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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. | | | | |
| **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? | | | | |
| **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 * Teach others about a topic they have learned about | | | | |
| **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. | | | | |
| **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 | | | | |
| **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 | | | | |
| **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 |
| **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 | | | | |