

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

UNIT/THEME: Writing with a Clear Purpose

Within this unit, effective writers keep their writing focused on its purpose while considering their audience. They also clearly state an idea about a text using supporting details.

ESSENTIAL UNDERSTANDINGS:

- Writers can communicate through an organized letter.
- Writers reflect on their reading through writing.

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

- How can writers communicate effectively through letters?
- How do successful readers respond to quality literature through writing?
- How do readers expand their thinking through writing?
- How are the characters in a story like the people in life?

APPROXIMATE TIME FRAME: 9 weeks

QUARTER: 2nd quarter

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Curriculum (Standards/Benchmarks/ Indicators that work together powerfully)	Evidence of Learning	Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)
<p>A. Generate ideas for written compositions. (Writing Processes) 2WP-1. Generating ideas through discussions with others.</p> <p>B. Develop audience and purpose for self-selected and assigned writing tasks. (Writing Processes) 2WP-2. Develop main idea for writing.</p> <p>2WP-3. Develop a purpose and audience for writing.</p> <p>C. Use organizers to clarify ideas for writing assignments. (Writing Processes) 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"> • Student will determine topic through discussions with peers and teachers. • Students will state the main idea of their writing in one sentence. 	

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<p>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail. (Writing Processes)</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"> • Students will select an appropriate resource to aid in editing. 	

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<p>E. Edit to improve sentence fluency, grammar and usage. (Writing Processes) 2WP-13. Proofread writing to improve conventions.</p> <p>F. Apply tools to judge the quality of writing. (Writing Processes) 2WP-14. Apply tools (rubric, checklists, and feedback) to judge the quality of writing.</p> <p>G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics. (Writing Processes) 2WP-9. Use available technology to compose text.</p> <p>2WP-15. Rewrite and illustrate writing samples for display and for sharing with others.</p>	<ul style="list-style-type: none"> • Students will self-evaluate. • Students will use word processors for finished pieces of writing. • Students will draw pictures to accompany text and enhance meaning. 	

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<p>B. Write responses to literature that demonstrate an understanding of a literary work. (Writing Applications) 2WA-2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.</p> <p>C. Write friendly letters and invitations complete with date, salutation, body, closing and signature. (Writing Applications) 2WA-3. Write letters or invitations that include relevant information and follow letter format (date, proper salutation, body, closing and signature).</p> <p>A. Print legibly using appropriate spacing. (Writing Conventions) 2WC-1. Print legibly and space letters, words, and sentences appropriately.</p> <p>B. Spell grade-appropriate words correctly. (Writing Conventions) 2WC-2. Spell words with consonant blends and digraphs.</p>	<ul style="list-style-type: none"> • Students will respond to text by comparing it to their lives. 	

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<p>B. Spell grade-appropriate words correctly. (Writing Conventions) (continued)</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> <p><i>2WC-5. Spell plurals and verb tenses correctly.</i></p> <p>2WC-6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding –ing).</p> <p>2WC-7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).</p> <p>C. Use conventions of punctuation and capitalization in written work. (Writing Conventions)</p> <p>2WC-8. Use periods, question marks, exclamation points as end points correctly.</p>	<ul style="list-style-type: none"> • Students will use the word wall to spell words correctly in their writing pieces. • Students will use work charts as a resource. • Students will correctly use endpoints. 	

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<p>C. Use conventions of punctuation and capitalization in written work. (Writing Conventions) (continued) 2WC-11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</p> <p>D. Use grammatical structures in written work. (Writing Conventions) 2WC-12. Use nouns, verbs and adjectives correctly.</p> <p>2WC-13. Use subjects and verbs that are in agreement.</p> <p>2WC-14. Use personal pronouns.</p> <p>2WC-15. Use past and present verb tenses (e.g., “we were” rather than “we was”).</p> <p>2WC-16. Use nouns and pronouns that are in agreement.</p>	<ul style="list-style-type: none"> • Students will capitalize names correctly. • Students will revise paper using specific nouns and verbs. 	

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<p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose. (Communication: Oral and Visual)</p> <p>2C-8. Deliver informational presentations that:</p> <p>b. demonstrate the understanding of the topic;</p> <p>c. include relevant facts and details to develop a topic</p> <p>2C-10. Deliver simple dramatic presentations (recite poems, rhymes, songs, and stories).</p>	<ul style="list-style-type: none"> • Speeches will contain facts that relate to the topic’s main idea. • Students will read aloud a finished piece to a small group. 	