

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

**UNIT/THEME:     Developing Authors**

Throughout the writing process, an effective writer will apply strategies of organizing, monitoring, and revising with a goal of communicating a message to a particular audience.

**ESSENTIAL UNDERSTANDINGS:**

- Effective writers use their knowledge of the writing process to compose an original piece.

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

- How does an effective writer use details and vivid language to convey meaning?
- How is the writing process used by effective writers?

**APPROXIMATE TIME FRAME:** 4 weeks

**QUARTER:** 4<sup>th</sup> quarter

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**UNIT/THEME:     Developing Authors (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 gather writing topics in notebook.</li>   <li>• Writing will be targeted at a identified audience.</li>   <li>• Students will chose and use a graphic organizer during pre-writing.</li> </ul>	



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<p><b>E. Edit to improve sentence fluency, grammar and usage. (Writing Processes)</b> 2WP-13. Proofread writing to improve conventions.</p> <p><b>F. Apply tools to judge the quality of writing. (Writing Processes)</b> 2WP-14. Apply tools (rubric, checklists, and feedback) to judge the quality of writing.</p> <p><b>G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics. (Writing Processes)</b> 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"> <li>• Students will self-assess their writing by using a rubric.</li>   <li>• Students will use word processing as they compose their stories, poems, etc.</li> </ul>	



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<p><b>B. Spell grade-appropriate words correctly. (Writing Conventions)</b> (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><b>C. Use conventions of punctuation and capitalization in written work. (Writing Conventions)</b></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"> <li>• Students will use appropriate endpoints in their writing.</li>   <li>• Students will use apostrophes when writing contractions.</li>   <li>• Students’ writing will reflect correct use of capital letters in names, dates, and at the beginning of all sentences.</li> </ul>	

