

Unit Overview

This unit is designed to teach second graders the strategies of nonfiction reading. Students will focus their attention on growing knowledge as they pay attention to details and question texts. They will tackle both the tricky word work and vocabulary development of nonfiction reading. Readers will grow their knowledge across texts as they read topic sets of texts, comparing, contrasting and connecting information across texts.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Grade 2 Book 2.

Overarching Standards Aligning with Grade 2 Unit 4, <i>Becoming Experts</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.2	RI.2.1, RI.2.5, RI.2.7	SL.2.1, SL.2.2, SL.2.4, SL.2.6	L.2.1, L.2.3
2	W.2.2	RI.2.1, RI.2.5, RI.2.7, RI.2.10	SL.2.1, SL.2.2, SL.2.4, SL.2.6	L.2.1, L.2.3
3	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7	SL.2.1, SL.2.4	L.2.1, L.2.3
4	W.2.2	RI.2.1, RI.2.5, RI.2.7, RF.2.3, RF.2.4,	SL.2.1	L.2.1, L.2.3, L.2.4
5	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RF.2.4	SL.2.1	L.2.1, L.2.3
6	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4	SL.2.1, SL.2.3, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
7	W.2.2	RI.2.1, RI.2.4, RI.2.5	SL.2.1, SL.2.4	L.2.1, L.2.3, L.2.4, L.2.6
8	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.10, RF.2.3	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.3, L.2.4, L.2.6
9	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, RF.2.3, RF.2.4	SL.2.1	L.2.1, L.2.3, L.2.4
10	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10, RF.2.4	SL.2.1, SL.2.6	L.2.1, L.2.3, L.2.4, L.2.6
11	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4,	SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
12	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.9, RI.2.10	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.6
13	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.9, RI.2.10	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.3, L.2.6
14	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.9, RI.2.10, RF.2.4	SL.2.1, SL.2.4	L.2.1, L.2.3, L.2.6
15	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.9,	SL.2.1, SL.2.4	L.2.1, L.2.3
16	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.6	SL.2.1, SL.2.4, SL.2.5, SL.2.6	L.2.1, L.2.3, L.2.6
17	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RF.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
18	W.2.2, W.2.7	RI.2.1, RI.2.2, RI.2.3, RI.2.5, RF.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
Read-Aloud	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RF.2.3, RF.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
Shared Reading	W.2.2	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RF.2.3, RF.2.4	SL.2.1, SL.2.2, SL.2.6	L.2.1, L.2.3, L.2.4, L.2.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 2 Unit 4, *Becoming Experts*

Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
2	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
3	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		
4	<p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies</p>
5	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
6	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>SL.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.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>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., <i>When other kids are happy that makes me happy</i>).</p>

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7	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>
8	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>		<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>
9	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>		<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>
10	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
11	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using</p>

		<p>SL.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.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
12	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 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.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
13	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>		
14	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
15	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
16	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>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., <i>When other kids are happy that makes me happy</i>).</p>
17	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	

		<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
18	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
Read-Aloud	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.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.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	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., <i>When other kids are happy that makes me happy</i>).
Shared Reading	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.

	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● Read books across a topic. ● readers of nonfiction need to understand main ideas and details. ● Readers pay attention to text structure to hold on to meaning. ● Readers use many skills and strategies to tackle the hard words that complicate meaning; for example turning to a glossary Strategies for accumulating information. ● Strategies for dealing with nonfiction difficulty. ● Strategies for reading to learn. 	<ul style="list-style-type: none"> ● How do nonfiction readers read to become smarter about our world? ● How do nonfiction readers accumulate information by seeing more than just the text on the page? How do nonfiction readers tackle tricky words in their books? ● How do nonfiction readers read more than one book about a topic to compare and contrast? 	<ul style="list-style-type: none"> ● Read books across a topic to understand their subject or to compare/contrast. ● Read nonfiction texts to learn about the world. ● Read the title, subtitles, and skimming the text. ● Use all their strategies for tackling tricky words. ● Use post-its to mark places in the text that support lesson teaching points. ● Use strategies for holding onto main ideas; for example looking for special print words/phrases. ● Use text to accumulate information and ask questions. ● Use texts to talk to partners.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts. ● Provide and present mentor texts as models. ● Model (Talk Aloud) the strategies good readers use. ● Study book pictures. ● Practice creating mental movies as you read. ● Investigate figurative language and descriptive vocabulary and how authors use them. ● Turn and Talk the dialogue in a story to bring the characters' feelings alive. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide leveled books appropriate for all reading levels ● provide support as needed through conferencing ● provide support as needed through strategy groups 	<p>Mentor Text & Read-Aloud</p> <ul style="list-style-type: none"> ● <i>Ant Cities</i> by A. Dorros ● <i>Apples</i> by G. Gibbons ● <i>Apples and Pumpkins</i> by A. Rockwell ● <i>Butterflies and Moths</i> by B. Kalman ● <i>Everybody Needs a Rock</i> by B. Baylor ● <i>Honey I Love and Other Poems</i> by E. Greenfield ● <i>I'm in Charge of Celebrations</i> by B. Baylor ● <i>Snow is Falling</i> by F. Branley

<ul style="list-style-type: none">● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.● Provide checklists and reading progressions to assess and develop on-going reading goals.● Practice alternating the speed a text is read to reflect tone and mood.● Plan to celebrate the conclusion of classroom reading projects.● Use technology in the reading classroom; for example, use storytelling videos.	<ul style="list-style-type: none">● provide support as needed through guided reading groups● provide individualized copies of teaching charts● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning● scaffold or stretch learning through the use of various strategies● provide appropriate reading partners	
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Running Records ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.