

## Unit Focus

In this unit, students will help to organize the classroom nonfiction library in order to build excitement and “I want to read lists”. Students will learn about a social studies or science topic using a large whole class inquiry chart right from the beginning of the unit. Students will learn how to use the text features right away to try to answer questions using the author’s pictures, text and structures. Students will understand that readers do the work of answering questions that come up immediately. Students will analyze how authors anticipate and answer most reader questions right there in the text using a variety of text features and structures to do so. The final part of the unit leads students to project based learning where they will conduct an inquiry of The Read and Wonder series, create a grade level criteria, and then write a book for the series. They will be introduced to a variety of narrative nonfiction in this unit to be sure students know there are many publishers and authors who create narrative nonfiction texts.

**Reading Skills:** Questioning, Synthesizing

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> <li>• Reading: Informational Text               <ul style="list-style-type: none"> <li>○ Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>(CCSS.ELA-LITERACY.RI.2.1)</i></li> <li>○ Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. <i>(CCSS.ELA-LITERACY.RI.2.2)</i></li> <li>○ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <i>(CCSS.ELA-LITERACY.RI.2.3)</i></li> <li>○ Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>(CCSS.ELA-LITERACY.RI.2.4)</i></li> <li>○ 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. <i>(CCSS.ELA-LITERACY.RI.2.5)</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Alternate Perspectives, Synthesizing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Synthesizing)</p> <p>T4 Build vocabulary and explore morphology to grow reading and writing</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use text structures and features to understand, question, and interpret text.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers use the text structures and</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does the author want me to think? Do I believe it? Do others?</p> <p>Q2 What statements or questions make me want to know more?</p> <p>Q3 How is my ongoing collaboration with other readers influencing my thinking?</p> <p>Q4 Theme: How do informational writers engage and guide a reader to question and learn?</p> <p>Q5 How do we make meaning and grow understanding through word study?</p>

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<ul style="list-style-type: none"> <li>○ Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>(CCSS.ELA-LITERACY.RI.2.6)</i></li> <li>○ Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <i>(CCSS.ELA-LITERACY.RI.2.7)</i></li> <li>○ Describe how reasons support specific points the author makes in a text. <i>(CCSS.ELA-LITERACY.RI.2.8)</i></li> <li>○ Compare and contrast the most important points presented by two texts on the same topic. <i>(CCSS.ELA-LITERACY.RI.2.9)</i></li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.2.3)</i> <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words. <i>(CCSS.ELA-LITERACY.RF.2.3.A)</i></li> <li>○ Know spelling-sound correspondences for additional common vowel teams. <i>(CCSS.ELA-LITERACY.RF.2.3.B)</i></li> </ul> </li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.2.3)</i> <ul style="list-style-type: none"> <li>○ Decode regularly spelled two-syllable words with long vowels. <i>(CCSS.ELA-LITERACY.RF.2.3.C)</i></li> <li>○ Decode words with common prefixes and suffixes. <i>(CCSS.ELA-LITERACY.RF.2.3.D)</i></li> <li>○ Identify words with inconsistent but common spelling-sound correspondences. <i>(CCSS.ELA-LITERACY.RF.2.3.E)</i></li> <li>○ Recognize and read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.2.3.F)</i></li> </ul> </li> <li>● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERACY.SL.2.1)</i> <ul style="list-style-type: none"> <li>○ Build on others' talk in conversations by linking their comments to the remarks of others. <i>(CCSS.ELA-LITERACY.SL.2.1.B)</i></li> <li>○ Ask for clarification and further explanation</li> </ul> </li> </ul>	<p>author's craft to learn from and question a text. U6 Readers and writers explore morphology and build vocabulary to make meaning.</p>	
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b> <span style="float: right;"><b>Skill(s)</b></span>		
<p><i>Students will know...</i></p> <p>K1 Nonfiction shares information. K2 There are many genres of nonfiction including expository and narrative structures. K3 Content Vocabulary: Table of Contents, Glossary, Heading, Index, Chart, Map, Caption, Inset, Photo, Diagram, Bold Word, Labels, Main Idea, Supporting Detail, Opinion, Fact, fiction, Nonfiction, Informational, Biography, Expository Non Fiction, Narrative Nonfiction, Synthesize, Topic Sentence, concept book, survey book, visualizing, narrative nonfiction, root words, affixes, prefixes, suffixes, homonyms, synonyms, compound words, parts of speech, nouns, verbs, adjectives</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Taking notes during and after reading. S2 Reading a nonfiction page closely to learn more from the author. S3 Asking questions based on the information the author includes. S4 Using text features to find answers to questions. S5 Using a glossary to learn the meaning of new words. S6 Combining information from multiple sources S7 Self-monitoring and problem solving at point of error or difficulty. S8 Distinguish long and short vowels when reading regularly spelled one-syllable words. S9 Know spelling-sound correspondences for additional common vowel teams. S10 Decode regularly spelled two-syllable words with long vowels. S11 Decode words with common prefixes and suffixes. S12 Recognize and read grade-appropriate irregularly spelled words. S13 Identify words with inconsistent but common spelling-sound correspondences.</p>	

## Stage 1: Desired Results - Key Understandings

- as needed about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.2.1.C)*
- Speaking & Listening
    - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. *(CCSS.ELA-LITERACY.SL.2.2)*

### **Student Growth and Development 21st Century Capacities Matrix**

#### *Critical Thinking*

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

#### *Global Thinking*

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*