

Unit 5: Nonfiction: Spotlight on Questioning and Summarizing (4 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will expand their repertoire of strategies for reading nonfiction texts. These strategies will enable students to acquire background knowledge about a variety of topics. Nonfiction units of study in reading allows for integration of the science, social studies and reading curriculum, and reflects the NYS Common Core Standards.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Use text features efficiently to read and understand texts
- Develop questions about a topic
- Paraphrase new learning
- Summarize new learning
- Develop opinions about topics read and supply reasons for the opinion

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying nonfiction text features and their purposes (e.g., index, table of contents, glossary, heading)
Chart the following: (Review from Grade K and 1)
 - Feature
 - Purpose (How does it help the reader?)
 - Example (visual)
 - Location – where it typically appears in texts
- Using the text features to locate information
- Jot new learning garnered from the features on Post-its or graphic organizers
- Previewing the text by looking at the features of the text and making predictions about what the text will teach the reader
- Activating prior knowledge to identify what the reader already *thinks* he/she knows about a topic
- Generating questions about what you want to learn about a topic
 - Based on what I think I know about the topic what do I want to find out?
 - What do I still need to learn about the topic?
- Identifying the purpose and value of asking questions
 - When do readers ask questions?
 - Why do readers ask questions?
 - How does asking questions help readers?
- Noticing different types of questions readers ask and considering the purpose of each type
 - Thick vs. thin
 - Interesting vs. important
 - Answerable vs. lingering
- Expanding the class coding system to use while note taking as way to track thinking (See Unit 4)

2014-2015 Grade 2 Reading Units of Study

- Taking notes while reading using Post-its, reader's notebook, graphic organizer
- Exploring the different ways readers read nonfiction as compared to fiction
 - Dip in and out
 - Read smaller chunks, pause to stop and think
 - Closely study features to support understanding
 - Vary reading rate based on topic, text complexity
- Reading book in chunks and stopping and thinking about what was read (i.e., monitoring for meaning)
- Pausing when new information is learned and restating in own words (Closing the book is helpful for some students when paraphrasing new information learned as well as orally rehearsing before jotting notes.)
- Revising thinking about a topic after having read a text or chunk of a text
 - What was new learning?
 - What prior learning was confirmed?
 - What were my misconceptions about the topic?
 - How has my thinking changed about the topic?
- Summarizing the big idea of a chapter or a section on Post-its or a think sheet
 - The book is about..."
- Using notes to share information with a partner
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Create a class book about a topic studied in science/social studies. Compose text as part of shared writing. Partner/group students add features to the class book (TOC, diagram, captions, index, fun facts, glossary, etc.).
 - Students share in small groups new learning they have gathered about a topic across texts. (Student sharing takes on the role of "teacher.") Participants ask questions as part of the conversation. Group summarizes their new learning following the conversation.
 - Students reflect about the genre of nonfiction. What do you know now about nonfiction as a result of this unit of study? Compare and contrast fiction and nonfiction. What are the different text structures for nonfiction that you came across?
 - Students reflect about the unit of study. How have you changed as a reader as a result of this unit of study? What strategies do you find helpful when reading nonfiction? How did each strategy help you as a reader? Be specific. Students can jot responses and share with one another.

Notes/Tips:

- Each day students will spend time independently reading nonfiction just right books for a **minimum** of 20 min. and talking about nonfiction books with a partner for 5-10 min. Then students will independently read fiction just right books for a **minimum** of 20 min.
- Students will have just right fiction and nonfiction books in their book baggies.
- Recommended nonfiction publishers for leveled texts for classroom libraries and guided reading sets includes National Geographic (Windows on Literacy), Sundance and Newbridge. Many of the available texts correspond to the grade level science and social studies standards.
- Recommended nonfiction resources include books as well as articles. To access Time for Kids articles archived on the district website login to eChalk, select Grade 2 ELA Resources, choose related folders in Resources. There are also a host of high quality online databases (e.g., World Book Online, Searchasaurus, Pebble Go) available to all teachers. To access online databases login to eChalk, select My Account, click on Applications. Recommended resources for gathering articles includes: *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Ann Goudvis, *Toolkit Texts for Grades Pre-K-1: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis. (Copies of toolkit guides are available in each school .) Other suggested resources for gathering articles include the following: Scholastic News, National Geographic Explorers, BOCES booklists.
- Use interactive read aloud and shared reading all year long to share nonfiction texts. Read aloud nonfiction often during this unit.
- It is important to pull together a library of nonfiction books that span the reading levels of students.
- It's helpful to have partners read books about the same topic or have available multiple copies of titles so they can read the same text.
- For homework some teachers send home nonfiction articles and have students record new learning and the corresponding feature. Other teachers have students and their families respond to a set of guided questions connected to an article (e.g., Scholastic News).
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page.**

Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.

- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 2nd Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 4, pp. 107-122)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 1 Monitor Comprehension, Lesson 3, Strategy Guide 3 Ask Questions, Lessons 10-14, Strategy Guide 6 Summarize and Synthesize)
- *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Anne Goudvis
- *Toolkit Texts for Grades 2-3: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapters 8, 11)
- *Reading with Meaning* by Debbie Miller (Chapter 9)
- *Making it Real: Strategies for Success with Information Texts* by Linda Hoyt
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson