Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 2	English Language Arts-Reading		Nonfiction Text Features

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	January	K-W-L Chart organization and implementation, recording information on webcharts.

Unit Description Students will learn to identify information from a non-fiction text, by asking questions and focusing on the text features of the book.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be assessed on main purpose of a text, and using information from text and text features to explain knowledge of a subject.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score at least 16 points out of 20 (80%) on the summative assessment to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	*Big Book *Clouds, Rain, and Fog* by Fred and Jeane Biddulph *K-W-L Chart Paper * Web chart on chart paper titled, "What information about the weather did we find by using the text features of this book?" *Teacher and Student copies of *How and Why Animals Prepare for Winter* by Elaine Pasco * Paper for group K-W-L Charts * Web chart on chart paper for teacher and students titled, "What information about animals preparing for winter did we find by using the text features of this book?" Student copies of *Tornados* by Mari C. Schuh * Assessment

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will create K-W-L Chart using chart paper. Teacher will introduce weather asking students to generate a list they already know about the weather. Teacher will list things under the K (What I Know) section of the K-W-L. In groups students will generate questions they would like to know about weather. Teacher will write down shared questions on the W (Want to Learn) Section of the chart. Teacher will guide students through a picture walk of the book *Clouds, Rain, and Fog*. Teacher will ask students, "What do you think we might learn from this book?" Teacher will emphasize text features: Title, Table of Contents, Index, and ask, "What else will we learn from this text?" Teacher will review the student's questions from the K-W-L chart and begin reading the book. During reading teacher will model how to stop and monitor what has been read and review what is being learned. After reading teacher will pose the question, "Did this book answer your questions?" "What was the purpose of this text?" Teacher will return to the K-W-L chart and record student responses under things they have learned under the L (What I Have Learned) section of the K-W-L.	Teacher will return to the big book, Clouds, Rain, and Fog from Lesson One. Teacher will ask students what the text was about and have students share responses. Teacher will talk about the text features in the book and how they help us learn information about weather. Teacher will introduce the created web chart with "text features" written in the middle of the web. Teacher will ask, "What are the text features in this book?" Teacher will record features into the seven bubbles around the web as students identify them (table of contents, captions, photos, headings, questions/ answers, diagrams, index). Teacher will start with the table of contents and ask students to tell what they learned from the Table of Contents. Teacher will record student responses next to the Table of Contents bubble on the chart web. Teacher will repeat this for other text features completing the chart. Teacher will ask students, "Did what we read in the text features, support the purpose of the text?" Teacher will post the chart in the classroom for future reference for non-fiction texts.	Teacher will go back to K-W-L chart from Lesson One reviewing what we Knew, Questions we wanted to know, and what was Learned about weather. Teacher will review the web chart from Lesson Two and ask students, "What have we learned about weather from the text features?" Teacher will record student learned responses on the L section of the K-W-L chart. Teacher will introduce the book *How and Why Animals Prepare for Winter* by Elaine Pascoe. Teacher will ask students, "What do you know about how animals prepare for winter?" Teacher will break students into groups and give five minutes for group to complete a K (What we Know) section of a K-W-L. Next, teacher will ask students, "What do you want to learn about how animals prepare for winter?" In groups student will have ten minutes to brainstorm what they want to learn about animals and record it under the W (Want to Learn) on the K-W-L. In groups teacher will have students complete picture walk of the story and discuss what they think the text will be about. Teacher will ask groups to point out "text features" they find in the text. Teacher will record text features students find in the creating a web chart sample to display on the wall. After book walk, teacher will	Teacher will return to the book, *How and Why Animals Prepare for Winter* by Elaine Pascoe. Teacher will ask students what the text was about and have students share responses. Teacher will review text features in the book. Teacher will review chart of text features that was began in Lesson Three listing the text features found in the text. Teacher will explain to students that in groups from Lesson Three they will complete a web chart about what they learned from the different text features using the sample from Lesson Two that is posted on the wall. After thirty minutes, teacher will ask students to share items learned from text features that are recorded on their web charts. Teacher will record group responses on classroom sample web chart from lesson three.	Teacher will review and model reading through K-W-L chart and web chart from Lesson Three and Five. Teacher will instruct groups to reread over their K-W-L charts from Lesson Thee and web charts from Lesson Four. After reviewing charts, teacher will have groups add what they learned from the text features onto the Learned section of their K-W-L charts. Teacher will have groups share Learned section responses to classmates. Teacher will post completed K-W-L charts to be on display around the classroom for future reference of non-fiction texts. Teacher will assign students to individually read, *Tornadoes* by Mari C. Schuh. Teacher will assess students on reading the text, completing a K-W-L chart on Tornadoes, and recording all the text features they found in the text.

