GR 2 Reading Trimester 1

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

Priority Standards

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.VL.2.2	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.
L.VL.2.2.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.VL.2.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.

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)	Content Focus:	NJSLS Primary Standards	Learning Goals (targets):
Units 1 and 3			• 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.
	Unit 1	Unit 1 • RL/RI.CR2.1 • L.VI.2.3. • L.RF.2.4.	• I can answer questions to demonstrate understanding of key details in a text. • I can identify regular beats, alliteration, rhymes, and repeated lines in a poem. • 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.

	Unit 3	• 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 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.
Unit 3	• L.VI.2.3. • RL./RI.IT.2.3. • RL/RI.TS.2.4. • W.NW.2.3.	

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?