# GR 2 Reading Trimester 3

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

## Unit Overview

Trimester 3

Unit Four: Unit 4 of the ARC is called “Jobs in My Community.” Throughout this unit, students will enjoy read alouds from a wide variety of authors, exposing them to the importance of a community and how we all play a part. They will "closely examine the ways in which everyone has an important role and works together to create a sense of community. They will focus on different careers and why the well-being of a community is in the hands of so many. This unit will consist of the following components: Morning Message: The purpose of the morning message is to reinforce Foundational Skills; Interactive Read-Aloud: Students will learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling/describing story elements, retelling, and comparing/contrasting; Readers' Workshop: Shared and Partner reading along with Independent Reading will take place. Teachers will track individual progress towards the learning goals.Daily Five Centers: Students will work in differentiated learning stations both independently and cooperatively to reinforce reading and writing skills.

**In addition, It is recommended that students log onto their iReady My Path for a total of 40 minutes per week. This can be chunked into smaller increments throughout the week. Students will complete an iReady diagnostic test once each trimester.

## Priority Standards

| | |
|---|---|
| L.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| L.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| L.WF.2.1 | Demonstrate command of the conventions of writing. |
| L.WF.2.2 | Demonstrate command of the conventions of encoding and spelling. |
| L.WF.2.3 | Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. |
| 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.VI.2.3 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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.PP.2.5 | Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. |
| RL.MF.2.6 | With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.MF.2.6 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RL.CT.2.8 | Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RI.CT.2.8 | Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. |
| W.AW.2.1 | With prompts and support, write opinion pieces to present an idea with reasons or information. |
| W.IW.2.2 | Write informative/explanatory texts to examine a topic and convey ideas and information. |
| W.NW.2.3 | Write narratives based on real or imagined experiences or events with basic story elements. |

## Learning Goals

| Units from American Reading Company (ARC)<br><br>Unit 4 | Content Focus: | NJSLS Primary Standards | Learning Goals<br><br>(targets): |
|---|---|---|---|
| | Unit 4 | Unit 4<br><br>• RL/RI.PP.2.5.<br>• RI.AA.2.7.<br>• W.AW.2.1. | • I can identify the point of view of a character in a text.<br><br>• I can explain the differences in the point of view of different characters in a text.<br><br>• I can identify the main purpose of a text.<br><br>• I can identify what the author wants to answer, explain, or describe in a text.<br><br>• I can identify connections of how reasons support |

| | | | |
|---|---|---|---|
| | | | points in a text.<br>• I can describe the connections of how reasons support points the author makes in a text. |

## Learning Plan (Skills and Activities)

| Unit (Trimester 2) | Lessons/Targets | | Days | Trimester Taught |
|---|---|---|---|---|
| **Unit 4**<br>**T3** | Weeks 1-2<br>• Introduce Community<br>• Explore the idea of a community and major roles – police officer, dr., nurse, teacher, mayor, business owner, specialty, equipment, schedule<br>• Read alouds to describe examples of communities<br>Targets:<br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br>~ I can use context clues to determine meaning of new vocabulary.<br>~ I can identify the author's purpose in a nonfiction text. | | 10 | T3 |
| **Unit 4**<br>**T3** | Weeks 3-4<br>• Introduce Community<br>• Explore the idea of a community and major | | 5 | T3 |

| | | | | |
|---|---|---|---|---|
| | roles and new vocabulary – interdependent, wants, needs, goods, services, trade school, college, graduate school<br><br>• Read alouds to describe examples of communities<br><br>Targets:<br><br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br><br>~ I can use context clues to determine meaning of new vocabulary.<br><br>~ I can identify the author's purpose in a nonfiction text. | | | |
| **Unit 4**<br><br>**T3** | Weeks 5-6<br><br>• Introduce Community<br><br>• Explore the idea of a community and major roles and new vocabulary – rural, urban, suburban, climate, natural resources, , transportation, segregation, technology<br><br>• Read alouds to describe examples of communities<br><br>Targets:<br><br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br><br>~ I can use context clues to determine meaning of new vocabulary.<br><br>~ I can identify the author's purpose in a nonfiction text. | | 10 | T3 |
| **Unit 4**<br><br>**T3** | Weeks 7-8<br><br>• Introduce Community<br><br>• Explore the idea of a | | 10 | T3 |

| | | | | |
|---|---|---|---|---|
| | community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure<br>• Read alouds to describe examples of communities<br><br>Targets:<br><br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br><br>~ I can use context clues to determine meaning of new vocabulary.<br><br>~ I can identify the author's purpose in a nonfiction text. | | | |
| **Unit 4**<br><br>**T3** | Weeks 9-10<br>• Introduce Community<br>• Explore the idea of a community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure<br>• Read alouds to describe examples of communities<br>• Student's will draft an opinion piece about a job they feel is very important in the community.<br><br>Targets:<br><br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br><br>~ I can use context clues to determine meaning of new | | 5 | T3 |

| | | | | |
|---|---|---|---|---|
| | vocabulary.<br><br>~ I can identify the author's purpose in a nonfiction text.<br><br>~ I can write an opinion piece with evidence to support my viewpoint. | | | |
| **Unit 4**<br><br>**T3** | Weeks 11-12<br><br>• Explore the idea of a community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure<br><br>• Students will present their community opinion pieces.<br><br>Targets:<br><br>~ I can ask and answer questions in regard to details about a fiction and non-fiction text.<br><br>~ I can use context clues to determine meaning of new vocabulary.<br><br>~ I can identify the author's purpose in a nonfiction text.<br><br>~ I can write an opinion piece with evidence to support my viewpoint. | | 5 | T3 |
| **Unit 3** | | | **60 Days** | |
| **Total Instructional Days** | | | **180 Days** | |

## Learning Targets

- I can describe the connections of how reasons support points the author makes in a text.
- I can explain the differences in the point of view of different characters in a text.
- I can identify connections of how reasons support points in a text.
- I can identify the main purpose of a text.
- I can identify the point of view of a character in a text.

- I can identify what the author wants to answer, explain, or describe in a text.

## Unit Assessments (Required)

- Final writing pieces
- iReady Benchmarks
- IRLA (ongoing)

## Unit Assessments (Optional)

- Dibels
- Graphic Organizers
- Running records
- Writing Journals

## Essential Questions

- Define and describe this job?
- How has this job changed over time?
- How is this job different in different places?
- How is this job important to communities?
- What does it take to be good at this job?
- Which of the issues facing communities today most affects this job?
- Who is in charge of this job?

## 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 various types of learners in Grade 2.

- ARC Frameworks for Unit 4
- ARC Library -- What is a Community?, Wants and Needs, Community Jobs, Community Geography, Government, Organizing Jobs, How Communities Change, What Makes a Community Successful
- Classroom libraries of books
- Foundational Skills Toolkits
- IRLA Book
- RAZ Kids / Reading A-Z

## Strategies for Students in Need of Intervention

- Provide graphic organizers
- Allow oral responses
- Audio Supports through ConnectEd
- Chunk larger assignments into more manageable parts
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with
- Multisensory approach to phonics instruction
- Provide word bank
- Provide written notes/directions
- Small group instruction based on levels/abilities
- Small groups based on IRLA assessments and Power Goals for individual students
- Use Approaching Level materials
- Use interactive worktext if available
- Utilize visual aids