

W.L. Morse School  
Grade 2 English Language Arts  
Trimester 3 Curriculum Map

	March	April-June	June
Unit	Informational Reading/Writing about Geography, Humans and Environment	Informational Reading/Writing about Animals	Reflecting on our Reading Goals
Essential Questions	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>How does questioning help me understand what I am reading?</li> <li>How and why do communities and people change over time? (past, present, future)</li> <li>How do text features help us to comprehend nonfiction?</li> <li>Do communities need each other?</li> <li>How do people impact or change communities?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>What does it mean to inform?</li> <li>How can we link our sentences together to make our writing more interesting?</li> <li>How do we incorporate vocabulary that is specific to a topic into our writing? (Bridges)</li> <li>How do we provide an introductory topic and concluding statement in our writing?</li> <li>How do we write a letter to inform?</li> <li>What does a letter look like? (features)</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>How are informational texts different from fictional texts?</li> <li>What are the text features of nonfiction?</li> <li>How can text features help me as a reader?</li> <li>What strategies do readers use to help them read informational texts?</li> <li>How do good readers make connections?</li> <li>How do readers ask questions when they read?</li> <li>How do readers use their questions to further their understanding?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Why do writers write to inform?</li> <li>How do we introduce a topic and support it with facts?</li> <li>Where do we get our information from?</li> <li>How can we organize our thoughts into paragraphs?</li> <li>What strategies can we use to revise our paragraphs?</li> <li>What strategies can we use to edit our paragraphs?</li> <li>How do we use the RAN chart? How does it enhance my writing?</li> <li>How do we include categories to make our writing more informative?</li> <li>How do we write facts into our own words?</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>How did you grow and change as a reader this year?</li> <li>What are your summer reading goals?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>What genres did we write about this school year?</li> <li>How did you grow and change as a writer this year?</li> <li>What is a goal you think you reached? What other goals can you set in writing?</li> <li>What are your summer writing goals?</li> <li>How do we form a point of view about topics?</li> <li>How can we organize our thoughts into paragraphs?</li> <li>How do we incorporate all the good writing strategies into our writing?</li> <li>What strategies can we use to revise and edit our paragraphs?</li> </ul>
Academic Vocabulary	<p><b>Reading:</b> Comprehension, nonfiction text features, past, present, future, and interdependence, biography, impact</p> <p><b>Writing:</b> fact, past, present, future, change, interdependence, geography, environment, date, greeting, body, closing, signature, impact, pro, con</p>	<p><b>Reading:</b> Table of contents, headings, subheadings, bold words, glossary, nonfiction, informational text, text features, table of contents, captions, bold print, subheadings, glossary, index, facts, context clues, background knowledge, multi-paragraph</p> <p><b>Writing:</b> nonfiction paragraph, punctuation, linking words (because and also), supporting evidence, concluding statement, nonfiction text features, verbs, adjectives</p>	<p><b>Reading:</b> Reflection, genre, goals, strategies, fluency, comprehension and plan</p> <p><b>Writing:</b> Reflection, genre, goals, writing process (draft, edit, revise and publish)</p>
Skills	<p><b>Reading:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Use questioning to monitor understanding</li> <li>Use post-its, jotting, highlighting to document questions, answer questions and recall details</li> <li>Summarize the main idea and identify supporting details</li> <li>Identify nonfiction text features and its purpose.</li> </ul> <p><b>Writing:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Introduce a topic, include details and a closing.</li> <li>Identify different purposes for writing an informational piece</li> <li>Use facts and definitions to develop points</li> <li>With support observe rules of grammar, punctuation,</li> </ul>	<p><b>Reading:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Ask and answer questions (who, what, where, when, why, how) when reading an information text.</li> <li>Identify the main topic of a text.</li> <li>Read to locate answers</li> <li>Use questioning to monitor understanding</li> <li>Use post-its, jotting, highlighting to document questions and recall details</li> <li>Summarize the main idea and identify supporting details</li> <li>Know and use various text features: -title, captions, labels, diagrams, photographs, table of contents, bold words, headings and glossary</li> <li>Explain how nonfiction text features help when reading</li> </ul>	<p><b>Reading:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Reflect on his or her own reading</li> <li>Think back and reflect on strategies learned across different genres that helped them become better readers</li> <li>Identify what is difficult when reading</li> <li>Set a plan for summer reading</li> </ul> <p><b>Writing:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Reflect on his or her own writing</li> <li>Choose a favorite published piece and/or writing unit</li> </ul>

W.L. Morse School  
Grade 2 English Language Arts  
Trimester 3 Curriculum Map

	<p>capitalization, spelling and uses inform checklist</p> <ul style="list-style-type: none"> <li>● Use the letter checklists to reflect on their writing</li> <li>● Share writing with a partner and offer/receive feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Predict word meanings using context clues and background knowledge</li> <li>● Learn strategies for answering questions and gain new information.</li> </ul> <p><b>Writing:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Record prior-knowledge on the Class RAN Chart</li> <li>● Record information from multiple sources as they practice writing facts in their own words</li> <li>● Focus on descriptive adjectives</li> <li>● Supply reasons that support the main idea</li> <li>● Use linking words (ex. because, and, also) to join related ideas</li> <li>● Provide a concluding statement or sentence.</li> <li>● Reread to revise and edit writing</li> <li>● Know and use various text features</li> <li>● Create sentences with varied structure and content specific vocabulary</li> <li>● With support observe rules of grammar, punctuation, capitalization, spelling and uses inform checklist</li> <li>● Use non-fiction features checklist</li> <li>● Share published work with classmates</li> </ul>	<ul style="list-style-type: none"> <li>● Identify what is difficult when writing</li> <li>● Set a plan for summer writing</li> <li>● Revisit a published piece of writing and make changes in order to make it better</li> <li>● Compare their writing pieces from September to show growth as writers</li> </ul>
<b>CCLS</b>	2.R.1, 2.R.2, 2.R.4, 2.R.7, 2.R.9, 2.R.11, 2.W.2, 2.W.6, 2.W.9	2.R.1, 2.R.2, 2.R.4, 2.R.6, 2.R.7, 2.R.9, 2.R.11, 2.W.2, 2.W.4, 2.W.6, 2.W.9	2.R.1, 2.R.3, 2.R.4, 2.R.6, 2.W.2, 2.W.6, 2.W.10