**Reading Fundamentals Grade 2 Launching Unit**

**Each Reading Fundamentals Grade 2 Launching unit of study includes:**

* 6 anchor/mentor texts
* [Common Core State Standards Alignment and Correlation Chart](http://www.schoolwide.com/images/_appendix/_docs/RF_Extended/RF_CCSS_INDV/RFGR1_Launching_CCSS.pdf)
* Comprehensive Teacher's Guide
* Interactive Read-Aloud Lessons and Mini-Lessons
* Student Assessments
* Access to free digital teaching resources on Schoolwide's Resources website:
	+ Digital Short Shared Texts
	+ Digital Lesson Appendices
	+ Instructional Videos

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

“A community of readers is a group of people who share the common goal of reading and discussing literature and becoming literate human beings. This community is built upon mutual respect and a willingness to listen to and consider the merits of each member’s ideas and interpretations” (Frank Serafini, Around the Reading Workshop in 180 Days).

As teachers of reading, we know that it is very important to provide students with multiple opportunities to experience literature. Through listening to read-alouds, reading independently, and reading in small groups, students begin to open their eyes to the possibilities found in reading.

The Reading Fundamentals Launching Units of Study for grades K–8 provide models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in these units, your students’ focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they bring their background knowledge to the workshop and begin to participate in meaningful conversations connected to the books they are sharing.

Throughout the workshop, students will have many choices to make: choosing books for independent reading; deciding how actively they will think about and respond to them; deciding how attentively they will engage in listening during the Mini-Lessons; determining their level of participation in partnership or small-group work; determining how much effort and positive energy they will put forth; deciding on the risks they will take as readers and learners; and deciding which connections they can make with their community of readers. Students will recognize that it is through the workshop that they are able to learn, share, give it a try, and make mistakes. It is also a place where students work collaboratively, take care of materials, and respect each other.