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| **Essential Understandings** | * By reading texts in history/social studies, science and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers within content areas. |
| **Essential**  **Questions** | * What are the types, characteristics, and purposes of informational texts? * What are the types of informational text features and how does the reader use them to locate information in order to understand nonfiction texts? * How do readers select informational text for independent reading? * What are the phonics, word analysis skills, and language conventions students need to read with accuracy, fluency, and comprehension? |
| **Essential Knowledge** | * Informational texts have different forms, characteristics and purposes. * Different text features assist students in locating information and deepen their understanding of texts. * Self-selection of informational texts includes attention to interest, purpose and ability for successful independent reading. * Collaborative discussions deepen the understanding of informational text. * Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose. |
| **Vocabulary/Content** | Biography, autobiography, informational, nonfiction, reference materials, article, diagram, fact, opinion, Venn Diagram, graphic organizer, charts, recipes, glossary, index, table of contents, captions, bold print, subheadings, electronic menus, icons, side bar, heading, , graphs,, tables, dictionary, thesaurus, illustration vs. photograph,,labels, maps, |
| **Essential**  **Skills** | * Ask and answer questions to demonstrate understanding, giving evidence from the text. * Determine the main idea of a multi-paragraph text as well as each paragraph within it. * Determine the author’s purpose and describe how the author’s reasons support specific points in a text. * Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. * Compare and contrast the key ideas in two related texts (e.g., Venn Diagram). * Know and use various text features and images to gather information and understand the text. * Speak clearly and actively engage in collaborative discussions. * Determine the meaning of grade two content area vocabulary. * Determine the meaning of unknown and multi-meaning words and nuances and demonstrate understanding of word relationships based on grade 2 two reading and content. * Read and comprehend grade- level informational texts independently and proficiently. |
| **Related Maine Learning Results** | Reading for Information—Grade 2   * 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 the 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. * RI.2.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas. * 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. * 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. * RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. * RI.2.10 By the end of the 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.   Foundational Skills- Grade 2   * RF.2.4 Read with sufficient accuracy and fluency to support comprehension.  1. Read on-level text with purpose and fluency to support comprehension. 2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   Language—Grade 2   * L.2.4 Determine or clarify the meaning of unknown and multi-meaning words or phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  * L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.  1. Identify real-life connections between words and and their use (e.g. describe foods that are spicy or juicy). 2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  * 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 (e.g. When other kids are happy that makes me happy). |
| **Sample**  **Lessons**  **And**  **Activities** | Model non-fiction material and demonstrate text features (caption, headings, map, chart, diagram etc.)  Word study  Students list ‘ tricky words” to prepare for teacher-conference  Post it notes for making connections, vocabulary, phonemic awareness |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Checklists, conversations, conferences * DRA II * Teacher observation and daily lesson review * Aimsweb * Spelling assessments |
| **Sample**  **Resources** | * Science lessons , use any Gail Gibbons’ books, Jan Brett books, Leo Lionni books * Insect lessons- Eric Carle books * Lucy Calkins Units of Study for Reading * Science videos and youtube * DRA information passages   Reading A-Z  Raz kids  Scholastic.com  Enchanted Learning site  Brainpop Junior site   * Scholastic News |