

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

UNIT/THEME: Writing to Inform

Within this unit, effective writers will choose topics that excite them and teach their audience with their writing. They will organize their work and choose words carefully to communicate their ideas.

ESSENTIAL UNDERSTANDINGS:

- Writers research and provide information on a topic of choice.

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: 5 weeks

QUARTER: 3rd quarter

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UNIT/THEME: Writing to Inform (continued)

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"> • After researching a topic, students will determine a main idea. 	

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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 highlight the parts of letter in their own writing. • Students' handwriting will be legible. 	

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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 use appropriate endpoints in their writing. • Students' writing will reflect correct use of capital letters in names, dates, and at the beginning of all sentences. 	

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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:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Students will make an oral presentation that is easily heard and understood. • Students’ oral presentation will stay on one topic. • Students will include a list of sources in a final draft of writing. 	