03 Becoming Experts: Reading Nonfiction

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **27 Days**
Status: **Published**

UNIT ORIENTATION

In this unit, students become the kind of reader who learns information from books. Students will use text features, ask questions of text, and reflect on new learning. In addition, students will identify main idea and give details in a text. Students will find similarities and differences between text of the same topic. Working in partnerships, students will become "experts" on a topic

Enduring Understandings

- Readers grow knowledge reading nonfiction text by studying, noticing details, and questioning text while synthesizing across pages

    o Readers ask and answer who, what, where, when, why and how as they read sections of text

    o Readers will identify the main topic of a section by reading text and text features asking,

      ▪ What is this about?

      ▪ What is this specifically about? (birds… birds' beaks… different kinds of bird beaks)

    o Readers learn from both what they anticipate and what surprises them about the topic

    o Readers understand how parts of the text fit together

      ▪ Readers solve for tricky words, concepts and domain specific vocabulary inside nonfiction reading texts by

        • Anticipating vocabulary that might be encountered in a text

        • Using text features such as text boxes, glossary and index

        • Using multiple known strategies

        • Read the word part by part

        • Use the whole page such as pictures, diagrams or other text features for meaning

        • Rereading for meaning

      ▪ Readers use domain specific vocabulary in conversations with partners and clubs

      ▪ Readers acquire knowledge about a topic comparing/contrasting information inside

texts and across texts noticing and questioning when information is new or different

Essential Questions

☐ How do we understand and increase knowledge about a topic by utilizing various resources? ☐

How can text features help us gain a better understanding of the content? ☐

How do we analyze unknown words to determine their meaning?

CONTENT AREA STANDARDS

Progress Indicators Reading Literature Texts

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

Progress Indicators for Reading Informational

Text Key Ideas and Details

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. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure

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. 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. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS1	Understand and use technology systems.

EVIDENCE OF LEARNING

Alternate Assessment

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Summative Assessments

End of Unit Tests
Running Records
Open Ended Responses
Written responses

Formative Assessments

- Checklists

- Conferences

- Class Discussions

- Exit Slips

- Interactive Notebooks

- Quizzes

- Reflections

- Review of classwork/homework

- Running Records

- Student Participation

- Teacher Observations

- Text Dependent Questions

Benchmark Assessments

- iXL
- Dibels

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Readworks

Mentor Text:

Tigers by Laura Marsh

Amazing Animals: Tigers: by Valerie Bodden

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

.

INTERDISCIPLINARY CONNECTIONS

- Google: Readers will have access to Google in order to research additional information about their selected topic.
- Educational Tech Applications: Readers will be able to use applications to track new learning about their selected topic.