

# Unit 1: Launching Reading and Writing and Letter Writing/Small Moments

Content Area: **English Language Arts**  
Course(s): **Writing 2, Reading 2**  
Time Period: **September**  
Length: **30 Days**  
Status: **Published**

## Standards

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LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.

## Unit Summary

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This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community,

reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling. Throughout the month you will be assessing students using the Fountas and Pinnell Benchmark Assessment.

This unit is designed as an introduction to second grade writing workshop. Students will learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will become familiar with the routines and expectations of each classroom as well as engage in writing to build stamina and independence. Students will demonstrate their writing stamina and proficiency through their writing. Students will practice workshop procedures while learning and writing friendly letters. Students will continue with their small moment stories by brainstorming topics choices, planning/rehearsing their stories, sketching, and writing with emphasis on editing and revising too.

Second graders will continue the repertoire work that they began in September with Small Moment writing but now carry this work forward by studying the craft of an author(s) and incorporate these craft moves into their own writing, using them to craft stories that readers are eager to read. Their stories should recount a well-elaborated event, including details, thoughts, actions, feelings, and providing a sense of closure. To do this work, students will look closely at the work of one published writer(s) and learn to let that writer function as a mentor noticing the author's craftsmanship, thinking, "Perhaps I could try this in my piece."

## Student Learning Objectives

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Student Learning Objectives for Readers:

Students will learn to....

- Choose a Just-Right Book
- Read longer and stronger building their stamina.
- Use fix-up strategies to figure out tricky words.
- Share their reading with a partner.
- Retell what they have read.
- Monitor for meaning before, during, and after reading.
- Read with fluency.

Student Learning Objectives for Writers:

Students will learn to....

- Engage in the writing process.
- Create a writing folder and learn how to use the writing center independently.
- Write and describe their Summer break. Using information that they have used in the past.
- Identify what questions or information they would like to learn about them?
- Learn to use capitalization and punctuation rules.
- To write meaningful, beautiful stories using the craft of mentor authors.
- Capture everyday moments and save them as possible story ideas to write later.
- Use strategies to stretch out a small moment
- Zoom into a small moment using details
- Write a concise endings

## Essential Questions

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Essential Questions for Readers:

- How do readers make decisions based on habits, volume, and stamina?
- What do readers think about before, during, and after reading?
- What can partners talk about to grow ideas about their reading?
- How do you read with fluency?

Essential Questions for Writers:

- What is Writing Workshop?
- How do I engage in the writing process?
- How do writers write about a significant small moment?
- How do you write a friendly letter?

## Enduring Understandings

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For Readers:

Students will understand that...

- Readers make decision on how they want their reading life to go.
- Readers are always thinking- before, during, and after the book.
- Readers prepare and plan for partner reading time.
- One of the most important ways to understand what we read is to successfully retell books to our partners.

For Writers:

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.
- Writers use five parts of a friendly letter as a form of communication.

## Application

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For Readers:

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

- Choosing a Just- Right Book
- Sitting and reading independently
- Turning and Talking to a partner
- Using reading strategies- retelling, figuring out tricky words

- Writing in reading notebooks
- Whisper reading

For Writers:

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

- Write a friendly letter
- Share their writing with a partner
- Write a small moment
- Write using capitalization and punctuation

## Skills

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For Readers:

Students will be skilled at ...

- Recommending books/book choice
- Reading stamina- grade appropriate amount of time
- Focusing on their reading
- Questioning
- Monitoring for meaning
- Word attack

For Writers:

Students will be skilled at ...

- Writing a letter.
- Sharing their writing
- Drafting
- Revising
- Editing