



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 2

Unit Name: Nonfiction Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students' eyes to new worlds and different points of view.

Essential Question

- What do readers use to recognize the structures and features of nonfiction texts?

Focus of Standards

	Skills	Assessments	Resources
<p>Student Outcomes:</p> <p>IRA 1</p> <ul style="list-style-type: none"> • I can learn how to recognize the three major types of nonfiction texts- reference, biography, and literary nonfiction- and how to use this information and my own background knowledge about a topic to build meaning. <p>IRA 2</p>	<ul style="list-style-type: none"> • Identifying nonfiction features/structures • Using schema • Recognizing print concepts 	<p>Formative</p> <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • My Reading Log and Reflection 3-5 • Running Record 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Are You a Grasshopper?</i> • <i>Follow the Dream; The Story of Christopher Columbus</i>

<ul style="list-style-type: none"> I can examine and identify common nonfiction text features in order to sort, understand, and analyze the information presented in the texts. <p>IRA 3</p> <ul style="list-style-type: none"> I can learn to think about what I already know, generate questions about what I want to know, and read and reread the words and text features to discover new information and get more understanding. <p>IRA 4</p> <ul style="list-style-type: none"> I can explore two important text structures- description and compare and contrast- and learn how knowing the text structure of a nonfiction text structure can help me identify important information. <p>IRA 5</p> <ul style="list-style-type: none"> I can explore three additional nonfiction text structures- chronological, problem/solution and cause/effect- which will help me in determining important information and deepen my understanding of a topic or subject. <p>IRA 6</p> <ul style="list-style-type: none"> I can learn how to monitor for meaning of a text by looking at sentences and words and use strategies to figure out the meaning of new and/or words I am unsure of. <p>IRA 7</p> <ul style="list-style-type: none"> I can learn how to figure out the author's purpose for writing a text in order to better understand the text and make inferences. <p>IRA 8</p> <ul style="list-style-type: none"> I can demonstrate my understanding of nonfiction texts by learning how to explain what the text is about, as well as sharing how I feel about a particular topic using evidence from the text. 	<ul style="list-style-type: none"> Speaking to communicate Listening and responding to reading Engaging in discussion Visualizing Monitoring and repairing comprehension Finding word meaning Making inferences Synthesizing Questioning Determining importance Responding to text in oral and written form Word Solving Self-Monitoring/ Self-Correcting 	<ul style="list-style-type: none"> Where Are My Students in the Reading Process? Conference Notes Nonfiction Grade K-2 Student Performance Checklist Grade 2 Nonfiction Reading Assessment – A Butterfly's Life Grade 2 Nonfiction Reading Assessment – Black Bears DRA (Fall) Bookshopping Running Records Observe students' word solving RF Student Performance Checklist Optional: "Transitional Stage-Word Test" See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> Non-Fiction Grade 2 Summative Assessment BAS (Spring) 	<ul style="list-style-type: none"> <i>Look Out for Turtles</i> <i>Nothing But Trouble: The Story of Althea Gibson</i> <i>Pop!: The Invention of Bubble Gum</i> <i>Tell me, Tree: All About Trees For Kids</i> <p>Shared Texts:</p> <ul style="list-style-type: none"> <i>Animals That Help</i> <i>Are You Going Green</i> <i>Hang Tough</i> <i>A Long Journey</i> <i>M&Ms</i> <i>Queen of the Waves</i> <p>Digital Texts:</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> KWL Chart (Teacher Reference) <p>Student Forms</p> <ul style="list-style-type: none"> <i>Nonfiction Interview</i> <i>Can You Find It?</i> <i>Help Me Find It</i> <i>Help Me Organize It</i> <i>What Does It Mean</i> <i>What's the Purpose?</i> <i>What Do I Know/How Do I</i>
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<p>ML 1</p> <ul style="list-style-type: none"> I can examine the the purpose and parts of literary nonfiction, including crafting, reporting techniques, to support understanding of a text. <p>ML 2</p> <ul style="list-style-type: none"> I can discuss how understanding why and how writers write biographies can help my understanding and enjoyment of a text. <p>ML 3</p> <ul style="list-style-type: none"> I can learn how to use the text features found in reference nonfiction texts to activate prior knowledge and gain understanding of a topic. <p>ML 4</p> <ul style="list-style-type: none"> I can learn how to identify the description text structure in a nonfiction text to construct meaning at a text and paragraph level in order to get more understanding. <p>ML 5</p> <ul style="list-style-type: none"> I can learn how to identify a comparison text structure to find answers to questions and help understanding. <p>ML 6</p> <ul style="list-style-type: none"> I can learn how to identify the chronological text structure in nonfiction texts in order to make meaning and remember important steps in a process. <p>ML 7</p> <ul style="list-style-type: none"> I can learn how identifying a problem and solution text structure can help me find answers to questions and better understand the text. <p>ML 8</p> <ul style="list-style-type: none"> I can learn how identifying the cause and effect text structure can help them comprehend the writer’s main points. <p>ML 9</p> <ul style="list-style-type: none"> I can learn to notice new or unfamiliar words and how to use context clues to determine the 		<p>Benchmarks</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Reader to relay information to student. Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 2 Nonfiction Unit Base grade on anecdotal notes and observation 	<p><i>Feel?</i></p> <ul style="list-style-type: none"> <i>Facts and Fancy Words</i> <i>A Reporter’s Notebook</i> <i>Common Non-Fiction Text Structures</i> <i>Problem/Solution Text Structure</i> <i>What’s the Purpose?</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> Leveled libraries Reader’s Notebooks Sticky Notes Book Baggies Graphic Organizers Highlighters Index Cards Chart Paper Highlighters <p>Additional Materials</p> <ul style="list-style-type: none"> Examples of the three nonfiction text types from your classroom or school library <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> Wilson Foundations
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meaning of words.

