

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

UNIT/THEME: Writing to Inform Others about Myself

Within this unit, effective writers will learn about themselves by interviewing family members. They will organize their work and choose words carefully to communicate their ideas.

ESSENTIAL UNDERSTANDINGS:

- Writers research and provide information about themselves.

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

- How do writers locate specific information?
- How do writers effectively organize information?
- How do writers report information effectively?

APPROXIMATE TIME FRAME: 4 weeks

QUARTER: 3rd quarter

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UNIT/THEME: Writing with a Clear Purpose (continued)

Curriculum (Standards/Benchmarks/Indicators that work together powerfully)	Evidence of Learning	Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)
<p>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail. (Writing Processes)</p> <p>2WP-6. Use a range of complete sentences including declarative, interrogative, and explanatory.</p> <p>2WP-7. Include transitional words and phrases.</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-11 Add descriptive words and details and delete extraneous information.</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 change sentences to enhance meaning in a piece of writing. • Students will select an author and rewrite a sentence in the author’s style. • Students will strike through extra or unnecessary information in their writing. • Students will select an appropriate resource to aid in editing. 	

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<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> <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>2WC-5. Spell plurals and verb tenses correctly.</p>	<ul style="list-style-type: none"> • Students will select an audience and write a thank-you note that is appropriate to that audience. • Students will follow spelling conventions. 	

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<p>B. Spell grade-appropriate words correctly. (Writing Conventions) (continued)</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> <p>2WC-9. Use quotation marks.</p> <p>2WC-10. Use correct punctuation for contractions and abbreviations.</p> <p>2WC-11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</p>	<ul style="list-style-type: none"> • Students will integrate dialogue into writing. • Students will use periods after abbreviations. 	

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<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> <p>A. Generate questions for investigation and gather information from a variety of sources. (Research) 2R-4. Identify important information and write brief notes about the information.</p> <p>2R-5. Sort relevant information about the topic into categories with teacher assistance.</p>	<ul style="list-style-type: none"> • Students will identify a topic and take notes on the topic on index cards. • Students will share information on note cards with teacher or peers. 	

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<p>A. Generate questions for investigation and gather information from a variety of sources. (Research) (continued) 2R-6. Report important findings to others.</p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose. (Communication: Oral and Visual) 2C-6. Select language appropriate to purpose and use clear diction and tone.</p> <p>2C-8. Deliver informational presentations that: a. Present events or ideas in logical sequence and maintain a clear focus; d. Organize information with a clear beginning and ending; e. Include diagrams, charts or illustrations as appropriate; f. Identify sources.</p>	<ul style="list-style-type: none"> • Students will make an oral presentation that is easily heard and understood. • Students’ oral presentation will have a clear beginning, middle, and end. • Students’ presentation will contain an appropriate visual. 	