



Grade 2 - Unit 4 Reading - Nonfiction Books with Purpose

Unit Focus

In *Reading Nonfiction Books with Purpose*, students build understanding of informational text structures and content knowledge while developing the ability to distinguish between fiction and nonfiction and synthesize information across texts. Through engaging nonfiction materials, students expand their knowledge of the natural and cultural world and learn how information is organized and communicated by authors. They practice identifying key ideas and details, comparing information across texts on the same topic, and using what they read to deepen their understanding of how the world works. This unit also fosters curiosity and inquiry as students explore science, animals, and other real-world topics through purposeful reading and discussion.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonics, vocabulary, fluency, and comprehension to support the development of skilled, independent readers and writers. Students engage in structured literacy instruction through Foundations, which provides explicit instruction in word recognition and encoding; Bookworms, which builds background knowledge, vocabulary, and comprehension through read-alouds and shared reading; and Geodes, which allows students to apply phonics skills in connected, decodable texts to build fluency and accuracy. Teachers provide differentiated targeted practice across the five pillars of literacy.

Students engage with high-quality texts that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Penguins* by Anne Schreiber, *Caterpillar to Butterfly* and *Great Migrations: Butterflies* by Laura Marsh, *Bugs, Bugs, Bugs* by Jennifer Dussling, and *The Cherokee People* by Sarah Machajewski.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Common Core English Language Arts: 2 <ul style="list-style-type: none">Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.ELA-LITERACY.RI.2.1)Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CCSS.ELALITERACY.RI.2.2)Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS.ELALITERACY.RI.2.4)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. (CCSS.ELA-LITERACY.RI.2.5)Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS.ELA-LITERACY.RI. 2.6)Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS.ELA-LITERACY.RI. 2.7)Describe how reasons support specific points the author makes in a text. (CCSS.ELA-LITERACY.RI.2.8)Compare and contrast the most important points presented by two texts on the same topic. (CCSS.ELA-LITERACY.RI.2.9)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Nonfiction texts help us learn new information by using text features, identifying the main idea and important details, and thinking about what the author wants to teach. U2 Sounds, letters, and patterns work together to support decoding and spelling of words.</td><td><i>Students will keep considering...</i> Q1 How do nonfiction texts help us find information and understand what the author is teaching? Q2 How do sounds, letters, and patterns work together to help me read and spell words? Q3 How does reading smoothly and accurately help me understand what I read?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Nonfiction texts help us learn new information by using text features, identifying the main idea and important details, and thinking about what the author wants to teach. U2 Sounds, letters, and patterns work together to support decoding and spelling of words.
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Stage 1: Desired Results - Key Understandings

- By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RI.2.10)
- Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.2.3.A)
- Know spelling-sound correspondences for additional common vowel teams. (CCSS.ELA-LITERACY.RF.2.3.B)
- Decode regularly spelled two-syllable words with long vowels. (CCSS.ELA-LITERACY.RF.2.3.C)
- Decode words with common prefixes and suffixes. (CCSS.ELA-LITERACY.RF.2.3.D)
- Identify words with inconsistent but common spelling-sound correspondences. (CCSS.ELA-LITERACY.RF.2.3.E)
- Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELA-LITERACY.RF.2.3.F)
- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.2.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.2.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.2.4.C)
- Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.2.4.A)
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ retell). (CCSS.ELA-LITERACY.L.2.4.B)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS.ELA-LITERACY.L.2.4.C)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS.ELA-LITERACY.L.2.4.D)
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS.ELA-LITERACY.L.2.4.E)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

U3 Reading accurately, smoothly, and with expression helps readers focus on meaning and better understand the text.
U4 Vocabulary knowledge supports making meaning from text and deepening understanding.

Q4 How can the words I know help me understand what I read?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The difference between fiction and nonfiction texts.
K2 Authors include text features (headings, captions, labels, diagrams, bold words) to help readers understand information.
K3 Nonfiction texts have a main idea and key details.
K4 Facts and reasons are used to explain ideas in nonfiction texts.
K5 That reading more than one nonfiction text helps them learn about a topic.
K6 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.
K7 Reading with accuracy, fluency, and expression supports understanding of text.
K8 Vocabulary supports understanding of text and builds deeper meaning.
K9 Foundations:

- sounds of ai and ay
- long a sound spelling options
- select homophones
- sounds of ee, ea, ey
- long e sound spelling options
- r-controlled patterns
- sound of er, ir, and ur

Skill(s)

Students will be skilled at...
S1 Explaining how fiction and nonfiction texts are different and why authors write nonfiction.
S2 Using nonfiction text features to find information and help my reader understand it.
S3 Identifying the main idea of a nonfiction text and using headings and key details to support understanding.
S4 Explaining ideas using facts and details from texts in speaking and writing.
S5 Combining information from multiple nonfiction texts to learn about a topic.
S6 Explaining how text features help explain information.
S7 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.
S8 Reading aloud with accuracy, smoothness, and expression to focus on comprehension.
S9 Using known words, context clues, and new vocabulary to understand and make meaning from texts.