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| **Grade 2****Unit Overview*****Nonfiction Book Clubs*** |
| **Focus Teaching Points** | *Thinking, talking, and writing about our reading:** Preparing to read nonfiction by previewing the text and using prior genre knowledge
* Preparing to talk about topics with reading club members
* Explaining and discussing information rather than reading with club members
* Breaking longer texts into manageable parts
* Reading closely to find the main ideas in the text
* Explaining what we’ve learned with a short statement
* Identifying the whole-book topic and the subtopic of a section
* Thinking about how a fact is related to a section of text, a heading, or the main topic of the whole text
* Gathering information across a whole book, thinking how a particular page fits with other parts
* Teaching the main ideas of our learning to club members, using our hands as organizers
* Explaining confusions to club members
* Talking about club members’ confusions with text
* Reacting to the information in our books
* Envisioning what the author is trying to teach us
* Asking questions and pushing ourselves to answer them in order to grow ideas
* Organizing information gathered to match the reading
* Sharing our revised thinking with club members
* Comparing information in books to our own lives
* Comparing and contrasting different kinds or parts of the same larger topic
* Discussing differences in new information with club members
* Asking questions of club members to help them grow ideas
* Holding club members accountable by asking about evidence
* Reading like writers by noticing authors’ styles
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *10*

***Reading Standards for Information (RI)**** *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

***Reading Standards: Foundational Skills (RF)**** *3, 3a-3f, 4, 4a-4c*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 3, 4, 6*
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| **Bends in the Road** | * Each reader brings strengths as a nonfiction reader to clubs
* Nonfiction club members add their own ideas to what they learn
* Nonfiction clubs compare and contrast information about their topics
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| **Recommended Professional Resource(s) to Guide Instruction** | * “Reading Nonfiction Cover to Cover: Nonfiction Book Clubs” from the *If . . . Then . . . Curriculum* in the *Units of Study for Teaching Reading, Grade 2*
* *The Primary Comprehension Toolkit*, particularly lessons from books 4 (*Infer and Visualize*), 5 (*Determine Importance*), and 6 (*Summarize and Synthesize*)
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| **Recommended Anchor/Mentor Texts** | * A collection of engaging nonfiction texts (both print and digital, such as those found on Storia and video clips) on a topic the class can study together through your demonstrations in minilessons
* Texts used in *Comprehension Toolkit* lessons
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| **Tips for the Unit** | * This unit focuses on reading nonfiction texts and discussing them in book clubs. The topics will depend on what you have available, and you may want to use this opportunity to create a club set of books or two focusing on the science topics you are or will be studying, such as friction or matter, along with the typical topics of sharks and rain forest that you may have available. You will find more information on organizing books in the tips below.
* Prior to the start of the unit, begin a nonfiction read aloud and a nonfiction shared reading book, either a big book or a small book you can share under the document camera; you will use these components to support your minilessons, as you did in the earlier nonfiction unit (see *Becoming Experts* from *The Units of Study for Teaching Reading*). Use the read aloud as a “maxi-version” of the nonfiction clubs in which students will soon participate. See more on this on page 96 of the unit.
* Before beginning the unit, collect books for book clubs on several topics. You will want more book baskets than clubs so that students can have a choice in the topic they study. It is wise to collect the books first, then offer the choice of topics to students. Otherwise, students may select a topic and send you on a wild goose hunt for books on the topic! Your students will have had this experience in selecting a topic for studying and joining a club from first grade. You may want to talk to your grade 1 colleagues to find out more about your students’ experiences and to borrow an anchor chart to lift the rigor of your students’ work if you find they need a nudge. *Note: the unit suggests students create their own baskets from your nonfiction library (see pages 97 – 98). We think this unit works well either way, so it is your choice.*
* This is one successful method for having students select a topic to study:
	+ List the available topics on a chart.
	+ Have students browse the baskets (put a basket or two on each table to have students browse, then rotate them).
	+ Have students identify their interests by writing their names under “top 2 or 3” choices.
	+ Use this information to organize them into groups of 4. If you have enough books for more than one book club to study a topic, you could level the clubs a bit more. Either way, be sure there is a range of levels in the topic baskets and that you monitor students’ reading so that they are mostly reading just-right nonfiction texts. You will also want to teach students how to deal with difficult texts. See the **Classroom Library** section below for more on text options.
* See more on carefully designing book clubs on page 95 of the unit.
* During this unit, be sure to set aside time each day for reading just-right chapter books (fiction).
* This is a great unit to weave in lessons from the *Comprehension Toolkit*. You could either pull in lessons as you see a natural fit in the unit, or you can decide to select one day each week to use a lesson from the *Toolkit*. We suggest, in particular, the last 3 books because this is a K – 2 resource and students probably have experience with books 2, 3, and 4 from prior years. You can expect students to incorporate the type of thinking highlighted in books 2 and 3 into their daily work.
* On the [Anchor Charts](http://ppsgrade2.weebly.com/anchor-charts.html) page, you will also find many charts from prior versions of this unit and the current unit to support your teaching in this unit.
