

Unit 2: Tackling Realistic Fiction and Writing Fiction

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **November**
Length: **20 Days**
Status: **Published**

Unit Summary

This unit will teach students that readers are active problem solvers. Because of the growing length and complexity of the books they are reading, students will encounter words and phrases they do not understand, and will need a growing repertoire of strategies and skills to read the words on the page and to understand the nuances of the stories. They will continue to adapt their reading skills and strategies to meet the needs of more complex texts in order to be resourceful, independent problem solvers who read with fluency.

This unit teaches students to appreciate and recognize that they can learn from published authors and live like a writer. Students learn to approximate the craft of an author they admire in their small moment personal narratives to write stories that others are eager to read. They will study how to make characters come to life by making them talk, move, think and feel and learn strategies to build tension, create a mood and create an image.

Standards

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Student Learning Objectives

Student Learning Objectives For Readers:

Students will learn to....

- use a variety of print strategies for word solving and use them with flexibility.
- know when their reading does not make sense and strategies for fixing their reading.
- develop an ear for fluent reading and have ways of making their own reading fluent.

Student Learning Objectives for Writers:

Students will learn to....

- be inspired by published authors.
- study the craft and conventions of authors to apply it to their own writing.
- craft their writing thoughtfully and with purpose.
- read like a writer and try on the techniques they see to improve their own writing.

Essential Questions

Essential Questions for Reading:

- How do readers figure out the tricky words and confusing parts in their books?
- How do readers check their understanding as they read?
- How can readers be resourceful when encountering tricky parts?
- How does reading with fluency and expression help readers?

Essential Questions for Writing:

- How do we learn to write by studying the work of authors?
- What craft techniques do authors use as they write their texts?
- Which craft techniques make sense to apply to my own writing to help me communicate my message?

Enduring Understandings

Enduring Understandings For Reading:

Students will understand that...

- Readers have strategies to figure out tricky parts of texts.
- Readers monitor for comprehension.
- Readers are flexible and resourceful when they get to tricky parts.
- Careful readers read with smooth voices.

Enduring Understandings For Writing:

Students will understand that...

- Writers can be inspired by published authors.
- Writers study the craft and conventions of authors to apply it to their own writing.
- Writers craft their writing thoughtfully and with purpose.
- Writers read like a writer and try on the techniques they see to improve their own writing.

Application

Reading:

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

- Read for meaning and stop when meaning breaks down to problem solve.
- Use print strategies to figure out tricky words. Use meaning clues. Use print strategies flexibly.
- Develop automaticity with high frequency words.
- Integrate sources of information.
- Letters and sounds (Looks right)
- Meaning (Sounds right)
- Sentence structure (Makes sense)
- Self-correct when it doesn't look right, sound right, or make sense.
- Read with fluency.
- Read like they are talking
- Use punctuation and meaning clues
- Reread tricky parts so they sound smooth

Writing:

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

- Use a Tiny Topic Notebook to collect ideas for writing by noticing stories from their life.
- Reread, revise and edit as they write.
- Study the work of authors to experiment with and develop craft.
- Setting.
- Exact words.
- Descriptive language.

- Exact dialogue, internal thinking, specific action.
- Figurative language.
- Study the craft of authors to develop an understanding of grammar and punctuation.
- Use literary techniques found in mentor texts studied by the class in their own writing.

Skills

Reading:

Students will be skilled at ...

- using print strategies to decode the text and make meaning of the text.
- reading with fluency
- rereading and monitoring for sense.
- self-correcting when reading independently.
- choosing just right books.
- retelling
- activating schema

Writing:

Students will be skilled at ...

- writing fiction
- studying author's craft and influencing their writing
- reading like a writer and trying techniques to improve their writing.