



# Grade 2 - Unit 1 Reading & Writing - Exploring our Reading and Writing Lives

## Unit Focus

**Reader's Workshop:** This unit launches reader's workshop routines, expectations, class library and stresses the role of reflection and goal setting in the classroom. Students will become familiar with the routines of workshop and accountable talk. Reading skill work is imbedded in instruction via mini-lessons and small group instruction. Taking the time to establish the routines for thinking and talking about texts during interactive read aloud will lay an important foundation for helping students develop evidence-based thinking that they revise based on further thinking and talking. Reading aloud and talking about texts will be a priority each day as classroom workshop is launched. The focus will be on using accountable talk to share student thinking and move the reader to deepen conversations.

**Writer's Workshop:** Writer's workshop is launched with an enthusiasm for risk-taking, agency and reflection. This unit sets the stage for the routines and procedures and writer to writer stance as routines are established for working side by side with writers through the demonstration portion of unit mini-lessons and a coaching stance toward conferring. Throughout the unit, writers are encouraged to reflect on their stamina, topic selection and writing craft as they work to experiment with ideas, genres, and craft through writing poetry.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 2<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.ELA-LITERACY.RL.2.1)</li><li>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. (CCSS.ELA-LITERACY.RL.2.10)</li><li>Reading: Informational Text<ul style="list-style-type: none"><li>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. (CCSS.ELA-LITERACY.RI.2.10)</li><li>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.2.3)</li><li>Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.2.3.A)</li><li>Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELA-LITERACY.RF.2.3.F)</li></ul></li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. <b>T2</b> Listen, exchange, evaluate, and build upon ideas. <b>T3</b> Use a variety of tools to identify areas of personal strengths and style.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Readers use appropriate strategies to construct meaning from texts. <b>U2</b> Readers make inferences about a text by using text evidence to support their thinking. <b>U3</b> Writing is a process for clarifying as well as expressing one's thinking.	<i>Students will keep considering...</i> <b>Q1</b> What's my strategy for reading this text? How do I know if it is working? <b>Q2</b> What do good readers do? <b>Q3</b> How do I support and prove my thinking? <b>Q4</b> How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?

## Stage 1: Desired Results - Key Understandings

- Read with sufficient accuracy and fluency to support comprehension. (*CCSS.ELA-LITERACY.RF.2.4*)
- Read grade-level text with purpose and understanding. (*CCSS.ELA-LITERACY.RF.2.4.A*)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (*CCSS.ELA-LITERACY.RF.2.4.B*)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (*CCSS.ELA-LITERACY.RF.2.4.C*)
- Writing
- Recall information from experiences or gather information from provided sources to answer a question. (*CCSS.ELA-LITERACY.W.2.8*)
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (*CCSS.ELA-LITERACY.SL.2.1*)
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (*CCSS.ELA-LITERACY.SL.2.1.A*)
- Build on others' talk in conversations by linking their comments to the remarks of others. (*CCSS.ELA-LITERACY.SL.2.1.B*)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (*CCSS.ELA-LITERACY.SL.2.1.C*)
- Language
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (*CCSS.ELA-LITERACY.L.2.6*)

### Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (*POG.3.1*)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (*POG.4.1*)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

- K1** Readers choose books they enjoy and can think about
- K2** Writers get ideas for their writing from their own experiences.
- K3** Poetry is a form of writing that expresses feelings and ideas through a distinctive style and rhythm.
- K4** Readers and writers use phonics patterns to read and write.

#### Skill(s)

*Students will be skilled at...*

- S1** Choosing a just-right book for a purpose
- S2** Writing about their own experiences
- S3** Using different poetic writing structures.
- S4**
  - Letter-keyword-sound for consonants and vowels
  - Concept of consonant digraphs
  - Letter-keyword- sound for digraphs
  - Concept of consonant blends
  - Spelling /k/
  - Closed syllable type
  - Bonus letter spelling rule
  - Blending and reading words with glued sounds
  - Segmenting and spelling words with bonus letters and glued sounds