of the Three Little Pigs), Who's Afraid of the Big Bad Wolf? (Mr. Wolf and the Pig Family), Who's Afraid of the Big Bad Wolf? (Little Red Riding Hood), Who's Afraid of the Big Bad Wolf (Little Red Writing Ink),

- Classroom libraries of books

- Foundational Skills Toolkits
- IRLA Book
- RAZ Kids / Reading A-Z

Unit Assessments (Required)

- IRLA (ongoing assessments)
- STAR reading test
- Trimester 1 benchmark on Link It

Essential Questions

- How do fables and folktales help you to understand ones culture?
- What are different genres of stories?
- What are examples of different text features in a non-fiction text?
- What are ways characters respond to different challenges?
- Who are the characters in a text?