

# SAU Curriculum Framework

## Grade 2

### Writing and Oral Communication

Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
<b>W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...</b>	
Grade 2	Student Friendly Language
W-2-1.1: <u>Writing short sentences</u> (Local)	I will <u>write complete sentences</u> .
W-2-1.2: Not assessed at this grade level	
W-2-1.3: Not assessed at this grade level	
W-2-1.4: Not assessed at this grade level	
W-2-1.5: Distinguishing between letters, words, sentences, <u>and paragraphs</u> (Local)	I know the difference between letters, words, sentences <u>and paragraphs</u> .
W-2-1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back)	I know where to begin my writing. I know to go left to right across the page. I know to go from top to bottom and front to back.
Reading Connection	
<b>Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)</b>	
<b>W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b>	
W-2-2.1: <u>Selecting information to set context/background</u> (Local) EXAMPLE: When setting context include author and title	<ul style="list-style-type: none"> <li>• To help the reader better understand, I will <u>choose</u> the most important parts to set <u>background information (context)</u>. For example:</li> <li>• Author</li> <li>• title</li> </ul>
W-2-2.2 Not assessed at this grade level	
W-2-2.3: Not assessed at this grade level	
Reading Connection	
<b>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)</b>	
<b>W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</b>	
W-2-3.1: <u>Stating a focus (purpose), when responding to a given question</u> (Local)	I will <u>state a purpose (focus) when answering a question</u> .
W-2-3.2: Not assessed at this grade level	
W2-3.3: Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)	I will use details from something I have read or know to support my ideas in writing.
W-2-3.4: Organizing ideas by using a beginning, <u>middle, and concluding statement/sentence</u> given a structure (Local) EXAMPLES: template, frame, graphic organizer	I will organize ideas using a beginning, <u>middle and ending (concluding) statement/ sentence</u> .

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<b>Expressive Writing</b>	
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)</b>	
<b>W-K-4: Students organize and relate a story line/plot/series of events by...</b>	
<b>W-1-4: In <u>written</u> narratives, students organize and relate a story line/plot/series of events by...</b>	
<b>W-2-4: In written narratives, students organize and relate a story line/plot/series of events by...</b>	
W-2-4.1: Creating a <u>clear</u> understandable story line, <u>with a beginning, middle, and end</u> , when given a structure (Local)	My stories will be <u>understandable (clear) with a beginning, middle and end.</u>
W-2-4.2: Not assessed at this grade level	
W-2-4.3: Not assessed at this grade level	
<b>Expressive Writing</b>	
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)</b>	
<b>W-5: Students demonstrate use of narrative strategies by...</b>	
W-2-5.1: Not assessed at this grade level	
W-2-5.2: Not assessed at this grade level	
W-2-5.3: Creating character(s) <u>through description</u> (Local)	I will <u>describe</u> characters I create.
W-2-5.4: Not assessed at this grade level	
W-2-5.5: Writing about observations and experiences (Local)	I will write about things I have seen and done.
W-2-5.6: Extending and <u>elaborating ideas</u> (Local)	I will add details to my <u>ideas (elaborate).</u>
<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)</b>	
<b>W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...</b>	
W-2-6.1: <u>Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support</u> (Local)	<u>With my teacher’s help, I will use graphic organizers to sort facts.</u>
W-2-6.2: <u>Selecting facts to set context/background</u> (Local)	I will <u>choose (select) facts to write about the topic.</u>
W-2-6.3: Listing steps of a procedure in a logical order (Local)	I will write the step-by-step order of how to do something.
W-2-6.4: Not assessed at this grade level	
W-2-6.5: Providing a list of resources (e.g. materials to be used in a task) (Local)	I will list materials I use in a task.

