

## Course/Grade Level: Second Grade Language Arts Curriculum

**Focus:** Students will write three to five days each week using the writing process. They will examine and construct technical pieces of writing for the first time. The writers will develop focused and detailed pieces of text from the narrative, expository, and technical modes.

Required support materials: "Units of Study for Primary Writing" (Calkins); All books.

### LA.2.1 Students will write *narrative* text using the writing process.\*

Students will...

- LA.2.1.1 use *ideas and content* to develop a main idea.
  - choose and write several sentences about one clear idea
  - practice writing by using personal experience and/or observations
  - develop one clear main idea with supporting details
  - discuss the differences between the author's work and the student's (plagiarism)
- LA.2.1.2 use *organization and prewriting* strategies to develop an organized piece with a beginning, middle, and end.
  - begin to use a variety of prewriting strategies (e.g., webbing, brainstorming, listing)
  - write a piece with a beginning, middle, and end
  - write a simple paragraph(s) about one idea
- LA.2.1.3 use *voice* when writing a narrative piece.
  - **share emotions and feelings about the topic**
- LA.2.1.4 use *word choice* to add interest to a narrative piece.
  - use nouns, verbs, and describing words in their writing
  - recognize nouns, verbs, and describing words in their writing
  - use new words to make writing more interesting
- LA.2.1.5 use sentence fluency and appropriate sentence structure to create flow within a narrative piece.
  - write complete sentences that are easy to read aloud
  - begin to write sentences with different beginnings
  - correctly spell high frequency words (see appendix)

## LA.2.2 Students will write *expository* text using the writing process.\*

Students will...

- LA.2.2.1 use *ideas and content* to develop a main idea.
- choose and write several sentences about one clear idea
  - develop one clear main idea with supporting details
  - write by using personal experience and/or observations to provide information from varied sources
  - **express information in own words** and use complete sentences
  - discuss the differences between the author's work and the student's (plagiarism)
  - **give credit to the author, title, or web site**
- LA.2.2.2 use *organization* and prewriting strategies to develop an organized piece with a beginning, middle, and end.
- begin to use a variety of prewriting strategies (e.g., webbing, brainstorming, listing)
  - write a piece with a beginning, middle, and end
  - write a simple paragraph(s) about one idea
  - **begin to use transitions to allow ideas to flow smoothly within the writing piece**
- LA.2.2.3 use *voice* when writing an expository piece.
- write feelings and thoughts about the topic with the purpose of informing the reader
- LA.2.2.4 use *word choice* to add interest to an expository piece.
- use nouns, verbs, and describing words in their writing
  - use new words to make writing more interesting
- LA.2.2.5 use *sentence fluency* and appropriate sentence structure to create flow within an expository piece.
- write complete sentences that are easy to read aloud
  - write sentences with different beginnings
  - recognize an incomplete thought
- LA.2.2.6 use correct *conventions*, spelling, and grammar in personal writing.
- use appropriate spacing between words
  - capitalize the beginning of a sentence and use correct end punctuation
  - use correct subject/verb agreement and verb tenses
  - correctly spell high frequency words (see appendix)
  - attempt paragraph divisions

### LA.2.3 Students will write *technical* text using the writing process.\*

Students will...

- LA.2.3.1 use *ideas and content* to develop a main idea.
  - choose and write several sentences about one clear idea
  - develop one clear main idea with supporting details
  - discuss the differences between the author's work and the student's (plagiarism)
- LA.2.3.2 use *organization* and prewriting strategies to develop an organized piece with a beginning, middle, and end.
  - begin to use a variety of prewriting strategies (e.g., webbing, brainstorming, listing)
  - **write a simple statement or list about one idea**
  - **write a piece in sequential order**
  - **begin to use simple transitions (e.g., first, second, third, finally)**
- LA.2.3.3 use *voice* when writing a technical piece.
  - **begin to write with an awareness of purpose and audience (e.g., letters, simple reports, directions)**
- LA.2.3.4 use *word choice* to add interest to a technical piece.
  - **choose words that are reasonably accurate and make the message clear (e.g., technical terms)**
- LA.2.3.5 use *sentence fluency* and appropriate sentence structure to create flow within a technical piece.
  - write sentences or phrases that are easy to read aloud
- LA.2.3.6 use correct *conventions*, spelling, and grammar in personal writing.
  - capitalize the beginning of a sentence and use correct end punctuation
  - use correct grammar when writing sentences or phrases
  - correctly spell high frequency words (see appendix)
  - **use correct spelling even with more difficult words** (see appendix)
  - **use graphic devices (e.g., tables, graphs, maps, other text features)**

### LA.2.4 Students will use effective research practices.

Students will...

- LA.2.4.1 discuss curriculum topics or topics of interest.
- LA.2.4.2 formulate broad and specific questions that relate to the topic under discussion and seek answers.
- LA.2.4.3 recognize, with guidance, that different text formats exist.
- LA.2.4.4 locate, with guidance, information appropriate to task (print, non-print).
- LA.2.4.5 select relevant information.
- LA.2.4.6 record information.
- LA.2.4.7 organize and share information.

**LA.2.5 Students will demonstrate legible manuscript penmanship using correct formation and spacing to form words.**

Students will...

- LA.2.5.1 correctly form manuscript letters using the locally adopted penmanship materials.
- LA.2.5.2 correctly form numbers using the locally adopted penmanship materials.
- LA.2.5.3 legibly form upper and lower case manuscript letters and numbers in personal writing.
- LA.2.5.4 use appropriate size in letter and number formation.
- LA.2.5.5 use appropriate spacing between letters to form words in personal writing.
- LA.2.5.6 demonstrate conventional use of wide-rule notebook paper (front/back, top/bottom, left/right margins).

## 2nd Grade Language Arts Appendix - Grammar and Spelling

### Grammar

- common and proper nouns
- plural nouns
- recognizing sentence fragments
- singular possessive nouns
- a, an, the
- pronouns

### Spelling

Students should participate in spelling word study activities that include appropriate spelling lists (high frequency words and words that follow phonetic rules) for each grade level. Both word types will be assessed. Example word study activities are found in the district spelling notebook. Assessment guidelines are found on the USD 417 website.

## 2nd Grade Language Arts Appendix - The Writing Process

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

**Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."**