

Second Grade English Language Arts
Second Trimester
November 5 – March 16

November: Reading & Writing Fables, Folktales and Fairy Tales Continued

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 Observe rules of grammar, punctuation, capitalization, and spelling

December: Investigating Characters and Story Elements

Essential Questions:

How can I learn about character through the author's descriptions?

How can I learn about a character through the character's behavior?

Why do authors often endow a character with conflicting qualities?

What are the important elements of a story?

How can I plan story elements before I write?

Skills:

- Identify traits that bring storybook characters to life
- Identify character traits told by the author ("overt") and those that are shown through a character's behavior ("covert")
- Develop the idea that interesting characters often have traits that conflict
- Identify the important elements of familiar stories
- Understand the need for planning story elements prior to drafting a story
- Use graphic organizers to plan elements for a story
- Write a story that includes strong story elements

January: Explore Learning through Non-Fiction

Essential Questions:

How can we use non-fiction's structure, purpose, and features to help us understand it?

How can we use the question-and-answer structure and features of non-fiction writing to share information with others?

How will I locate information?

How will visualizing help me to understand factual text?

What kind of questions should I be asking when reading factual text?

What are the elements of factual text?

How do I write a report?

How do writers gather information to write a report?

How do writers take notes?

How do graphic organizers help us to organize information for writing?

Skills:

Students will be able to:

- Understand the difference between fiction and nonfiction
- Use non fiction text features to gather information while reading: glossary, index, captions, table of contents, bold and italicized words
- Understand that nonfiction writers create texts with factual information that informs and engages readers
- Understand various structures of nonfiction texts, including those of all-about, how-to, question and answer, and narrative picture books
- Understand the features of nonfiction texts, including use of print, headings in the form of a question, sidebars for information, and captions for graphics, and use in their writing
- Create an original piece of nonfiction text
- Use graphic organizers to represent factual text
- Use a KWL chart
- Use text features to locate information in text
- Ask questions before, during and after reading
- Read to locate answers
- Predict word meaning using context clues and background knowledge
- Use QAR strategies
- Read non fiction articles
- Take notes
- Write a report
- Sketch to organize writing
Share ideas for writing ideas
- Write a paragraph using a topic sentence and conclusion sentence
- Create and label a diagram
- Understand specific content vocabulary
- Sequence information
- 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

February: Building Fluency through Phrasing, Punctuation and Paragraphing

Essential Questions:

How can readers attend to punctuation in order to build fluency?

How can we build fluency as writers by paying attention to paragraphs and punctuation on the page?

Skills:

- Identify what fluent reading sounds like and looks like
- Understand that pacing, accuracy, expression, and phrasing are all key to fluent reading
- Develop oral reading through appropriate pacing
- Use punctuation and print to read with expression
- Use pausing and end punctuation to read fluently
- Use punctuation and characters' word choice to read dialogue fluently
- Attend to the white space on the page (paragraphs and transitions) to read fluently
- Understand that a paragraph represents change in the who, what, where or when
- Recognize and identify a paragraph of writing
- Organize and cluster their thoughts together on the page into a paragraph
- Build fluency by writing sentences that use correct end punctuation and can be organized into paragraphs.