

Unit 05 Reading: Non Fiction Reading Clubs

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, you will strive both to improve your second graders' nonfiction reading skills, and to work on their skills of speaking and listening. You will begin by revisiting earlier teaching, reminding children of the essential habits of mind that make for proficient nonfiction reading and tackling difficulty in texts. Once children are doing this work again, you'll remind them to continue conversations around nonfiction texts. But this time, you will teach them more complex ways of thinking collaboratively. Students will move from simply learning what the author is aiming to teach to developing their own ideas about the texts. Then, children will compare and contrast information and ideas within books, across books, and across baskets, building on the work of the first two bends and this year's earlier units.

Because students are reading non-fiction and learning about varied ideas while comparing and contrasting texts, the unit lends itself to interdisciplinary work, specifically in science and social studies.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2;](#)

For Word Study, see [Cranford Word Work Scope and Sequence](#) and [Phonemic Awareness Scope and Sequence](#)

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Instructional Reading Level Benchmark: M

Guided Reading and Small-Group work can provide small group instruction for **Level M** language and literary features:

- Some new vocabulary and content-specific words introduced, explained, and illustrated in the text
- Multiple characters to understand and notice how they develop over time
- Various ways of showing characters' attributes (description, dialogue, thoughts, others' perspectives)
- Some complex and memorable characters
- Figurative and descriptive language
- Various perspectives revealed through dialogue
- Wide variety in showing dialogue, both assigned and unassigned
- Complex plots with numerous episodes and time passing
- Plots building toward problem resolution
- Understand words that may signal the narrator of a text
- Talk about the important information in organized summary form after reading
- Make connections to other areas of study (social studies, science)
- Understand that a nonfiction book may have "how-to" procedures embedded within it
- Talk critically about what a writer does to make a topic interesting or important

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.

LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.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.
LA.SL.2.1.A	Follow agreed-upon norms 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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Comprehension and Collaboration

Range of Reading and Level of Text Complexity

Essential Questions

- How can I draw on everything I know about informational reading to understand how different parts of the books I read go together, and to assume a teaching voice and stance as I read, so that I am able to share my learning with my reading club?
- How can my club and I work together to add our own thinking to the information we learn from the books we read? How can we hold meaningful conversations, make inferences, revise our thinking, and grow ideas, in the company of one another?
- How can my club and I compare and contrast two (or perhaps more) texts on the same topic and put together this information to come up with newer, bigger thinking?
- How can I gather information about a topic that interests me, comparing, contrasting, and synthesizing my own ideas and those of others (authors and people in my club), so that my club and I can develop new ideas?

- How can readers find similarities and differences between 2 or more texts on the same topic?
- How can I find that authors have a main purpose and give details to help make a point?
- How can readers make connections between texts on a similar topic?
- How can readers grow their own ideas about a topic after reading about it?
- How many ways can readers come prepared to talk in their nonfiction reading clubs?

Students Will Know/Students Will Be Skilled At

- Nonfiction text features
- Self monitoring aids in comprehension
- Ideas are supported with evidence from the text
- Readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains.
- Readers make a plan for how best to read each section.
- To read like a writer
- Parts of the book fit with other parts of the book

- Previewing and predicting text content based on knowledge of the structure and organization
- Identifying main idea and supporting details
- Monitoring thinking based on author's intent
- Developing questions
- Generating ideas about topics they read about
- Inferring from information gathered
- Synthesizing information to determine important parts
- Comparing and contrasting information across text
- Identifying and understanding important vocabulary and concepts
- Using text features to deepen understanding of nonfiction concepts
- Identifying author's purpose
- Connecting between texts on similar topics

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments*

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board
- Monitor students volume/reading stamina/engagement level through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot one similarity between these two texts. Now jot one important difference.
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work

Summative, including Alternative Assessments:

- Exhibit/museum performance exhibit where visitors come to each reading club to hear what children have learned. During these shares, clubs will assume the role of instructors, teaching the information from the texts they have read. Students can make posters or digital presentation to share their learning.
- At the end of the unit, select different texts to administer the same prompts used to inform your instruction.
- Create a slide show (PowerPoint, SLides, Haiku Deck, Prezi, etc.) about a topic of interest that students read about in their club.
- Reading Conferences
- Running Records

- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions, Informational Reading
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

*Consult A Guide to Reading Workshop, Primary Grades Chapter 6 for more ideas.

