

**LAKOTA LOCAL SCHOOLS  
ENGLISH LANGUAGE ARTS CURRICULUM  
GRADE: SECOND**

**UNIT/THEME: Fairy Tales and Fables**

Within this unit, successful readers will use elements of literature as well as their prior knowledge to develop comprehensive opinions about fairy tales and fables.

**ESSENTIAL UNDERSTANDINGS:**

- Successful readers can answer questions to demonstrate comprehension.

**GUIDING QUESTIONS:** (Students will be able to answer these questions by the end of the unit.)

- What elements of the story are important?
- How does prior knowledge help in understanding what the author means?
- How does evidence from the story support a reader's opinion?

**APPROXIMATE TIME FRAME:** 4 weeks

**QUARTER:** 4<sup>th</sup> quarter

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<b>Curriculum (Standards/Benchmarks/Indicators that work together powerfully)</b>	<b>Evidence of Learning</b>	<b>Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)</b>
<p><b>A. Use letter-sound correspondence knowledge and structural analysis to decode words. (Phonemic Awareness)</b></p> <p>2PA-1. Identify rhyming words with the same or different spelling patterns.</p> <p>2PA-3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> <p>2PA-4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>2PA-5. Segment letter, letter blends and syllable sounds in words.</p> <p>2PA-6. Distinguish and identify the beginning, middle and ending sounds in words.</p> <p>2PA-7. Identify words as having either short- or long-vowel sounds.</p>	<ul style="list-style-type: none"> <li>Students will blend letters and sounds to recognize words in grade-level texts.</li> </ul>	<p>Graphic organizers completed for text features: table of contents, illustrations, captions, glossary, diagrams, charts, graphs, maps</p>



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<p><b>B. Read accurately high- frequency sight words. (Acquisition of Vocabulary)</b> 2AV-4 Read accurately high-frequency sight words.</p> <p><b>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (Reading Process)</b> 2RP-1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p> <p>2RP-5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</p> <p>2RP-9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>2RP-10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<ul style="list-style-type: none"> <li>• Students will establish a purpose for reading a text by writing the information they are hoping to learn through their reading.</li> <li>• Using a story map, students will identify the elements of a text.</li> </ul>	

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<p><b>B. Make predictions from text clues and cite specific examples to support predictions. (Reading Process)</b>            2RP-2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</p> <p><b>C. Draw conclusions from information in text. (Reading Process)</b>            2RP-4 Summarize text by recalling main ideas and some supporting details.</p> <p><b>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (Reading Process)</b>            2RP-3. Compare and contrast information in texts with prior knowledge and experience.</p> <p>2RP-4. Summarize texts by recalling main ideas and some supporting details.</p>	<ul style="list-style-type: none"> <li>• Students will make predictions before and during reading.</li>   <li>• Students will use a simple graphic organizer to recall main idea and supporting details.</li> </ul>	

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<p><b>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). (Reading Process)</b>            2RP-6. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p> <p><b>F. Apply and adjust self-monitoring strategies to assess understanding of text. (Reading Process)</b>            2RP-7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.</p> <p>2RP-8. Monitor reading comprehension by identifying word errors and self-correcting.</p>		

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<p><b>A. Compare and contrast plot across literary works. (Reading Applications: Literary Text)</b>            2LT-1. Compare and contrast different versions of the same story.</p> <p>2LT-3. Retell the plot of a story.</p> <p><b>B. Use supporting details to identify and describe main ideas, characters, and setting. (Reading Applications: Literary Text)</b>            2LT-2. Describe characters and setting.</p> <p><b>C. Recognize the defining characteristics and features of different types of literary forms and genres. (Reading Applications: Literary Text)</b>            2LT-4. Distinguish between stories, poems, plays, fairy tales and fables.</p>	<ul style="list-style-type: none"> <li>• Using a Venn diagram, students will show how versions of the same story are like or different.</li> <li>• Given a fairy tale, students will retell the beginning, middle, and end of the story.</li> <li>• Students use a story map to identify the characters and setting. Students then describe their favorite character.</li> </ul>	

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<p><b>D. Explain how an author's word choice and use of methods influences the reader.</b> <b>(Reading Applications: Literary Text)</b> 2LT-5. Identify words from texts that appeal to the senses.</p> <p><b>E. Identify the theme of a literary text.</b> <b>(Reading Applications: Literary Text)</b> 2LT-6. Identify the theme of a literary text.</p>	<ul style="list-style-type: none"> <li>• As fairy tales are read aloud, students identify vocabulary that makes them laugh, feel scared, etc. through a written response.</li> </ul>	