GR 2 Reading Trimester 2

Content Area: **Reading**
Course(s): **Reading 3**
Time Period: **December**
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.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.
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).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.
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)	Content Focus:	NJSLS Primary Standards	Learning Goals (targets):
Unit 2			• 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 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. • I can identify the characters in a text. • I can identify the plot of a text. • I can identify the setting of a text. • I can explain how illustrations help you
		Unit 2	
	Unit 2	• W.IW.2.2 • RL/RI.CI.2.2 • RL/RI.TS.2.4. • RL/RI.MF.2.6.	

to understand the text.

Learning Plan (Skills and Activities)

Unit 2 (Trimester 2)	Lessons/Targets		Instructional Days	Trimester Taught
Unit 2 **T2**	Weeks 1-2 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – insect, arachnid, centipedes, millipedes, abdomen, antennae, thorax • Students will begin to study the main idea. • Students will classify their bug that they will research – one of the following classifications – insect, arachnid, centipedes • Students will learn about their bug's ecosystem. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text.		10	T1
Unit 2	Weeks 3-4		10	T1

T2	• Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – spiracles, shelter, nectar, camouflage, mimicry, exoskelton, endoskeleton, mandibles, proboscis • Students will begin to study the main idea. • Students will learn about the physical adaptations of their bug. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text.			
Unit 2 **T2**	Weeks 5-6 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – colony, hive, larvae, nymph, egg sac, pests, pollen • Students will begin to study the main idea. • Students will learn about the social and group behavior of their bug. • Students will learn about the		10	T1

	interdependent relationships involving their bug. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text.			
Unit 2 **T2**	Weeks 7-8 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – pollination, pesticides, • Students will begin to study the main idea. • Students will learn about the how their bug affect's their ecosystem Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text.		10	T1
Unit 2 **T2**	Weeks 9-10 • Students ask and answer questions about the text. • Students will continue to study the main idea to further their bug research. Targets:		10	T1

	~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can write an informative writing piece based on facts and details of a topic I researched.			
Unit 2 **T2**	Weeks 11-12 • Students ask and answer questions about the text. • Students will learn about the social and group behavior of their bug. • Students will learn about another bug from a fellow student's writing. • Student's will draft an informative writing piece about their bug. • Students will compare and contrast their bug research and writing to their classmates. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~~ I can write an informative writing piece based on facts and details of a topic I researched.		10	T1
Unit 2			**60 Days**	

Learning Targets

- I can describe the structure of a story.

- I can explain how illustrations help you to understand the text.
- I can explain the beginning, middle, and conclusion of a text.
- I can identify fables and folktales from different cultures.
- I can identify text features in non-fiction texts.
- I can identify the characters in a text.
- I can identify the focus of different paragraphs in a text.
- I can identify the main topic of a text.
- I can identify the plot of a text.
- I can identify the setting of a text.
- I can identify the theme or central message in a fable or folktale.
- I can use text features to locate key facts in a text.

Unit Assessments (Required)

- IRLA (ongoing)
- STAR mid-year testing
- Trimester 2 Benchmark on LinkIt

Essential Questions

- How does this bug interact with other members of its species? Why is this important to its survival?
- In which ecosystem does this bug live? How does this bug depend on its surroundings to get what it needs?
- What kind of bug is this? How do you know?
- What living things depend on this bug? How and why?
- What might happen to the ecosystem if this bug were removed permanently? What should humans do to make sure this doesn't happen?
- What physical characteristics help this bug survive in its ecosystem?

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 2
- ARC Library -- Classifying Bugs, Animal Needs, Bugs' Weird Bodies, Working Together, Helpful and Harmful Insects, Pollen Carriers, Pest Control, The Ants and the Grasshopper
- Classroom libraries of books
- Foundational Skills Toolkits
- IRLA Book

- RAZ Kids / Reading A-Z

Additional Strategies for Students in Need of Intervention

- Allow oral responses
- Audio supports through ConnectEd/ RazKids
- 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 a word bank as needed
- Provide graphic organizers
- Provide written notes/directions
- Small group instruction based on levels/abilities
- Small groups based on IRLA assessments and Power Goals for individual students
- Use interactive worktext if available
- Use of Approaching Level materials
- Utilize visual aids

Marzano Elements

- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content