

# Second Grade English Language Arts

## First Trimester

### September – November 4

#### **September: Launching Reading and Writing Workshops**

##### **Essential Questions:**

What is expected of me during reader's workshop and independent reading?

How do I choose a "just right" book?

What are my reading goals?

How do we establish routines for the writer's workshop?

Why do writers write?

How do writers get better at writing?

How can I play an active role during a book discussion?

How does visualization help me better understand text?

How does prediction help me better understand text?

How does retelling a story help me better understand text?

##### **Skills:**

Students will be able to:

- Choose "just right" books for baggies
- Discuss books daily with the teacher, classmates or in a group reflect on own reading progress
- Establish personal reading goals
- Predict what might happen next
- Use writer's notebook as a gathering place for: ideas and thoughts, noticing, quotes, amazing language heard or read
- Find a "good place to write"
- Share writing with a partner and offer feedback
- Use soft voices during partner sharing
- Predict word meaning by using illustrations  
Visualize story elements from descriptions in the text
- Use text structure to retell familiar stories
- Understand that writing is a process
- Use legible print writing

- Observe rules of grammar, punctuation, capitalization, and spelling

## **October: Reading & Writing Fables, Folktales and Fairy Tales**

### **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

## **Building Stamina**

### **Essential Questions:**

How can we increase our writing stamina?

How do we build strategies for finding ideas and staying within them?

### **Skills:**

- Learn how to sustain writing ideas over time.
- Understand that writing is possible under a variety of conditions and circumstances
- Increase time spent on writing