

Unit Focus

This unit launches the reader’s workshop. Students establish routines, expectations, class library and they learn the role of reflection and goal setting in the classroom. Taking the time to establish the routines for thinking and talking about texts during interactive read aloud will lay an important foundation in this unit. Students will be reading aloud and talking about texts each day in the workshop. There is a focus on accountable talk to deepen conversations and students will use a readers’ notebook as a place to keep and reflect on reading logs, I want to read lists and pictures and drawings related to read texts.

Reading Skills: Summarizing, Predicting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>(CCSS.ELA-LITERACY.RL.2.1)</i> ○ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>(CCSS.ELA-LITERACY.RL.2.5)</i> ○ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>(CCSS.ELA-LITERACY.RL.2.6)</i> ○ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>(CCSS.ELA-LITERACY.RL.2.7)</i> • Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.2.3)</i> <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one-syllable words. 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a shared text. (Collective Intelligence)</p> <p>T3 Reflect on progress and set goals for choosing and thinking about books as an individual and partner. (Reflection, Collective Intelligence)</p> <p>T4 Know and apply grade-level phonics and word analysis skills to decode and encode words</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Critical readers reflect on and question read texts to consider different ideas and interpretations. (accountable talk)</p> <p>U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U4 Theme: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking</p> <p>U5 vowel patterns are used to decode and encode words</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What's a just right book for me? How do I know?</p> <p>Q2 How do readers share their thinking? What is the impact?</p> <p>Q3 Theme: How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)</p> <p>Q4 How do students use spelling patterns to grow their reading and writing?</p>	

Stage 1: Desired Results - Key Understandings

<p>(<i>CCSS.ELA-LITERACY.RF.2.3.A</i>)</p> <ul style="list-style-type: none"> ○ Know spelling-sound correspondences for additional common vowel teams. (<i>CCSS.ELA-LITERACY.RF.2.3.B</i>) ○ Recognize and read grade-appropriate irregularly spelled words. (<i>CCSS.ELA-LITERACY.RF.2.3.F</i>) <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. (<i>CCSS.ELA-LITERACY.RF.2.4</i>) <ul style="list-style-type: none"> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (<i>CCSS.ELA-LITERACY.RF.2.4.C</i>) <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> ● Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i> 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 readers choose books they enjoy and can think about.</p> <p>K2 goal, reflection, reading log, just right book, engagement, stamina, perseverance, risk-taking, mentor author, accountable talk, consequences, fiction, non-fiction, informational, genre, most important event, connection, evidence, character, vowel teams, CVCe/silent e, R-controlled/bossy r, homophones and homographs, snap words</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Active listening;</p> <p>S2 Choosing a just-right book for a purpose;</p> <p>S3 Self-monitoring while reading and using strategies to self-correct;</p> <p>S4 Using meaning, visual and syntax cues to monitor and self-correct while reading;</p> <p>S5 Retelling read stories;</p> <p>S6 Identifying the most important event in a fiction story;</p> <p>S7 Asking and answering questions before, during and after reading;</p> <p>S8 Predicting based on text evidence and schema.</p> <p>S9 Reading dialogue with expression that reflects comprehension.</p> <p>S10 Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>S11 Know spelling-sound correspondences for additional common vowel teams.</p> <p>S12 Recognize and read grade-appropriate irregularly spelled words.</p>