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| **Grade 2****Unit Overview*****Becoming Experts: Reading Nonfiction*** |
| **Focus Teaching Points** | * Reading to notice, learn, and question
* Putting together the details of the book with our own thoughts to figure out what the book is teaching the reader
* Previewing all the parts of a book to determine how the book works
* Noticing new information
* Anticipating and using the lingo of a nonfiction topic
* Using text features to notice and understand keywords
* Using context to build knowledge of unknown words
* Using strategic and flexible thinking to solve words
* Rereading to grow more information about the topic
* Using topic lingo to teach others
* Reading several books on a topic
* Reading to add information across books
* Thinking and rethinking about how information is connected across books
* Finding, thinking, and talking about similarities and differences in information across books
* Retelling topics, not just books
* Teaching others
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| **Key CCSS Standards** | ***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, 6*

***Language Standards (L)**** *1, 3, 4, 6*
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| **Bends in the Road** | * Thinking hard and growing knowledge
* Learning the lingo of a topic
* Reading across a topic
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| **Recommended Professional Resource(s) to Guide Instruction** | * *Becoming Experts: Reading Nonfiction*, by Amanda Hartman, Celena Dangler Larkey, Lindsay Wilkes, and Lucy Calkins, series editor from *Units of Study for Teaching Reading*, 2015, along with the resources accompanying this unit on [heinemann.com](http://www.heinemann.com).
* *The Primary Comprehension Toolkit*, particularly lessons from books 5 (*Determine Importance*) and 6 (*Summarize and Synthesize*)
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| **Recommended Anchor/Mentor Texts** | * *Knights in Shining Armor* by Gail Gibbons
* *Tigers* by Laura Marsh
* *Amazing Animals: Tigers* by Valerie Bodden
* Nonfiction texts that provide engaging information and opportunities for the comprehension work of the unit
* Songs from movies like *The Lion King* or *The Jungle Book* (see page xiii)
* Texts used in *Comprehension Toolkit* lessons
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| **Tips for the Unit** | * We highly recommend that you read the first brief section, “An Orientation to the Unit” to understand the goals and expectations for this unit and to get a sense of the unit as a whole (see pages vi – xiv).
* 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.
* In this unit, students will increase the amount of nonfiction texts they read independently. To transition students into this genre, the unit begins by teaching students to read fewer words but to *think more*. In order to do this, begin by providing students with alternate nonfiction texts: diagrams, maps, rules for games, globes, directions, etc. See page xii and the first two sessions (“Getting Ready”) for more on this.
* You will most likely need to consider your supply of nonfiction books available to you and your students in order to determine how best to provision your classroom for independent reading. There are many ways to provide your students with a variety of nonfiction texts that they can read independently. Each week, you will want students to have access to about ten new just-right books. If you do not have enough texts for students to have their own personal collection of new books each week, then you will want to consider alternate ways. Pages xii – xiii of the unit have some practical suggestions for supporting your students’ nonfiction reading habits.
* [Storia](https://www.storiaschool.com/#/students/login) is an excellent resource for providing students with digital “just-right” book bags. Students could each have a particular day each week to read from their digital book bags during reading workshop. You can also use this resource to project texts for shared reading.
* It is important to teach students how to use the nonfiction text features to preview the book (or section) and to then match up the information in the text on that page to the expectations from the preview of the text features. Students enter grade 2 with knowledge of text features, so it is important that the teaching you do is focused beyond the identification of the features.
* The minilessons in this unit are designed to be taught alongside **shared reading** sessions and **read-aloud** experiences. Please see page 116 for a five-day plan for shared reading designed specifically for the work of this unit. Please see page 102 for a three-day plan for the read aloud designed specifically for the work of this unit. For subsequent weeks, you can use alternate texts with the same teaching points to show students how they can think in the same ways across texts.
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| **Classroom Library** | * For this unit, you will want to add plenty of nonfiction texts to your classroom library. **Ask your CTL or School Librarian** to help you supplement your existing supply of nonfiction texts for students’ independent reading during this unit. 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.
* The classroom library should have a range of texts in terms of complexity, genre, authors, and length to appeal to the diversity of readers in your classroom.
* Books can be organized by author, genre, text type, etc.
* Some portion of the library may be leveled.
* [Storia](https://www.storiaschool.com/#/students/login) is a good resource for providing students with a variety of nonfiction texts.
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| **Assessment** | * You may want to assess a few comprehension skills students need to develop in reading nonfiction books, if you feel you do not already have that information, particularly in the areas on which this unit will focus: main ideas, questions, vocabulary, and accumulating information across texts. To do this, you can listen to students talk about books during read-aloud, conferences, and partner talk times. To begin the unit, you may decide to use a read-aloud experience to choose a few parts where you will ask kids to do some quick stop-and-sketch or stop-and-jot assessments. For example, you might read a section and ask students to jot a heading that describes what that section is mostly about, or you may ask students to jot questions about the text. See page xi for more suggestions on such assessment practices.
* At the end of the unit, you could engage students in a similar stop-and-sketch or stop-and-jot assessment with different texts to determine student growth. See the top of the second column of page xi for more information.
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| **Celebrations** | * To celebrate the work of this unit, you may want to turn your class into a museum, with the students acting as tour guides leading reading exhibitions for classroom visitors. See pages 96 – 100 for specific suggestions and tips for this celebration.
* Another way to celebrate the work of the unit in an authentic way is to create an enlarged class book with each student or partnership creating a page to teach readers some information. Students could use their knowledge from the unit in writing workshop to decide how to present the information, as well as digital tools, such as [vocaroo.com](http://www.vocaroo.com) and QR codes inserted on the pages.
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