

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

UNIT/THEME: **Developing Poets**

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

ESSENTIAL UNDERSTANDINGS:

- Effective poets use their knowledge of the writing process to compose an original poem.

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

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

APPROXIMATE TIME FRAME: 5 weeks

QUARTER: 4th quarter

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UNIT/THEME: **Developing Poets (continued)**

Curriculum (Standards/Benchmarks/Indicators that work together powerfully)	Evidence of Learning	Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)
<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 assist in the development of a rubric and evaluate their writing against that rubric. • Students will use word processing as they compose their poems. 	

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<p>A. Compose writings that convey a clear message and include well-chosen details. (Writing Applications) 2WA-1. Write stories that convey a clear message include details, use vivid language and move through a logical sequence of steps and events.</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’ writing will reflect appropriate 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, dates).</p>	<ul style="list-style-type: none"> • Students will use appropriate endpoints in their writing. • Students will use apostrophes when writing contractions. • Students’ writing will reflect correct use of capital letters in names, dates, and at the beginning of all sentences. 	