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#).

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons: Individuals Bring Their Strengths as Nonfiction Readers to Clubs

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Today I want to teach you that we need to come to our clubs prepared to talk about our topics. One way we can do this is to really listen to the text. We don't just read with explaining voices...nonfiction readers, in fact, do actually explain the text to ourselves as we go along—we pause after a few words and explain whatever we've read to ourselves, using our own words if we can. It's almost like the explaining voice in our head is a real teacher who makes sure we understand each section before moving on. Then you will be ready to explain and talk in your clubs about your topic.

Today I want to teach you that you need to come ready to your clubs to talk about the main ideas about your topic. We can figure out the the main idea by noticing the “who” and the “what” of the page or part. This helps us name the subject and the action as we read. To find the main idea, we can think, "What's the relationship between the “who” and the “what?" and "How can I say this main idea as a sentence?"

Today I want to teach you that club members don't just 'read' their information to each other. They explain and discuss it. Careful nonfiction readers always try to put what we've read into their own words. We might read a bit, then put the text down and say, "What the author is saying is that..." Or "What this means is..." This will help you to prepare to talk in your clubs later.

Today I want to teach you that nonfiction readers have read closely to find the main ideas in the text. We read the first sentence of a paragraph and ask, "What is this saying?" Then read on, sentence by sentence, asking, "How does this fit with what's been said so far?" to help us find the main idea. Readers take the sentences we've read and say what we learned in one short statement.

- Tip: Readers of nonfiction can think about the topic of the whole book, and the subtopic of the section. Then, as we read the sentences on the page, we can think "What's the part of the larger topic this section is dealing with? What does the author want me to think, know, or understand about that subtopic?"
- Mid-Workshop Interruption: Readers are on the lookout for when our book switches topics. We know that sometimes there isn't a heading that will alert us to the change, and instead we should think, "What part of the main topic is this dealing with? Is it the same or different from the last page?"
- Teaching Share: Sometimes the author is being clever with the section heading and we need to figure out what the section is really about. We can read each sentence and think, "How does this fact fit with the heading?" Then, at the end of the page or section, we can re-title that section with a heading that makes sense.

Readers use post it notes to hold on to the facts they learned from their nonfiction book. They remember to wonder about, make predictions, react to, and/or make connections to what they are reading.

Readers can use the nonfiction text features (table of contents, headings, index, etc) to help them find information that is similar in different books.

Readers begin to notice how information in different books can be sort of the same, meaning the information may have a different twist. They note what is the same and what is different between the books.

Readers pay attention to how the author organizes the information in the nonfiction book (text structure: how-to, all-about, timelines, pros/cons, cause/effect, question/answer).

Today I want to teach you that we can come to our clubs with confusions or misunderstandings and talk to the other members of the club to clarify these. We may start by saying what we read in our book, and explaining what's confusing. Then, the other members in the club can talk back to the questioning member to explain or ask further questions to help fix up confusion.

Suggested Teaching Points/Lessons: Nonfiction Clubs Add Their Own Ideas to What They Learn

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Readers can have reactions to the information presented in our books. We can think about how we feel when we read a section or part of our book, and make a statement about what our response is. We can say, “That is really important because”, “This part makes me feel”, or “This seems really surprising because...”

Today I want to teach you that readers can use our skills of envisioning what the author is saying to really think about the information being presented. We can read a fact on the page and look to the picture. Then, we can make the picture move like a movie by reading more facts on that same page. As we see what the author says, we can say what we think about what we see.

To get ideas, readers don't just let the facts fly over our heads. Today I want to teach you that we really try to understand and imagine what we're learning. When we do this, we can think about why this information matters, and what our own thoughts about the information are.

Today I want to teach you that readers can use sentence starters with question words to help us get ideas. We can ask a question and then push ourselves to answer it. We can use words like, “How do..?” and “Why do...?” and “How come...?”

