

Public Schools of the Tarrytowns

Grade 2 ELA Curriculum

Third Trimester

March/April

Reading & Writing Procedural Texts

Week 24, 5 Weeks

Essential Questions:

- How do readers summarize during reading?
- How do readers understand important details?
- How do readers locate information?
- How do writers write a "how to" piece?
- How do writers use time order words to sequence their writing?
- How do writers use illustrations to support their writing?

Test Prep:

- How does knowing the format of the test help my writing?
- How does understanding different types of questions help me as a writer?
- How can I be an active listener?
- How can note taking help me to organize my thoughts?
- How can using QAR strategies help me make answering multiple-choice questions easier?

Skills

Students will be able to:

- recognize the features of a procedural text
- recognize list-like signal words: first, second, then, next
- read diagrams as a support for text
- use graphic organizers to represent factual text
- understand sequence
- use questions to focus and clarify their reading
- predict meaning of unknown words
- determine importance of details
- summarize important points

- use prior knowledge to answer questions
- compare information from different texts
- use time order words to sequence their writing
- use illustrations to support their writing
- follow directions
- determine author's purpose
- revise their writing so their "how to" is clear and easy to follow
- use the writing process
- use legible print writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- observe rules of grammar, punctuation, capitalization, and spelling

Test Prep:

- understand multiple choice strategies
- note-taking
- graphic organizers
- Venn diagrams
- use punctuation, capitalization & spelling properly
- reread writing
- use note-taking strategies
- use QAR
- return to text to uncover information

April

Reading & Writing Poetry

Week 29, 4 Weeks

Essential Questions:

- What makes reading poetry different from reading a story?
- How can picturing the poem in my mind help me to better understand the poem?
- How will rereading a poem help me to improve my comprehension?
- Why is it important to read poetry with good fluency and phrasing?
- What are the different formats of poetry?
- How do we "read between the lines" in poetry?
- Why is it important to infer when reading a poem?
- What is poetry?
- How is a poem written?
- What does a poem look like?
- How is poetry similar or different to prose?

Skills

Students will be able to:

- read poetry
- make inferences
- make mind pictures when reading or listening to poetry
- appreciate descriptive language
- connect to author's purpose
- understand text structure in poetry
- understand language features: repetition, similes, shape
- use their senses to write poetry about observations, artifacts, noticings etc.
- make mind pictures using strong words
- use similes, metaphors and "juicy words"
- write in phrases
- use the writing process
- use legible print writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- observe rules of grammar, punctuation, capitalization, and spelling

May/June

Reading & Writing Fables, Folktales and Fairy Tales
Week 33, 6 Weeks

Essential Questions:

How are folk tales, fables, and fairytales different than reading fiction and non-fiction?

What is the difference between summarizing and retelling a story?

What are the text features and structure of a folktale, fable and fairytale?

How does questioning help your comprehension when reading a folktale, fable and fairytale?

How do we find the moral of a fable?

How can I be an active listener to understand the important details in a fable?

How do writers write fables?

What are the features of folktales, fables, and fairy tales?

Why do authors include morals in fables?

How do authors develop characters in fables?
Why are characters "larger than life" in folk tales?

Skills

Students will be able to:

- compare and contrast using a Venn diagram
- think-pair-share to recall, select, organize and summarize information for important ideas, events and details
- retell a fable to a partner using pictures for guidance
- use text structure to locate information
- use questioning to monitor understanding
- use post-its, jottings, highlights text to document questions
- summarize main idea
- identify supporting details
- think-pair-share
- recognize the difference between fables, folk tales, and fairy tales
- write their own folktale, fable, or fairy tale
- alter the ending of a folktale, fable, or fairy tale
- change the author's point of view of a fairy tale
- develop a character using description, dialogue, and actions
- use the writing process
- use legible print writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- observe rules of grammar, punctuation, capitalization, and spelling