

# Unit 2 - October

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **October**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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### Essential Questions

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What are the steps I need to follow to create a piece of writing? (Good writers follow a process of steps to develop a piece of writing.)

How does understanding the parts of a book and the book's special features help me understand the book?

How does reading fluently, and with expression help me understand what I'm reading?

How do I chunk and mark sounds in unfamiliar words? What are the exceptions to the closed syllable type?

### Content

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**Writing:** Narrative Writing, Writing for a purpose using the writing process; adding details to complete sentences; Organizing thoughts; Stories with a beginning, middle, and end; Describing actions, thoughts, and feelings; Sharing writing with a partner and/or the class;

**Reading:** Continue to conduct F&P assessment to formulate groups; reading strategies (decoding); Reading for a purpose; Comprehension strategies (depending on levelled group); model reading fluently, with expression, pausing at punctuation, parts of the book, recall facts and details

**Guided Reading: formulate groups;** Use the illustrations and details in a text to describe its key ideas; decoding skills, comprehension strategies; parts of the book to help locate information

**Shared Reading:** Identify the parts of a Story Map/Elements( Describe characters, settings, and major events in a story, using key details); highlight unfamiliar words; model reading fluently and with expression (changing to tone of voice for each character and their mood)

**Language:**Review how to tap, read, write and mark bonus letters, glued sounds. Review closed syllables and include exceptions to the closed syllable (**kind old wild** words). Practice vowel teams.

### Skills

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**Writing:**

Space between words

Plan for details-Describe actions, thoughts, and feelings

Write a story with a beginning, middle, and end

Revise/Edit

Share writing with a partner and/or the class

Write in complete sentences

**Reading:**

Predict/retell

Respond to literature

Retell stories sequentially (b, m, e)

Increase vocabulary

Problem solve while reading independently (decoding skills, looking back into the book to find the information)

Set purpose for reading

Get meaning from context

Summarize

Set goals for reading

Select appropriate reading material for interest and ability level

model reading fluently and with expression

***Guided Reading:***

structural features of informational and technical materials

Locate the parts of a book and use them to locate information

Purpose for reading,

Recall facts and details,

Recognize high frequency words,

Use picture clues

Chunks to make sense/meaning

Continue to practice making predictions and practice comprehension strategies that can be applied to the story and fit their reading level

***Shared Reading: STELLALUNA***

Make connections while reading

Identify characters, make predictions, and provide details

Apply concepts of ***first, then, last, next in retelling***

***extending content-learn bat facts***

**Language: Foundation Unit 1 and 2**

Blend sounds

Bonus letter spelling rule, ff, ll. ss. and sometimes zz

Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk

Blending and reading words with glued sounds

Segmenting and spelling words with bonus letters and glued sounds

Prosody

Fluent passage reading

Review r- controlled vowels

Trick words-shall, pull, full, both, talk, walk (Unit 2)

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**Assessments**

Observations

Journaling

Participation in Writer's Workshop

Analyzing student writing using a rubric

Running records

Observe students during reading groups

Teacher observations

Foundations unit tests/Check-ups

## Lessons/Learning Scenarios

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### Writing:

#### Units of Study-Improving Narrative Writing

minilessons to help improve to organize students writing

-on demand assessment-write the best small moment story you can write (45 minutes) reinding the students to make a beginning, show what happened in order, use details to help readers picture your story, make an ending

review what do author's do-think, draw, label, write, add detail (anchor chart) teacher modeled using beginning of the year paper with small sketch

Students choose an idea from the Tiny Topics book, and follow the steps of what writers do (during this time teacher is conducting conferences)

All Writers make a plan (Anchor chart)-making a writing web and why is it important to organize your ideas (prewriting skills) teacher models then students demonstrate understanding by completing a web

Session 3-Stretching out small moments

Session 4-Writing with Detail: Magnifying a Small Moment

Session 5- Revising with the Masters: Crafting powerful Endings

Session 6- Rereading like Detectives; Making sure writing makes sense and sounds right

Session 7- Working Hard: Setting Goals and Making Plans for Writing Time

Session 8 - Revising with Intent

### Reading:

Concepts of print

Rereading

Leveled reading groups

*Fry instant phrases*

### Language:

**Foundations units 2 and 3**

## Standards

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CCSS.ELA-Literacy.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.

### Resources

Foundational Teacher's Manual level 2, second edition