

W.L. Morse School
Grade 2 English Language Arts
Trimester 1 Curriculum Map

	September	October- November	November-December
Unit	Launching Reader's and Writer's Workshop	Reading and Writing Personal Narratives	Nonfiction Communities Informational Unit
Essential Questions	<p>Reader's Workshop:</p> <ul style="list-style-type: none"> ● What is expected during reader's workshop? ● What is expected during independent reading? ● How do I choose a "just right" book? ● What are my reading goals? ● How are we building a reading community? ● How are we building reading comprehension skills? <p>(Understanding what I'm reading- Monitoring for meaning)</p> <p>Writer's Workshop:</p> <ul style="list-style-type: none"> ● What is expected of me during writer's workshop? ● Why do writers write? ● What do writers write about? ● What are my writing goals? ● What are features of the writing process? ● How do I include those features in my story? 	<p>Reading:</p> <ul style="list-style-type: none"> ● How does making a prediction help me better understand what I am reading? ● How does reading informational text differ from reading other genres? ● How does making a picture in my mind help me to better understand what I am reading? ● How does retelling a story help me to understanding what I read? ● How does using story elements help a reader? ● How does questioning help me understand what I am reading? ● How can we increase our reading stamina? ● How can we use punctuation and print to aid our expression? ● How can we use pausing and ending punctuation to read fluently? <p>Writing:</p> <ul style="list-style-type: none"> ● What are the features of a personal narrative? ● How do I include those features in my narrative? ● How do I make my sentences longer and stronger? (Simple and compound sentences) ● What does a good beginning sentence sound like? ● How do I add more details to my writing? ● What does a strong ending sound like? ● How do I use sequence words to organize my writing? 	<p>Reading:</p> <ul style="list-style-type: none"> ● What strategies do readers use to help them read informational texts? ● What do good readers do when reading informational text? ● How does reading informational text differ from reading fiction? ● What are the text features of nonfiction? ● How can text features help me as a reader? ● What strategies do readers use to help them read informational texts? ● How do good readers make connections? <p>Writing:</p> <ul style="list-style-type: none"> ● Why do writers write to inform? ● How do I use examples from texts to support ideas ● How can we organize our thoughts and sentences into paragraphs? ● What is a paragraph? ● What are the features of a paragraph? ● What strategies can we use to revise our paragraphs? ● What strategies can we used to edit our paragraphs? ● How do we use the RAN chart? ● How do we write facts in our own words?
Academic Vocabulary	<p>Reading: "Just Right", goals, fluency, comprehension, guided reading, independent reading, mentor text</p> <p>Writing The writing process – brainstorm, draft, revise, edit, publish, routine, writing, illustration, concluding statement, set goals, reflect , 5W's, resources for writing/spelling</p>	<p>Reading: Prediction, stamina, punctuation, dialogue, retelling, fluency, comprehension, story elements, questioning</p> <p>Writing: The writing process – brainstorm, draft, revise, edit, publish, writing, illustration, stamina, strategy, concluding statement, narrative, sequence, recount</p>	<p>Reading: Fiction, nonfiction , informational text, text features, captions, bold print,, glossaries, index, facts, context clues, background knowledge, multi-paragraph</p> <p>Writing: paragraph, punctuation, linking words (because and, also), supporting evidence, concluding statement , RAN chart, inform, topic sentence, facts</p>
Skills	<p>Reading: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Understand the structure of the reading workshop including the mini-lesson, independent reading and guided reading ● Choose "just right" books ● Discuss books daily with the teacher, classmates or in a 	<p>Reading: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Predict what might happen next when reading or listening to a story ● Reading to gather information (guided) ● Use text structure to retell familiar stories ● Use questioning to monitor understanding 	<p>Reading: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Identify the main topic of a text ● Discuss author's purpose/ wants to answer, explain, or describe in a text ● Use questioning to monitor understanding ● Use post-its, jotting, highlighting to document

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	<p>group</p> <ul style="list-style-type: none"> Establish two personal reading goals (Whole group chart) Engage in thoughtful book discussions with peers and teachers (guided groups) Make and confirm predictions before and during reading (chart) Visualize to help comprehend stories Review retells to include character traits, setting, and problem/solution <p>Writing: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> Establish two writing goals (whole group chart) Gather ideas for writing from personal experiences Use a writer's notebook to gather ideas and thoughts. Recount an event/small moment or short sequence Write developed sentences and understand the importance of adding details. Share writing with a partner and offer/receive feedback Discuss their writing with the teacher and with their writing partner Understand and use the writing process with support. (Brainstorm, draft, revise, edit, publish) Correctly spell words within own writing that have been previously studied (when in sight, spell it right and use the resources around the room) Observe rules of grammar, punctuation, capitalization and spelling Write developed sentences with more details (During revising sessions) 	<ul style="list-style-type: none"> Use post its, jotting, highlighting to recall details Summarize the main idea and identify supporting details Pay attention to punctuation when reading to aid in fluency Increase time spent on reading (stamina) <p>Writing: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> Brainstorm ideas for writing from personal experiences Use mentor texts and shared ideas to help cultivate their narrative Incorporate the features of a personal narrative Write a personal narrative that recounts an important event/memory in your life Write developed sentences and understand the importance of adding details to strengthen writing Share writing with a partner and offer/receive feedback Conference to discuss their writing with the teacher and writing partner Correctly spell words within own writing that have been previously studied With support observes rules of grammar, punctuation, capitalization, spelling and uses narrative features checklist 	<p>questions and recall details</p> <ul style="list-style-type: none"> Summarize the main idea and identify supporting details Knows and uses various text features: <ul style="list-style-type: none"> title, captions, labels, diagrams, photographs, table of contents, bold words, headings, glossary <p>Writing: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> Include facts that support the main idea Use facts and definitions to develop points and write detailed sentences Use linking words (ex. because, and, also, then) to connect ideas Use the features of an informational writing piece Use varied sentences, provide a concluding statement or section Use a RAN chart to organize thoughts into paragraphs that make sense Share published work with classmates With support observes rules of grammar, punctuation, capitalization, spelling and uses inform checklist
CCLS	2.R.1, 2.R.2, 2.R.3, 2.R.4, 2.R.6, 2.R.7, 2.W.2, 2.W.6	2.R.1, 2.R.3, 2.R.4, 2.R.6, 2.W.2, 2.W.6, 2.W.10,	2.R.1, 2.R.3, 2.R.4, 2.R.6, 2.R.7, 2.R.8 2.R.11, 2.W.2, 2.W.5, 2.W.9