* Now that you have taught a unit focusing specifically on students’ writing about reading, you could insert opportunities for students to write longer about an idea from their annotations or in response to the read aloud or shared reading text with which you are modeling thinking and jotting notes. Demonstrate how to take a jotted note and write longer about the idea. Periodically (about once every week and a half), you may want to ask students to focus on a longer written response, using a learning progression to help lift the quality of their writing over the unit. You could adapt or use the learning progression developed during Literacy PD using a pre-assessment (see the Assessment section below.) The thinking and talking work of this unit supports a higher quality of written response, so you will not want to replace the talking about ideas with writing. Rather, an occasional opportunity to write a longer response after elaborating orally will support their quality of writing best. This writing will particularly fit within the second bend of the unit.
* Be sure to balance students’ experience and understanding of the following questions across the unit:
	+ - What is the author trying to teach me?
		- What did you learn from this article/text?
		- What else do you know about this topic?
* Be sure to also teach students that readers use text captions ***and*** the photographs/illustrations in nonfiction texts to understand what the author is trying to teach the reader; lesson 17 of the *Primary Comprehension Toolkit* teaches students to paraphrase text. You can use short articles from *Toolkit Texts* for grades 2 – 3 for small groups needing specific work in paraphrasing.
* In Bend One, remind students of all they know about reading nonfiction to preview the text and interact with increased levels of text complexity. The teaching points of this part extend this knowledge and deepen their understanding from the earlier nonfiction unit. Teach students to use text structures to preview the text to determine how to best read a section and how the parts fit together. The work of this unit also focuses on main idea and details. See pages 97 – 103 of the unit for more on this bend.
* In Bend Two, teach students strategies for remembering the information the author is trying to teach, while also developing their own ideas about the topic and texts. In this part, students spend their time developing ideas and opinions about the information they are learning, referring back to the text to support their ideas. In this bend, you will really support students in making their thinking visible (jotting notes to mark places for talking and growing ideas). Use your read-aloud and shared reading times to reinforce the teaching about this. You will also find the language prompts suggested in this bend helpful for students’ club work. See pages pages 104 – 109 for more information.
* In Bend Three, clubs will compare and contrast information and ideas within books, across books, and across topics. Teach students to consider both the content and the style of books as they notice similarities and differences. Helpful language prompts are listed in this bend. See pages 109 – 113 for more information.
* For a list of possible teaching points associated with each bend in child-friendly language, see pages 114 – 117.
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| **Classroom Library** | * For this unit, you will want to have nonfiction books at levels that will push readers forward: it is helpful to have new books at higher levels on topics already explored in the first nonfiction unit and easier books on new topics to the class or particular students. See page 94 for specific suggestions on gathering materials for students to read. Your grades 1 and 3 colleagues and your school’s book room (see your CTL) will help with this preparation. Storia is also an excellent resource for nonfiction. Clubs could have both print and digital book baskets on a topic.
* The classroom library should be organized to support choice with these texts, but children should continue to have some time to choose texts across a wide variety of genres.
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| **Materials and Resources** | * Nonfiction read-alouds that lend themselves to the work of the unit; several books on the same topic, ranging in difficulty
* High-interest, engaging nonfiction texts for shared reading (a text for each bend), either big books, nonfiction poems, or small books that can be enlarged; Storia is an excellent resource for this purpose as well
* Reading Folders for students to hold a reading log appropriate to second grade
* Charts related nonfiction reading and thinking strategies from the earlier unit you taught
* Charts to support this unit found on [heinemann.com](http://www.heinemann.com) under the If . . . Then . . . Curriculum/Reading Nonfiction Cover to Cover
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| **Assessment** | * For ideas about an informal pre-assessment and post-assessment of information reading, see pages 92 – 93 in the unit. The unit suggests using a grade-level text and identify a few parts where students will do some quick stop-and-jot assessments to reveal how they engage with the skills you plan on teaching, such as main ideas and details.
* Students’ reading logs
* Students’ sticky notes/thinking notes/club notes
* Teacher’s conferring notes
* If you would like to assess students’ writing about nonfiction reading, focusing on main idea and detail, you could use the [assessment suggestions](http://ppsgrade2.weebly.com/assessment4.html) on the Assessment page of this unit. This assessment was created with teachers during a Literacy PD using passages from the *Primary Comprehension Toolkit*.
* A more complex performance assessment that combines students’ reading and writing can be found under the *Writing Pathways* tab on the [heinemann.com](http://www.heinemann.com) website.
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| **Celebration** | * It is important to provide students with some way to share their learning in their clubs with others outside the club. Clubs could be paired up to teach each other about their topics. The presentation may include a chart or a diagram. You could have a “museum” share in which visitors come to each book club to hear what children have learned. Clubs will be “instructors,” teaching the information from the texts they have read. See page 113 for specific ideas.
* Be sure students have a chance to reflect on how and why others might need to know this information, so that children understand that their learning has real-world impact.
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