

Unit A: Nature of Reading & Writing – 2nd Grade

Theme: During this unit, class processes will be developed. Also, reading/writing strategies will be introduced that students will use throughout the year.

Corresponding Science/Engineering Theme: Nature of Science & Engineering

Corresponding Social Studies Theme: Standing Up for Ourselves/Family Stories

Reading Standards (Major Standards in Bold):

- 2.RI.1.1** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.RI.1.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.2.4 - Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 2.RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.3.8 - Describe how an author uses reasons to support specific points in a text.
- 2.RI.4.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 2.RL.1.1** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.RL.1.3** - Describe how characters in a story respond to major events and challenges.
- 2.RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.3.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.4.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 2.W.1.3 - 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.
- 2.W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.W.3.8 - Recall information from experiences or gather information from provided sources to answer a question.

Reading Learning Targets:

- a. Recognize what *Reader's Workshop* looks and sounds like.
- b. Set reading goals to develop stamina.
- c. Use a reading log to track and plan for reading.
- d. Use strategies to select just right books.
- e. Stay focused while reading a just right book.
- f. Communicate effectively with a partner.
- g. Identify the beginning, middle, and end of a story.
- h. Identify major and minor characters.
- i. Identify problem and solution.
- j. Describe how characters in a story respond to major events and challenges.

Writing Learning Targets:

- t. Recognize what *Writer's Workshop* looks and sounds like.
- u. Set writing goals to develop stamina.
- v. Use strategies to continue working even when we think we're done.
- w. Generate seed entries.
- x. Use planning strategies to organize thoughts.
- y. Discover and generate different kinds of leads.
- z. Use varied sentences, action words, and dialogue.
- aa. Use elaboration techniques to describe an event by adding details.
- bb. Choose a piece to take to publication.
- cc. Use revision and editing strategies.

<ul style="list-style-type: none"> k. Describe the setting of a story. l. Recognize the difference between fiction and non-fiction. m. Identify the details that support the various elements of a story. n. Answer teacher-provided questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text in literature and non-fiction. o. Form questions using <i>who, what, where, and when</i> while reading independently in order to identify key details in literature and non-fiction. p. Complete a story map using a graphic organizer. q. Describe the information provided by specific images in a text. r. Identify the sequence of steps in a scientific or technical procedure.** s. Demonstrate understanding of key vocabulary in literature and non-fiction texts. <p>** Covered in the engineering units</p>	<ul style="list-style-type: none"> dd. Use transitions to signal event order. ee. Craft endings that provide a sense of closure. ff. Publish a piece of writing to be shared.
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<p>Materials:</p> <ul style="list-style-type: none"> • <u>The Reading Strategies Book</u> by Jennifer Serravallo • Daily 5 • Writing Units of Study • County curricula • Core Knowledge- Constitution Unit • Family Stories- Research Lab I-RLA
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Anchor Texts (Fiction)	Anchor Texts (Nonfiction)
<ul style="list-style-type: none"> • <i>Hooray for Wodney Wat</i> • <i>Henry and Mudge</i> (Book 1) • <i>Peternia</i> • <i>I'm Gonna Like Me</i> 	<ul style="list-style-type: none"> • <i>Pierre the Penguin</i> • <i>Scientists Ask Questions</i> • <i>Winter</i> • <i>Hope</i>

Lesson	Learning Targets	Description	Materials/Texts
<p>1 5 days</p>	<p>a, b, c, f, g,</p>	<p>What does Reader's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Looks like/ sounds like- begin tracking time read as a whole group • Developing stamina while reading 	<p>Book baggies, baskets Class reading log Anchor charts Various texts for class team building</p>

		<ul style="list-style-type: none"> • Setting goals-minutes of sustained reading as a whole group • Use of a reading log to monitor • How can I track my thinking as I read?- use of sticky notes • Routines and Procedures- gathering area, centers, etc. • Communicate effectively with a partner • Identify the beginning, middle and end of a text. 	Sticky notes to model
1w	t, u, v, w	<p>What does Writer's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Brainstorm what writing workshop looks like, sounds like • Develop stamina while writing • How can I keep working when I am stuck/done? • Using the mini-office resource • Develop seed entries using anchor text to spawn ideas: best/worst day, people/places/things, etc 	Mini-office Writing folders
2 7 Days	a, b, c, d, e, f, g, h, i, k, l, m, n, p, r	<p>Who Am I as a Reader?</p> <ul style="list-style-type: none"> • Monitoring progress and setting goals- students begin tracking independently, monitoring time • Use of a reading log to monitor progress • What is a just right book? 5 finger rule, able to retell, does my mind wander • How to stop and jot- use of sticky notes • Use of class library- genre's • Recognize fiction vs. non-fiction <p>Identify the structure of stories.</p> <ul style="list-style-type: none"> • Identify the beginning, middle and end of a story • Recognize the setting of a story • Identify the problem and solution within a story • Recognize key details that support the various elements of a story • Answer teacher-provided questions: who, what, when, where • Story map- use a graphic organizer to complete (whole group) 	<p>Interest Inventories- conferencing</p> <p>Individual reading logs</p> <p>Story map organizer</p> <p>Various texts- <u>Pierre the Penguin</u> <u>Henry and Mudge (1st book)</u> <u>Alexander, No Good Very Bad Day</u></p> <p>Anchor charts</p> <p>Sticky notes for jotting</p>
2w	w,z	<p>Who Am I as a Writer?</p> <ul style="list-style-type: none"> • Continue with seed entries • Recall information from experiences • Model how to vary sentences • When can I use action words 	Writing folders
3 3 Days Ongoing	j, h, p, n, q, r	<p>How do characters respond to events?</p> <ul style="list-style-type: none"> • Recognize attributes and characteristics when describing characters • Recognize major and minor characters • Identify character traits 	<p>Individual story maps</p> <p>Anchor texts</p> <p>Journeys- Stories Julian Tells</p>

		<ul style="list-style-type: none"> • Answer teacher provided questions: why and how <p>Describe the information provided by specific images. Students will use a graphic organizer to story map.</p>	
3w	x, y, z, aa, bb, ee	<p>Choose a piece to publish</p> <ul style="list-style-type: none"> • Read through the leads to make a good choice • Generate various leads • Use elaboration techniques: precise words, action words, etc. • How to use sticky notes to make changes to my entry • Craft endings that give a sense of closure 	<p>Sticky notes Writing folders Charts with leads Using Julian for writing too</p>
4 5 Days	n, o	<p>How can I form questions while reading?</p> <ul style="list-style-type: none"> • Readers think while reading. • What makes a good question? Teacher read aloud, stop, students write a question.(fiction and non-fiction) • Organize questions into categories: character, plot, etc. • Thick vs. Thin questions • Stop to write questions while reading 	<p>Anchor charts Anchor texts Sticky notes</p>
4w 2 days	f, cc, dd	<p>Revise and edit my work</p> <ul style="list-style-type: none"> • Work with a partner to revise and edit • Make changes to my ideas (colored pencils) • Use transitions 	<p>Colored pencils Sticky notes</p>
5w	q, cc, ff	<p>Writer's publish their work</p> <ul style="list-style-type: none"> • Why publish work? • Organize parts of story • Take work to "good" paper • Make illustrations that provide details • Share with class/other classes 	<p>County provided writing paper Blank paper for illustrations</p>