Unit 5 Reading: Growing Knowledge Together--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 2024

Pacing Guide

Please refer to thisLanguage 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.

Essential Questions

Bend I: How can readers talk with partners before, during, and after reading nonfiction texts in order to deepen their understanding of a topic?

Bend II: How can a reader build knowledge around a topic by reading across a text set, collaborating with book club members, talking and thinking about

that topic together, and leaning on executive-functioning skills to utilize nonfiction reading strategies?

Bend III: How can a reader build knowledge of interest-based topics with club members by making plans to read that match a reader’s interests and by

considering why a topic matters to or affects a reader’s life?

Let’s Gather Curriculum

1. How can readers learn information about a topic by reading several texts and then teaching others about a topic using expert vocabulary?

2. What can readers learn about insects?

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.

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	Fluency
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
SL.PE.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.PE.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).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of

	others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.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.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Performing Arts Standards

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the creation of a short scene based on personal perspectives and understanding.

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

By the end of this unit, students will be able to:

- become more skilled an avid nonfiction readers.
- become more independent with research and inquiry.
- study collaboratively with peers about a topic.
- share informed points of view with others.
- work in partnerships and clubs.

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 Asessments

- 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 Linguisystems (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). Clickhere.)

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.

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

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.

The core materials for this unit include the Units of Study in Reading for grade 2, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials for this unit.

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 □

Apples by G. Gibbons □

Apples and Pumpkins by A. Rockwell □

Butterflies and Moths by B.Kalman □

Everybody Needs a Rock by B. Baylor □

Honey I Love and Other Poems by E.Greenfield □

I'm in Charge of Celebrations by B.Baylor □

Snow is Falling by F. Branley □

*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, 2023.
- 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 wth 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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.