

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

Unit	January	February
Unit	Reading Fairy Tales and Writing Opinions	Reading and Informing about Biographies
Essential Questions	<p>Reading:</p> <ul style="list-style-type: none"> ● What is a fairy tale? ● What are the elements of a fairy tale? ● How is a fairy tale different from other genres? ● What is the difference between retelling and summarizing a story? ● What is the central message, lesson, or moral? ● How does questioning help you comprehend what you are reading? ● How do authors develop characters in fairy tales? <p>Writing:</p> <ul style="list-style-type: none"> ● How do we respond to topics or books we read? ● What does an opinion sound like? ● How do I use examples from the story to support my feelings and give reasons? ● How can we organize our thoughts into paragraphs? ● What strategies can we use to revise our paragraphs? ● What strategies can be used to edit our paragraphs? 	<p>Reading:</p> <ul style="list-style-type: none"> ● How does questioning help me understand what I am reading? ● How do people impact or change communities? ● 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? ● What does it mean to inform? ● How can we link our sentences together to make our writing more interesting? ● How do we incorporate vocabulary that is specific to a topic into our writing? ● How do we write an introductory topic sentence and concluding statement?
Academic Vocabulary	<p>Reading: Fairy tale, story elements, comparing, plot (beginning, middle, end) background knowledge, fluency, punctuation, expression, dialogue, traits, compass rose, countries, continents, geography</p> <p>Writing: Character traits, opinion, story elements, connections, stance, paragraph, punctuation, linking words (because, and ,also), supporting evidence, concluding statement, features of good opinion</p>	<p>Reading: Questions/answers, retelling, comprehension, past, present, future, biography, impact</p> <p>Writing: fact, factual, biography, past, present, future, change, impact</p>
Skills	<p>Reading: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Listen to fairy tales and explain the elements that make it a fairy tale ● Describe the overall structure of the story, including describing how the beginning introduces the story and the end concludes the action ● Discuss the theme in a fairy tale ● Describe how characters in a story respond to major events and challenges ● Identify character traits and provide examples ● Describe differences in point of view of characters (speaking in a different voice for each character when reading dialogue aloud) ● Discuss story elements of fairy tales read or listened to ● Compare and contrast two or more versions of the same story by different authors or from different cultures ● Use questioning to monitor understanding <p>Writing: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Take a stance to respond to a topic or fairy tale 	<p>Reading: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Compare and contrast different historical figures ● Use text structure to retell information ● Use questioning to monitor understanding ● Use post its, jotting, highlighting to document questions, answer questions and recall details ● Summarize the main idea and identify supporting details <p>Writing: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Identify different purposes for writing an informational piece ● Introduce a topic ● Use facts and definitions to develop points ● Provide a concluding statement or section ● With support observe rules of grammar, punctuation, capitalization, spelling and uses inform checklist ● Share writing with a partner and offer/receive feedback

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	<ul style="list-style-type: none"> • Use linking words (ex. because, and, also, then) to connect opinion and reasons • Use the features of a good opinion to support opinion checklist • Use varied sentences (I think, I feel, I believe, my stance) • Provide a concluding statement or section • Include specifics/examples from text or story • Use graphic organizers to plan story elements before drafting a story • Reread to revise writing • Use the opinion checklist to edit and reflect on their work (found on the Z-drive) • With support observes rules of grammar, punctuation, capitalization, spelling and uses inform checklist • Share published work with classmates 	
CCLS	2.R.2, 2.R.3, 2.R.5, 2.R.6, 2.R.9, 2.L.4, 2.R.7, 2.W.8, 2.W.2, 2.SL.3,	2.R.1, 2.R.3, 2.R.4, 2.R.7, 2.W.2