ML 10

- I can learn to identify why a writer has written his/her text, whether it is to entertain, to persuade, and/or inform to enhance my understanding of the key ideas and infer the author's message.

NJ Student Learning Standards (2016)

READING STANDARDS FOR NONFICTION

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 quickly and 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.

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

Presentation of Knowledge and Ideas

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Effective Language Use

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Usage

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.

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WRITING STANDARDS

Research to Build and Present Knowledge

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

NJSLS Technology Standards

8.1.2.A.2 Create a document using a word processing application.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Connections and Activities

- Students can work in small groups to act out the shared text "*A Turtle Tot's Tale*". Assign different students to play the following roles: Tilda the tiny Turtle Tot, the hungry raccoon, the white ghost crab, and the noisy gull. A narrator can retell the story, including the repetitive refrain "Paddle, paddle, paddle!" as the other students perform the text. SL.2.5, 1.3.2.C.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP7.** Employ valid and reliable research strategies.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies

(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts that address the same enduring understanding Non-Fiction Reading Unit of Study, Level L and above.</p> <p>Students complete KWL Chart (graphic organizer) using a text Level L and above).</p> <p>Assign and have available Biography books for the students to read independently.</p> <p>The following books are suggested for your guided reading groups. Use the "<i>Guided</i></p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Include</p> <p>Biography books with more pictures and simple text for the students to be able to fully participate in book shopping and independent reading.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 2 Nonfiction Reading Unit of Study.</p> <p>Nonfiction-specific vocabulary and literary terms should be pre-taught before reading. Multisensory</p>

<p><i>Reading Planning Template</i>" to prepare and plan for guided reading.</p> <ul style="list-style-type: none"> ● <i>Jackie Robinson: Hero on the Baseball Field</i>, Level L ● <i>César Chávez: Protecting Farm Workers</i>, Level M ● <i>Thomas Jefferson: Declaring Our Freedom</i>, Level M ● <i>Harriet Tubman: Leading Slaves to Freedom</i>, Level N <p>Assign students the book <i>Animal Helpers: Wildlife Rehabilitators</i>, Level M. Then ask them to fill out the graphic organizer "Description Text Structure", identifying the main idea and explanatory details for portions of the text.</p> <p>Recommended nonfiction books for independent reading practice.</p> <ul style="list-style-type: none"> ● <i>Plants Are Alive!</i>, Level J ● <i>I Am a Gum Ball</i>, Level K ● <i>Ten Different Habitats, Ten Different Families</i>, Level L <p>Students can research the professions related to the unit of study using digital resources.</p>	<p>Have students think about two animals, foods, or places that they know well. Examples might include: cats/dogs, city/country, amphibians/reptiles, school/home, or breakfast/dinner. Then partnerships can discuss and complete a copy of the Appendix "Comparison Text Structure (Venn Diagram)", illustrating similarities and differences between the two items.</p> <p>Use a picture walk to activate students' prior knowledge about non-fiction text.</p> <p>Access to word/picture banks to reference in tasks that require reading in the Non-Fiction Unit of Study</p> <p>Wait Time Two - extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question during the Nonfiction Unit of Study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p>methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Provide Grade 2 students with flexible seating options while reading depending on need or preference.</p> <p>Text to speech/Oral reading</p> <p>Speech to text or oral response options to be provided for assignments calling for students to produce written responses connected to the Nonfiction Reading Unit.</p> <p>Supply Students with Graphic Organizers: Use First Grade graphic organizers from Nonfiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>KWL Chart, Compare/Contrast Text Structure, Description Text Structure, Chronological Text Structure, Comparison Text Structure (Venn Diagram), and Cause and Effect Text Structure,</i></p> <p>Note-taking, highlighting, underlining, etc. should be allowed to be written on student copies of the actual Grade 2 Non-Fiction texts.</p> <p>Students can be permitted to demonstrate understanding of the through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require reading in this Grade 2 Nonfiction Reading Unit</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 2 Non-Fiction Reading Unit of Study.</p>
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	<p>Determine what the student knows before beginning the Non-Fiction Unit of Study</p> <p>Use visuals and illustrations for comprehension of (give example of some) terms.</p> <p>Word/picture bank available for students' reference.</p> <p>*Also See At Risk/504 Modifications</p>	<p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas of the Grade 2 Non-Fiction Reading Unit, to provide additional explanations, more examples, and to model procedures in completing tasks.</p> <p>Allow extra time to complete task related to the Grade 2 Non-Fiction Unit of Study.</p> <p>Supply Students with Anchor Charts: <i>Nonfiction Text Features, Preview Skim and Scan, Being Word Detectives, and Questions to Ask About the Text,</i> The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:
New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>