

Unit 2: Word Detectives & Small Moments/Revising Personal Narratives

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **October**
Length: **October/November**
Status: **Published**

Unit Summary

In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher will focus on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children will learn how to use strategies in higher level texts, with longer, more complex words, maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

Reading assessments will be conducted in this unit and throughout the year using Running Records. In addition, Foundations, Level 1, Wilson Language Basics, (2012, Wilson Language Training Corporation) will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Writers will continue to learn ways to elaborate on their stories-working with both new stories and revising previously written stories. The students will be revisiting their writing folder full of previously written stories. The students will study "craft moves" authors make that they could try as well in their own writing.. Each child will also select a piece of writing he or she wants to publish. The students will learn revising and editing strategies to make their writing better. They will also "fancy up" their writing by making a cover page, adding details and color to illustrations.

Standards

LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.

LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

Student Learning Objectives

Student Learning Objectives for Reading:

Students will learn to....

- Use strategies to think about how a story goes before, during and after reading.
- Envision a scene as they read, using the pictures and the words to make a movie in their mind.
- Practice reading fluently and expand their repertoire of known words by rereading.
- Slow down to break up longer words part by part.
- Expect there will be hard parts.
- Actively solve problem when reading text.
- Stop at the first sign of trouble and try a strategy.
- Try many ways to figure out hard words since they know groups of words can make different sounds.
- Use clues in illustrations and the text to infer meanings of unknown words.
- Use all they know to read smoothly, like storytellers
- Use partners to and help one another.
- Use words they know to solve words they don't know.

Student Learning Objectives for Writing:

Students will learn to....

- Identify that their everyday life is made up of many small moments.
- Identify small moments in their lives.
- Organize a narrative in chronological order.
- Identify that small moments are told in first person ("I" voice).
- Refer to mentor texts to help craft small moment personal narratives.
- Identify the stages of the writing process.
- Think of a sentence and use a capital letter to start the first word.
- Support each other's writing in partnership.
- Use writing strategies to craft and refine a small moment personal narrative.
- Study mentor texts for craft techniques authors use in narratives.
- Edit with a partner for sense, capital letters at the beginning of sentences, and word wall words.

Essential Questions

Essential Questions for Reading:

- How do readers notice and tackle trouble in their reading?
- How do readers use partners to help them problem solve when reading?
- How do readers solve words they don't know?
- How do readers use clues from letter-sounds, pictures, and text to help them tackle hard words?
- How do readers use their voice to convey meaning?

Essential Questions for Writers:

- Where do writers get their ideas?
- What is a sentence?
- How do I organize my materials for writing?
- How can I effectively communicate a story through writing?
- How do writers respond/support to one another?
- How can I write a narrative that focuses on a small moment in time?
- How do I use end punctuation to help my reader understand my writing?
- How do writers share their writing?
- How do writers work through the writing process?
- How do writers take a big idea and focus on a small moment to write about?
- How do writers use craft strategies to expand a small moment into a story?
- How do writers use craft strategies to add details and show importance in their stories?
- How do writers use partners to help them with their writing?
- How do I check my work for spelling words correctly?

Enduring Understandings

Enduring Understanding for Reading:

Students will understand that...

- Readers have important jobs to do—using everything they know to solve a word, self-monitor, readers make a plan, readers get help when they need it

- Readers add new tools to read hard words
- Readers encounter trouble and have strategies for problem solving.
- Readers stop to think about the story as they are reading to make sure they understand.
- Readers use partners as a resource to problem solve and share ideas.

Enduring Understanding for Writing:

Students will understand that...

- Students will understand that writers have routines and procedures to follow in a workshop setting and with their writing partnerships.
- Writers think about a topic, rehearse it, sketch their ideas and then write as a strategy for their narrative writing.
- Writers need to edit their writing for capitalization, punctuation, and spelling.
- Writers use personal experiences to convey meaning.

Application

Application for Reading:

Students will be able to independently use their learning to...

- read from a just-right book for a sustained period of time
- sit knee to knee with a reading partner
- point to a book when discussing the pictures and words
- laugh at a funny part of a book
- use fingers to retell a story
- choose books from the library
- stretch sounds and cover parts of words to decode unfamiliar words
- actively listen and respond to a book read to them (Interactive Read-Aloud)
- ask and answer questions about a book read aloud to them (Interactive Read-Aloud)
- read many high frequency words (Shared Reading).

Application for Writing:

Students will be able to independently use their learning to...

- identify small moments in their lives.
- organize a narrative in chronological order.
- use writing strategies to craft and refine a small moment personal narrative.
- study mentor texts for craft techniques authors use in narratives.
- experiment with elaboration and details.
- follow the writing process.
- support each other in partnerships
- Identify a sentence in their writing with a capital letter and end punctuation.

Skills

Skills for Reading:

Students will be skilled at ...

- Monitoring reading effectively for accuracy and meaning
- Utilizing meaning and structure strategies for solving words
- Breaking an unknown word into chunks when decoding
- Utilizing spelling patterns and the analogy strategy to decode unknown words
- Rereading, asking questions, making predictions, and talking about texts
- Becoming less dependent on pictures in text and drawing more from the text to envision and understand the story
- Utilizing context clues to determine the meaning of unknown words
- Implementing multiple reading strategies

Skills for Writing:

Students will be skilled at ...

- Telling and writing small moment stories about their own lives.
- Reading like writers and noticing the characteristics of personal narratives.
- Elaborating on their ideas by focusing on a small moment
- Writing independently with stamina.
- Organizing their writing with a beginning, middle, and and end.
- Improving their writing by revising and editing.