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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 5Non-Fiction Book Clubs | | | | |
| **Grade Level:**2 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students will build on their nonfiction reading skills and their speaking and listening skills. They will learn to read fully and deeply from the first page to the last. They will move away from "fact collecting" and begin to have a deeper understanding of main ideas and supporting information. They will begin reading longer books and learn new strategies to hold on to important information, and to let go of not as important information. They will practice taking information learned in one book and link it to another. They will be thinking and learning about a topic across many texts. | | | | |
| **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 ask questions 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 use text features to help understand keywords. * Readers 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 | | *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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. * 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. * 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). * 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. * 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. * 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. * 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:*   * 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-ETS1-3. 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. * 2-LS4-1 Biological Evolution: Unity and Diversity: Make observations of plants and animals to compare the diversity of life in different habitats.   Career Readiness Practices   * Act as a responsible and contributing citizen and employee * Demonstrate creativity and innovation * Work productively in teams while using cultural global competence.   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 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: Interaction of Technology and Humans**   * 8.2.2.ITH.3: Identify how technology impacts or improves life.   **Life Literacies and Key Skills: Technology Literacy**   * 9.4.2.TL.2: Create a document using a word processing   application.   * 9.4.2.TL.5: Describe the difference between real and virtual experiences   **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. | | |
| **Essential Questions** | | | | |
| * How do readers read to learn about a topic? * How do readers read with the main idea in mind? * How do readers figure out unknown words? * How can readers expand their knowledge? * How can readers learn across multiple texts? | | | | |
| **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 * 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 all they have already learned about nonfiction reading.**   - Conduct a class inquiry to discuss what they already learned about nonfiction reading.   * **Readers categorize nonfiction books.**   - Encourage students to reorganize and create new labels for nonfiction book bins, showing their interests in non-fiction topics, (ex: Amazing Animals, Crazy Weather... etc.). (If... Then... Curriculum, pg. 97)   * **Readers choose a nonfiction club / topic to study.**   - Demonstrate how readers choose nonfiction clubs / topics to study.   * **Readers review previewing texts and making predictions**   - Model flipping through several non-fiction books, make predictions about what the author will be teaching (If... Then... Curriculum, pg. 97)   * **Readers read with the main idea, asking themselves “What is this page teaching me?”**   - Model how readers think about what the page is teaching.   * **Readers read with explaining voices.**   - Model how readers speaking and reading in a teaching tone. (If… Then… Curriculum, pg. 98)   * **Readers take a tour of the book to see how it is organized.**   - Model how readers read the title, notice the cover, and look at how the book is organized. (If… Then… Curriculum, pg. 99)   * **Readers take a tour of text features.**   - Model reading not only the words on a page, but the tables, graphs, and maps to find more information. (If... Then... Curriculum, pg. 99)   * **Readers look for different kind of nonfiction text features.**   - Share different kinds of text structure to look for. (If… Then… Curriculum, pg. 100)   * **Readers break longer texts into more manageable sections**   **-** Search for clues about what the sections might be about (headings, new page, etc.). (If... Then... Curriculum, pg. 101)   * **Readers stop after each section of the text and think, “What is this mostly about?’**   - Model how readers stop and think about the main idea.   * **Readers hang on to key details by using 5 W’s.**   **-** Asking self, who or what is this mostly about? What is happening? When or where is this taking place? Why is this happening? Why is this important? (If… Then... Curriculum, pg. 102)   * **Readers use context clues to build knowledge of unknown words.**   - Model how readers use the text features to help them figure out tricky words. (Becoming Experts, pg. 40)   * **Readers solve words by using strategic and flexible thinking.**   - Model how readers use different strategies to figure out unknown words. (Becoming Experts, pg. 40).   * **Readers dramatize what they read to engage in better conversation**   - Envision what they are reading about, not only as a picture, but as a movie to help explain what they have read to a partner. (If... Then... Curriculum, pg. 103)   * **Readers organize their thoughts before they have a conversation**   - Demonstrate how readers use their hands to organize the main idea of a text (palm) and details (fingers) (If... Then... Curriculum, pg. 103)   * **Readers explore the author’s purpose**   - Model figuring out the author’s purpose (tell a story or teach). (If... Then... Curriculum, pg. 106)   * **Readers learn across more than one text**   - Create a web pulling details from various texts about the same topic. (If... Then... Curriculum, p. 108)   * **Readers compare texts on the same topic**   - Decipher what information is included and / or missing in certain texts. Partners take turns discussing the details found in their own books about a similar topic. (If... Then... Curriculum, pg. 110)   * **Readers compare and contrast books by comparing information.**   - Model different ways readers compare and contrast books. (If… Then… Curriculum, pg. 111)   * **Readers celebrate their accomplishments.**   - Introduce their topics of interest to classmates by teaching others what they have learned. (If... Then... Curriculum, pg. 113)  ***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:**   * If… Then… Curriculum * Becoming Experts: Reading Nonfiction * Leveled library * Book Bags / boxes * Nonfiction topic baskets * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books   **Mentor Texts:**   * Bugs!, Bugs!, Bugs! by Jennifer Dussling * Our Class is a Family by Shannon Olsen (Diversity, Equity, and Inclusion * [The Lorax by Dr. Seuss](https://www.feministbooksforkids.com/books-about-climate-change/#The_Lorax_by_Dr_Seuss) (Climate Change) * Thunder Rose by Jerdine Nolan **(Amistad)** * I am Anne Frank by Brad Meltzer **(Holocaust)** * Amy Wu and the Perfect Bao by Kat Zhang and Charlene Chu **(Asian American/Pacific Islanders)** | | | | |
| **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 | | | | |