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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Unit 3 Non-fiction |
| **Grade Level:**2 |
| **Duration:**Trimester 2  |
| **Description:**Within this non-fiction unit, students will learn to share newfound information, explore new ideas and use context and picture clues to learn new keywords, and use this information to become experts on a topic. This unit will help readers to grow knowledge with learning and questioning. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Reading to learn
* Questioning
* Main Idea and details
* Vocabulary
* Text features
* Context clues
* Rereading
* Compare and contrast
* Teach about a topic

**Understandings:** * Readers will read to learn about a topic.
* Readers will question and self-monitor their understanding and wondering.
* Readers will identify the main idea and the details that support it.
* Readers will learn new vocabulary.
* Readers will use text features to help understand keywords.
* Readers will use context clues to help them solve tricky words.
* Readers will reread a text for comprehension and fluency.
* Readers will compare and contrast different books about the same topic.
* Readers will teach others about a topic they have learned about.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** [RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words.

* [RF.2.3.A](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.

* [RF.2.3.B](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams.

* [RF.2.3.C](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.

* [RF.2.3.D](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.

* [RF.2.3.E](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.

* [RF.2.3.F](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.

* [RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.

* [RF.2.4.A](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.

* [RF.2.4.B](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

* [RF.2.4.C](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* [RI.2.1](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/RI/2/6/) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

* [RI.2.7](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/RI/2/8/) Describe how reasons support specific points the author makes in a text.

* [RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/) Compare and contrast the most important points presented by two texts on the same topic.

* [RI.2.10](http://www.corestandards.org/ELA-Literacy/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.

* [SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

* [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

* [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others.

* [SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.

* [SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

* [SL.2.3](http://www.corestandards.org/ELA-Literacy/SL/2/3/) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

* [SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

* [SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

* [SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
* [W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
* 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s)
* 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
* 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

*Social Studies:** 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
* 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
* 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
* 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions of the world.
* 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
* 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders

*Science:** 2-ESS1-1: Earth's Place in the Universe: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
* 2-PS1-2: Matter and Its Interactions: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
* K-2-ETS1-1. Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Climate Change)
* K-2-ETS1-1. Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
* K-2-ETS1-3. Engineering Design: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Career Readiness Practices * Act as a responsible and contributing citizen and employee
* Work productively in teams while using cultural global competence.
* Consider the environmental, social and economic impacts of decisions

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Impacts of Computing*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Computer Science: Engineering Design*** 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

**Computer Science: Interaction of Technology and Humans**• 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.**Life Literacies and Key Skills: Technology Literacy**      • 9.4.2.TL.2: Create a document using a word processing  application. **Life Literacies and Key Skills: Digital Citizenship**9.4.2.DC.7: Describe actions peers can take to positively impact climate change |
| **Essential Questions** |
| * What is nonfiction?
* How do readers read to learn?
* How do readers figure out unknown vocabulary?
* How do readers read, think, and talk about nonfiction books?
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| **Student Learning Objectives** |
| ***Students will …*** * Read to learn about a topic
* Ask questions and self-monitor their understanding and wondering
* Identify the main idea and the details that support it
* Learn new vocabulary
* Use text features to help understand keywords
* Use context clues to help them solve tricky words
* Reread a text for comprehension and fluency
* Compare and contrast different books about the same topic
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers think about what they already know about nonfiction.**

**-** Conduct a class inquiry asking, "What is non-fiction? How does it help us grow as readers? What do you already know about non-fiction?" Create an anchor chart with their responses. * **Readers immerse themselves in nonfiction books.**

- Immerse students in a variety of nonfiction books. Display different types of non-fiction books and have the students organize the nonfiction books in topic baskets.* **Readers read nonfiction books from topic baskets.**

 - Model how readers read nonfiction books from multi-leveled topic baskets during nonfiction reading time, then just right books during just right reading time (readers read several books on a topic).* **Readers pay attention to details to learn about a topic.**

 - Explain how readers learn about a topic by paying attention to details. (Becoming Experts, pg. 2)* **Reader notice, learn, and question.**

- Conduct an inquiry by handing out pennies to the students and have them discuss what they notice with a partner. Model how readers notice details, what they learned from the penny, and the questions they have. (Becoming Experts, pg. 9)* **Readers ask themselves, "What is this book teaching me?"**

