

GR 2 Reading Trimester 2

Content Area: **Reading**
Course(s): **Reading 3**
Time Period: **December**
Length: **60 Days**
Status: **Published**

Priority Standards

LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
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.2.5	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.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify 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.2.5	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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Learning Goals

Units from American Reading Company (ARC)	Content Focus:	NJSLS Primary Standards	Learning Goals (targets):
Unit 2		Unit 2	
	Unit 2	<ul style="list-style-type: none">• 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.2.5. Describe the overall structure of a story, including	<ul style="list-style-type: none">• 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.

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.
- 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.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

- 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 to understand the text.

Learning Plan (Skills and Activities)

Unit 2 (Trimester 2)	Lessons/Targets	Standards	Instructional Days	Trimester Taught
Unit 2 T2	Weeks 1-2 <ul style="list-style-type: none"> • Students ask and answer questions about the text. • Students ask and answer 	RI2.1, RI2.10	10	T1

	<p>questions to help clarify the meaning of words – insect, arachnid, centipedes, millipedes, abdomen, antennae, thorax</p> <ul style="list-style-type: none"> • 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. <p>Targets:</p> <p>~ I can ask and answer questions in regard to details about a non-fiction text.</p> <p>~ I can use context clues to determine meaning of new vocabulary.</p> <p>~ I can identify the main idea of a nonfiction text.</p>			
<p>Unit 2</p> <p>T2</p>	<p>Weeks 3-4</p> <ul style="list-style-type: none"> • 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, exoskeleton, endoskeleton, mandibles, proboscis • Students will begin to study the main idea. • Students will learn about the physical adaptations of their bug. <p>Targets:</p> <p>~ I can ask and answer questions in</p>	<p>RI2.1, RI2.2. RI2.4</p>	<p>10</p>	<p>T1</p>

	<p>regard to details about a non-fiction text.</p> <p>~ I can use context clues to determine meaning of new vocabulary.</p> <p>~ I can identify the main idea of a nonfiction text.</p>			
Unit 2 T2	<p>Weeks 5-6</p> <ul style="list-style-type: none"> • 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 interdependent relationships involving their bug. <p>Targets:</p> <p>~ I can ask and answer questions in regard to details about a non-fiction text.</p> <p>~ I can use context clues to determine meaning of new vocabulary.</p> <p>~ I can identify the main idea of a nonfiction text.</p>	RI2.1, RI2.2. RI2.4	10	T1
Unit 2 T2	<p>Weeks 7-8</p> <ul style="list-style-type: none"> • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – pollination, pesticides, 	RI2.1, RI2.2. RI2.4	10	T1

	<ul style="list-style-type: none"> • Students will begin to study the main idea. • Students will learn about the how their bug affect's their ecosystem <p>Targets:</p> <p>~ I can ask and answer questions in regard to details about a non-fiction text.</p> <p>~ I can use context clues to determine meaning of new vocabulary.</p> <p>~ I can identify the main idea of a nonfiction text.</p>			
Unit 2 T2	<p>Weeks 9-10</p> <ul style="list-style-type: none"> • Students ask and answer questions about the text. • Students will continue to study the main idea to further their bug research. <p>Targets:</p> <p>~ I can ask and answer questions in regard to details about a non-fiction text.</p> <p>~ I can use context clues to determine meaning of new vocabulary.</p> <p>~ I can write an informative writing piece based on facts and details of a topic I researched.</p>	RI2.1, RI2.2. W2.2	10	T1
Unit 2 T2	<p>Weeks 11-12</p> <ul style="list-style-type: none"> • 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 	RI2.1, RI2.2., RI2.9, W2.2. SL.4	10	T1

	<p>informative writing piece about their bug.</p> <ul style="list-style-type: none"> • Students will compare and contrast their bug research and writing to their classmates. <p>Targets:</p> <p>~ I can ask and answer questions in regard to details about a non-fiction text.</p> <p>~~ I can write an informative writing piece based on facts and details of a topic I researched.</p>			
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 Content
- 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