

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

**UNIT/THEME:     **Launching and Developing Writers****

Within this unit, effective writers participate in class conversations, manage their own writing tools and supplies, and get to work quickly. They will make and use a plan to write in order to effectively communicate to an audience.

**ESSENTIAL UNDERSTANDINGS:**

- Writers develop procedures and key concepts of the writing process.

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

- What is the purpose for writing?
- How are writing ideas organized for effective communication?

**APPROXIMATE TIME FRAME:** 9 weeks

**QUARTER:** 1<sup>st</sup> quarter

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**UNIT/THEME:**     **Launching and Developing Writers (continued)**

<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. Generate ideas for written compositions. (Writing Processes)</b> 2WP-1. Generating ideas through discussions with others.</p> <p><b>B. Develop audience and purpose for self-selected and assigned writing tasks. (Writing Processes)</b> 2WP-2. Develop main idea for writing.</p> <p>2WP-3. Develop a purpose and audience for writing.</p> <p><b>C. Use organizers to clarify ideas for writing assignments. (Writing Processes)</b> 2WP-4. Use organizational strategies (e.g., brainstorming, lists, webs, Venn diagrams) to plan writing.</p> <p>2WP-5. Organize writing with a developed beginning, middle and end.</p>	<ul style="list-style-type: none"> <li>• Students will keep a list of writing topics.</li>   <li>• Students will identify why and to whom they are writing a piece.</li>   <li>• Students will use graphic organizers to pre-write.</li> </ul>	

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<p><b>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail. (Writing Processes)</b></p> <p>2WP-8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.</p> <p>2WP-10. Reread and assess writing for clarity, using a variety of methods (writer’s circle or author’s chair).</p> <p>2WP-12. Use resources to select effective vocabulary (word wall, beginner’s dictionary, word bank).</p>	<ul style="list-style-type: none"> <li>• Students will share their writing with peers and write down feedback.</li> </ul>	



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<p><b>A. Compose writings that convey a clear message and include well-chosen details. (Writing Applications)</b> 2WA-4. Produce informal writings for various purposes (e.g., messages, journals, notes and poems).</p> <p><b>A. Print legibly using appropriate spacing. (Writing Conventions)</b> 2WC-1. Print legibly and space letters, words, and sentences appropriately.</p> <p><b>B. Spell grade-appropriate words correctly. (Writing Conventions)</b> 2WC-2. Spell words with consonant blends and digraphs.</p> <p>2WC-3. Spell regularly used words and high-frequency words correctly.</p> <p>2WC-4. Spell words studied (e.g., word lists, text words) correctly.</p>	<ul style="list-style-type: none"> <li>• Students’ handwriting will be easily read.</li>   <li>• Students’ writing will demonstrate correct spelling.</li> </ul>	

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<p><b>C. Use conventions of punctuation and capitalization in written work. (Writing Conventions)</b>            2WC-8. Use periods, question marks, exclamation points as end points correctly.</p> <p>2WC-11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</p> <p><b>D. Use grammatical structures in written work. (Writing Conventions)</b>            2WC-12. Use nouns, verbs and adjectives correctly.</p>	<ul style="list-style-type: none"> <li>• Students will correctly use end-marks.</li> </ul>	

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<p><b>D. Use grammatical structures in written work. (Writing Conventions) (continued)</b>            2WC-13. Use subjects and verbs that are in agreement.</p> <p>2WC-14. Use personal pronouns.</p> <p><b>A. Generate questions for investigation and gather information from a variety of sources. (Research)</b>            2R-1. Create questions for investigations, assigned topic or personal area of interest.</p>	<ul style="list-style-type: none"> <li>• Students will generate a list of questions that they have about a story, character, etc.</li> </ul>	



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<p><b>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose. (Communication: Oral and Visual)</b>            2C-5. Demonstrate an understanding of the rules of the English language.</p>	<ul style="list-style-type: none"> <li>• Students will present a speech that is understood by an audience.</li> </ul>	