			read the text *How and Why Animals Prepare for Winter* as students read along, pointing out text features and monitoring what was read and learned. After reading teacher will ask, "What was the purpose of this text?" and have groups work together to record what they Learned on their group K-W-L chart. Groups will share their K-W-L chart with the class. Teacher will store groups K-W-L charts for Lesson Four.		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	1. Students will brainstorm what they already know about the weather as teacher records answers on classroom K-W-L chart. 2. Students will generate questions about what they want to learn about weather as teacher records answers on classroom K-W-L chart. 3. Whole group will do picture walk of text Clouds, Rain, and Fog. 4. Students will discuss what might be learned from the text. 5. Students will identify text features in text:	1. Students will review big book from Lesson One Clouds, Rain, and Fog and share what the text was about. 2. Students will review text features discussed in lesson one and identify additional text features not discussed in Lesson One. Whole group will discuss text features in the text as teacher greats a web chart of text features found. 3. Whole group will return to each text feature in the big book, and discuss what was learned from each text feature as teacher	1. Students will review K-W-L chart from Lesson One and web chart on what was learned from text features in Lesson Two. 2. Students will share what was learned from text features, as teacher records on classroom K-W-L chart. 3. Students will be introduced to book, How and Why Animals Prepare for Winter by Elaine Pascoe. Teacher will break students into small groups and give five minutes for group to complete the K (Know) section of the K-W-L chart.	1. Students will review How and Why Animals Prepare for Winter by Elaine Pascoe in Lesson Three. 2. In groups students will complete a webchart about what they learned from the different text features using the sample from Lesson Two . 3. After thirty minutes students will share their groups findings and what they recorded on web charts with the class.	1. Students will review K-W-L charts from previous lessons. 2. In groups students will review K-W-L from Lesson Three and Four. 3. In groups students will add to the Learned section of their group K-W-L chart using information learned and recorded on their text feature web chart. 4. Students will be assessed on main purposes of text, and using information from text and text features to gain knowledge of a subject. Students will individually read *Tornadoes* by Mari C.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Title, Table of Contents, Index. 6. Students will listen and observe pictures in big book Clouds, Rain, and Fog as teacher reads aloud, participating in classroom discussion about what is being read. 7. Students will discuss what was learned from text as teacher records answers on K-W-L chart. 8. Students will review completed sections of K-W-L chart and discuss how features of the text helped answer some of the questions students wanted to learn.	records student responses on class web chart. 4. Students will identify where chart is posted in classroom to use for future reference with nonfiction texts.	4. Next students will have ten minutes to complete the W (questions we want to learn) sections on a group K-W-L chart. 5. In groups students will picture walk through the story, identifying and discussing text features found in the text with their groups. Students will share test features found in picture walk, as teacher records them on chart paper to create a web chart. 6. Students will read along with teacher in How and Why Animals Prepare for Winter again pointing out text features and discussing what was read and learned. 7. After reading students will work together to record what was learned on their group sections of the K-W-L chart.		Schuh, record what they Know about tornadoes, questions they Want to learn about tornadoes, and what they Learned about Tornadoes. Students will identify text features in the text and use the information from the text and text features to tell what they learned from the text.

Summative Assessment:
Name:_____

Assessment: CCSS #6 Identifying the main purpose of a text, including what the author want to answer, explain, or describe.

Think about what you know and want to learn about tornados.
Record what you **Know** about tornados.
Record at least three things you **want to learn** about tornados from the text. (Worth 4 points)

KNOW (1 point)	**WANT to Learn** (3 points)

After completing the Know and Want to Learn, book walk, and read through the text *Tornadoes* by Mari C. Schuh. Create a web chart below with the text features you find in the book. (8 points)

Text Features
Web Chart

In your own words, tell at least three new things you learned about Tornados from the text. (3 points) LEARNED
1. 2. 3.

What was the main purpose of this text? (2 points)

_____

_____

_____

Which text feature helped you find page numbers that sections/ chapters of the book were on? (1 point)

a. Index b. Glossary c. Title d. Table of Contents

Which text feature has the definition to highlighted terms in the book? (1 point)

a. Index b. Glossary c. Title d. Table of Contents

Which text feature gives descriptions to pictures and or diagrams in a text? (1point)

a. Index b. Photos c. Captions d. Table of Contents