

Unit 6: Reading Information Text and Writing All About

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **April**
Length: **20 Days**
Status: **Published**

Unit Summary

This unit helps students find meaning in informational texts. Children have a natural curiosity about the world. Reading nonfiction taps into that curiosity and enriches children's lives with information and ideas. The first part of the unit has the students reading a variety of books on topics of interest. They then learn to sort and categorize chunks of text to learn about the topic they are reading about. In the last part of the unit, students will work in reading clubs to compare and contrast information across categories and texts in order to grow ideas and ask questions about them, rather than simply stating the facts. This unit also helps students to tackle new vocabulary and read nonfiction with fluency and intonation.

This writing unit is designed to teach students how to research and turn the facts they find into books. Students will become experts of a topic and share their expertise with others through creating an informational book. Students will have an opportunity to model their book from mentor texts while creating their own style of writing. Students will incorporate features commonly found in informational books such as illustrations, diagrams, charts, vocabulary, glossary and varying fonts. Students will share their knowledge with others.

Standards

LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Reading:

Students will learn to....

- read nonfiction texts to learn new information and to grow new ideas about a topic.
- nonfiction texts have structures, features and conventions that help us understand the text.
- use strategies before, during, and after reading.
- read for main and supporting ideas.
- determine what is important and read with a voice that "pops out" the important information.
- compare and contrast information from different texts on the same topic and ask questions.
- share information and ideas in reading clubs to deepen our understanding of a topic.

Writing:

Students will learn to....

- read like writers and notice the characteristics of information books.
- write to teach others.
- plan and draft an information book from personal, expert knowledge.
- categorize and organize information.
- introduce a topic and provide a concluding statement.
- revise and edit.

Essential Questions

Essential Questions for Reading:

- How do readers use nonfiction text structures and features?
- What strategies do readers use to read nonfiction texts?
- How do readers determine what is important in nonfiction text?
- How do readers read nonfiction texts fluently?
- How do we talk in book clubs to discuss informational texts?

Essential Questions for Writing:

- How do writers write information books about a topic of personal expertise?
- How do authors teach others through writing?

Enduring Understandings

Enduring Understandings for Reading:

Students will understand that...

- Good readers use text features in an informational text to locate key information and make meaning from their reading.
- We read non-narrative nonfiction for different purposes than we read narratives.
- Readers adapt reading to meet the demands and structures of a text.

Enduring Understandings for Writing:

Students will understand that...

- Writers understand that to write an informational book, the writer needs to become very knowledgeable about a topic.
- Writers understand that an informational book may use literary techniques (interesting words, description, photos, graphics, drawings with labels) to engage and entertain readers as it gives them factual information.
- Understand how to write an informational book from mentor texts

Application

Reading:

Students will be able to independently use their learning to....

- use the text and text features to understand what the author is trying to teach.
- distinguish between fluency and intonation in nonfiction (teaching voice) vs. fiction (storytelling voice) to convey meaning. Identify the main idea and supporting details in chunks of text.
- determine what the author is trying to teach about the subject (importance).
- solve challenging vocabulary (decoding and meaning).
- identify what has been learned (synthesizing) in order to ask questions and grow new ideas.
- recognize a change in thinking or perspective from reading a nonfiction text.
- read across texts to accumulate information on a topic.
- read across texts to compare/contrast information and ask/answer questions.

- make connections to background knowledge to enhance understanding of nonfiction texts.
- work cooperatively in a reading club, sharing and comparing information and ideas across books.

Writing:

Students will be able to independently use their learning to...

- read like writers and notice the characteristics of all about books.
- plan and draft an information book from personal, expert knowledge.
- categorize and organize information.
- introduce a topic and provide a concluding statement.
- plan and draft an information book from personal, expert knowledge.
- revise and edit.

Skills

Reading:

Students will be skilled at ...

- Preview a book before reading to gain information about its content
- Self monitor while reading in order to build schema on the topic
- Identify the main idea of a paragraph or paragraphs
- State the facts learned in a book
- Ask and answer questions such as who, what, where, why and how to demonstrate understanding
- Examine text features while reading
- Use text features to better understand the text
- Use text features to locate information in the text
- Determine the meaning of words within a text
- Compare and contrast information learned in different books on the same topic
- Identify the point of view of the author and provide examples

Writing:

Students will be skilled at ...

- Writing with stamina and independence
- Writing with a sense of audience
- Writing with a purpose Elaboration
- Organization
- Writing to inform