-Model how readers preview the text to see what it is teaching. (Becoming Experts, pg. 13)* **Readers learn new information.**

- Model how readers explore details and pictures to learn new information by looking at each part (main idea) (Becoming Experts, pg 16-17)* **Readers ask themselves, "How does this book go?"**

 - Demonstrate how readers look and see how each book is organized. (Becoming Experts, pg. 19-21)* **Readers practice word solving by learning new words.**

- Model how readers learn new words when they learn about a new topic and how we use these words to build meaning in our reading. (Becoming Experts, pg. 28)* **Readers use new vocabulary words when discussing topics.**

- Model how reader retell information by using new vocabulary words. (Becoming Experts, pg. 30)* **Reader understand how text features help us.**

- Discuss how this text feature helps us to learn more about the topic. (Becoming Experts, pg. 34-35)* **Readers become an expert on new words.**

 - Model how readers read with a partner and are on the lookout for new keywords. **(**Becoming Experts, pg. 34-35)* **Readers reread to grow more information and fluency.**

- Demonstrate how readers recall information after rereading and discuss new information discovered. Once students have learned new vocabulary, students will reread to further understanding. **(**Becoming Experts, pg. 35)* **Readers use text features to help understand keywords.**

 - Conduct a class inquiry to find books containing bold words, text boxes, labels, maps, glossaries, and tables. (Becoming Experts, pg. 38)* **Readers compare and contrast texts.**

 - Use Tigers by Laura Marsh and Amazing Animals: Tigers and show how there are similarities and differences between the texts about the same topic.* **Readers teach others about a topic they have learned about.**

- Have students prepare for a "museum" where they will teach other students and teachers about a specific topic. (Becoming Experts, pg. 91)* **Celebrate**

- Hold a museum where students share what they have learned about a topic***Strategies for Differentiated Instruction:*****English Language Learner (ELL):*** Provide students with any necessary print strategies and sight words.
* Explain that the pictures in non-fiction texts can teach us something.
* Provide students with nonfiction to compare to fiction books.

**Special Education:*** Provide students with any necessary print strategies and sight words.
* Explain that the text features in non-fiction texts can teach us something.
* Practice using text features in just right books and articles.
* Provide both nonfiction and fiction books for students to compare.

**At-risk:*** Provide students with any necessary print strategies and sight words.
* Explain how the pictures can teach us something as well as text features.
* Practice using text features in just right books and articles.

**G & T:** * Provide students who are above level with the appropriate books and activities that can challenge their thinking.
* Reinforce comprehension and fluency reading harder texts.
* Become an author by creating a non-fiction book for another student to read.
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| **Materials** |
| **Materials:** * Becoming Experts: Reading Nonfiction
* If… Then… Curriculum
* Nonfiction topic baskets
* Leveled library
* Book bags / boxes
* Chart paper
* Markers
* Anchor chart post-it
* Flexible seating options
* Smart Board Activities
* Raz Kids / Storia
* Audio books

  **Mentor Texts:** * Amazing Animals: Tigers by Valerie Bodden
* Knights in Shining Armor by Gail Gibbons
* Tigers by Laura Marsh
* [Hidden: A Child’s Story of the Holocaust](https://rstyle.me/n/c3axwuxb9w)**by Loic Dauvillier (Holocaust)**
* **I Am Enough by Grace Byers (Amistad)**
* **Ohana Means Family by Ilima Loomis (Asian American/Pacific Islanders)**
* [The Magic School Bus and the Climate Challenge by Joanna Cole](https://www.feministbooksforkids.com/books-about-climate-change/#The_Magic_School_Bus_and_the_Climate_Challenge_by_Joanna_Cole) (Climate Change)
* The Fog by Kyo Maclear (Climate Change)
* All Our Welcome by Alexandra Penfold and Suzanne Kaufman (Diversity, Equity, and Inclusion
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| **Assessments** |
| Formative* Skills checklists
* Teacher observations
* Teacher created tests
* Rubrics
* Read Works Comprehension

 Summative* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Teacher’s College High Frequency Words Assessment
* Fundations Unit Assessment
* Fluency assessments
* District created interdisciplinary assessments
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| **Modifications** |
| **English Language Learners*** + Charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
	+ Raz Kids / Storia
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Raz Kids/ Storia
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |