

Reading: Informational Text Grade 2

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to read and interpret increasingly complex informational print and non-print texts for pleasure, enrichment, and information in order to provide meaningful details.***

Content Standards:

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- 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.
- RI.2.2 Identify main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 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.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

Transfer

*Students will be able to independently use their learning to **gain information from their reading and share what they learned.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- word analysis and decoding skills are foundational for success as a reader.
- fluent readers accurately process print with expression at an appropriate rate.
- students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

ESSENTIAL QUESTIONS

- ***What is this topic really about?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that graphic organizers are helpful tools for organizing thoughts and ideas.
- that text features help locate key facts or information.
- that the images in text add meaning to the words.

Students will be skilled at...

- distinguishing long and short vowels when reading regularly spelled one-syllable words.
- spelling-sound correspondences for additional common vowel teams.
- decoding regularly spelled two-syllable words with long vowels.
- decoding words with common prefixes and suffixes.
- identifying words with inconsistent but common spelling-sound correspondences.

● RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. <u>Range of Reading and Level of Text Complexity</u> ● RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Vocabulary Acquisition and Use</u> ● L.2.4 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.2.5 Demonstrate understanding of word relationships and nuances in word meanings. ● L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		● recognizing and reading grade-appropriate irregularly spelled words. ● reading grade-level text with purpose and understanding. ● reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● using context to confirm or self-correct word recognition and understanding, rereading as necessary. ● asking and answering questions before, during, and after reading a text. ● identifying who, where, when, why, and how questions to answer questions about a text. ● defining the topic or main idea of a multiparagraph text. ● explaining the focus (big idea) of each paragraph in a text. ● identifying historical events, scientific ideas or concepts, and the steps in a process. ● explaining how historical events, scientific ideas or concepts, and the steps in a process connect. ● identifying words and phrases that are specific to the topic/ subject of a text. ● using the information in a text to determine the meaning of words and phrases about the topic/ subject of the text. ● identifying the main purpose of a text, including what the author wants to answer, explain, or describe. ● explaining how images (e.g. a diagram) contribute to and clarify a text. ● describing the reasons the author uses to support each point. ● identifying and giving examples of text features. ● locating key facts or information about a topic using text features. ● identifying specific points the author makes in a text.
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		- identifying the most important points found in two texts on the same topic. - comparing and contrasting the most important points found in two texts on the same topic. - using reading strategies to help understand increasingly difficult complex texts. - using sentence-level context as a clue to the meaning of a word or phrase. - determining the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). - using a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). - using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). - using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases. - identifying real-life connections between words and their use (e.g., describe foods that are spicy or juicy). - distinguishing shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). - using new words and phrases when speaking and writing. - using adjectives and adverbs to describe.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<i>make judgements and decisions</i> <i>access and evaluate information</i> <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