Today I want to teach you that readers can share our revised thinking with our clubs. We can take a fact that we have in the “I think I know” column of our RAN (Reading and Analyzing Nonfiction text) chart, and move it based on what we're now learning. This new information can help us to also have an idea.

Today I want to teach you that readers can make our own captions, or add onto captions in the book. We can put together what the author tells us, what the picture tells us, and our own thoughts.

Today I want to teach you that readers can make plans alone or with our clubs to take action based on the reactions or ideas in our books. We can think about how we can make a real world difference based on what we're learning.

Readers don't just read each page or section by itself. They gather information across a whole book thinking, "how does this page/section fit with the one before?" or "what are both of these sections telling me about?"

Readers that are studying a topic, don't just retell books, they retell topics. They use their own words (lingo)

and all the information they have added together.

Suggested Teaching Points/Lessons: Nonfiction Clubs Compare and Contrast Information About Topics

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Clubs can compare information in our nonfiction books to what we know in our own lives. We can think about what the book says, and compare it to something similar in our own lives. By comparing these two bits of information, we can come to a new conclusion about the topic we're studying.

Today I want to teach you that clubs can talk about differences in the information we're learning. We can think about why they are different, and then what might explain those differences. This can help us to come to new understandings about our topics.

Clubs can use prompts to push our thinking as we compare and contrast. We can say, "On this page...but on this page..." or "In this book, but in this book"; "The difference between ... and ... is..."; "What's the same about these two is..."; and "Unlike the...in this book, the... in that book does/doesn't..."

Today I want to teach you that clubs can compare and contrast two different kinds or parts of the same larger topic.

- Example: We can think about two what's the same and what's different about two different kinds of mammals, or fish, or plants. We can think about the parts of our topic and how parts are the same and different.
- Tip: Sometimes we find these parts and kinds within books, and sometimes we look across two or more books.

Today I want to teach you that readers can think about how often information shows up in our books as we read across many books on one topic. We can use words like "always," "sometimes", "never," "rarely," "all," "most", "many," and "few" to talk about our ideas.

Readers don't just absorb information-they think about why what they are learning is important.

Assessment:

Invite children to share their new learning with others. One way to do this to have the students from the club that studied these topics introduce them to the rest of the class. Club members can mark pages that answer their question and present their findings to another club or to a class of kindergartners or fifth graders. You might have a "museum" share in which visitors come to each reading club to hear what children have learned. During these shares, clubs will assume the role of instructors, teaching the information from the texts they have read. However you decide to set children up to share the expert knowledge they grew as a club, make sure that they have a chance to reflect on how and why others might need to know this information, so that

children understand that their learning has real world consequences.

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the blue Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

Mentor Texts:

Forces Make Things Move by Kimberly Bradley

Everyday Physical Science Experiments (series)

Gravity by Amy French

Springs by Mary Guhl

Ant Cities by A. Dorros ^[L]_[SEP]

Apples by G. Gibbons ^[L]_[SEP]

Apples and Pumpkins by A. Rockwell [SEP]

Butterflies and Moths by B.Kalman [SEP]

Everybody Needs a Rock by B. Baylor [SEP]

Honey I Love and Other Poems by E.Greenfield [SEP]

I'm in Charge of Celebrations by B.Baylor [SEP]

Snow is Falling by F. Branley [SEP]

*You will also need nonfiction books on topics of interest at students' reading levels

- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources (username: deacon@cranfordschools.org. password: Hillside125)

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 2, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School [K-5 Google Folder](#) for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The framework for teaching includes much demonstrating/modeling and opportunities for small-group and individual support/guidance.
- Reading workshop emphasizes varied teaching approaches including, but not limited to, use of manipulatives, pre-teaching, and graphic organizers.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Hands-on activities
- Follow a routine/schedule and make visual for students
- Alternate quiet and active time
- Use an alarm to help with time management
- Large print textbooks
- Reading Viewers/Overlays (different sizes/colors)
- Additional time to reread
- Limit reading amount
- Review of directions and immediate feedback
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals (Strategies to Habits organizer)
- Space for movement or breaks
- Extra visual and verbal cues and prompts (Decoding Strategies Bookmark, Comprehension Strategies Bookmark)
- Preferential seating/choice seating
- Reduction of distractions (Reading folders with resources/labels)
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.