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<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)</b>	
<b>W-7: In informational writing (reports or procedures only), students effectively convey purpose by...</b>	
W-2-7.1: <u>Establishing a topic</u> (Local)	I will <u>what the story is about (topic)</u> .
W-2-7.2: Stating a given focus/controlling idea on a topic (purpose) (Local)	I will state the main (focus/controlling) idea on a topic.
<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)</b>	
<b>W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...</b>	
W-2-8.1: Including details/information relevant to topic <u>and/or focus</u> (Local)	I will use details important to my topic <u>and focus (what my story is about)</u> .
W-2-8.2: Using sufficient details/pictures to illustrate facts (Local)	I will use many details to support the facts in my writing and pictures.
<b>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)</b>	
<b>W-9: In independent writing, students demonstrate command of appropriate English conventions by...</b>	
W-2-9.1: Not assessed at this grade level	
W-2-9.2: Using capital letters for the beginning of sentences and names (Local)	I will use capital letters for names and at the beginning of sentences.
W-2-9.3: Not assessed at this grade level	
W-2-9.4: Using correct <i>end</i> punctuation in simple sentences (e.g., period) (Local)	I will use end punctuation correctly such as a period.
W-2-9.5a: <u>Correctly spelling grade-appropriate, high-frequency words</u> (Local)	I will <u>spell second grade high-frequency words correctly</u> .
W-2-9.5b: Correctly spelling <u>most</u> words <u>with regularly spelled patterns</u> (e.g., <u>consonant-vowel-consonant</u> , <u>CVC with silent e</u> , <u>one syllable words with blends</u> ) (Local)	<ul style="list-style-type: none"> <li>• <u>To spell words I will use patterns such as:</u></li> <li>• <u>consonant-vowel-consonant (CVC)</u></li> <li>• <u>consonant-vowel-consonant-silent e (CVCe)</u></li> <li>• <u>one syllable words blends</u></li> </ul>
W-2-9.5c: <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> (Local)	I will <u>use what I know about letter sounds and patterns to spell new words</u> .

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<b>Habit of Writing: Uses a Writing Process (W-10)</b>	
<b>W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</b>	
W-2-10: See Appendix B for Writing Process	I will use these steps of the writing process: <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising (critiquing)</li> <li>• editing</li> <li>• publishing</li> </ul> (See Appendix B)
<b>Habit of Writing: Writing Extensively (W-11)</b>	
<b>W-11: Demonstrates the habit of writing extensively by...</b>	
W-2-11: Not assessed at this grade level	
<b>Oral Communication Strategies (OC11)</b>	
<b>W:OC:1: In oral communication, students demonstrate interactive listening by ...</b>	
OC-2-1.1: Following multi-step verbal instructions and directions to answer questions	I will follow instructions and directions to answer questions.
OC-2-1.2: Conversing, and asking questions to what has been heard (eg: stories, songs or poems)	I will ask questions and talk about what I hear.
OC-2-1.3: Not assessed at this grade level	
OC-2-1.4: Not assessed at this grade level	
OC-2-1.5a: Understanding that meaning can be conveyed by facial expressions	I understand that my face can show how I think and feel.
OC-2-1.5b: Attending to speaker and waiting for appropriate turn to speak	I will listen to someone who is talking and wait for my turn to speak.
<b>Oral Communication Strategies (OC-2)</b>	
<b>W:OC:2: In oral communication, students make oral presentations by...</b>	
OC-2-2.1: Orally ordering ideas in a sequence, carrying on a conversation, ask and answer questions	When speaking to others, I will: <ul style="list-style-type: none"> <li>• tell my ideas in order (sequence)</li> <li>• have conversations</li> <li>• ask and answer questions</li> </ul>
OC-2-2.2: Using various linguistic elements and structures to convey meaning	I will choose the right words and expression so others know what I am talking about.
OC-2-2.3: Telling stories or giving information using details	I will use details to tell stories or give information.
OC-2-2.4: Not assessed at this grade level	
OC-2-2.5: Using eye-contact and adjustment of rate and volume	When I speak, I will look someone in the eye and change the speed and volume of my voice.