



A Season for Chapters

Essential Question

“Why is sequence important?”



Dear Parents,

In this first six-week unit of second grade, students read chapter books by Cynthia Rylant, informational texts, and poetry—all related to the four seasons.

Reading Literature and Informational Text

Students will ask and answer questions (who, what, where, when) about key details in the text, and describe how authors use words and phrases to show the rhythm and meaning of text. When reading, students will identify the beginning of the action in stories. Additionally, students will identify the main topics of a passage and its paragraphs and will use text features (diagrams, pictures, bold print, sub headings) to locate information in a text.

Reading Foundational Skills (Word Knowledge and Fluency)

Students will read high frequency words and words with long and short vowel sounds and vowel patterns. When reading grade level texts with purpose, understanding, and expression, students will self-correct errors and reread when necessary.

Writing

Students will write to state their opinion on a topic and give reasons to support the opinion. They will also write stories about an event or sequence of events including details to describe actions, thoughts, and feelings. With support from adults and peers, students will improve writing by revising and editing. With a group of their peers, students will research topics by reading a number of books on a single topic, answer questions by recalling information from research, and put their findings in writing.

Listening and Speaking

Students will participate in conversations with peers and teachers about second grade texts and topics. They will produce complete and understandable sentences when speaking.

Language (Conventions of Standard English)

Using collective nouns, and capitalization of holidays, product names, and geographic names is a focus for second grade students. While reading, students will decide the meaning of words and phrases in grade level texts. By using context clues and classroom dictionaries, students will determine the meanings of verbs and adjectives that are similar (ex: *toss, throw, hurl*: *thin, slender, skinny*). Students will correctly spell words that follow patterns they have learned in word study, and will identify collective nouns (ex: *group, family, team*).

Handwriting & Keyboarding

Second graders are expected to maintain legible manuscript on lined paper with proper proportion, size and spacing. They will practice writing words, sentences and paragraphs in manuscript. When using the keyboard, students will practice using the home keys as they practice typing words. They will learn to use the shift key to capitalize and use the space bar to place spaces between words.