

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**TIMELINE: Quarter 1**

|  |  |                    |  |
|--|--|--------------------|--|
| <p><b>Strand: Writing Standards</b><br/><b>Text Types and Purposes</b><br/>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. I</p> | <p>I can write about something that happened, what I have seen, or something I remember.<br/>I can include actions, thoughts and feelings in my writing.<br/>I can use words such as first, next, and then to tell events in order in my writing.<br/>I can write a closing statement.</p> | <p>Application</p> | <p>Closing statement<br/>Closure<br/>Details<br/>Narratives<br/>Recount<br/>Sequences<br/>Time order words</p> |
|--|--|--------------------|--|

**Colorado SS: W.3**

1. Organize ideas using pictures, graphic organizers, or story maps
2. Write simple, descriptive poems
3. Write with precise nouns, active verbs, and descriptive adjectives
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

|  |  |                  |   |
|--|--|------------------|---|
| <p><b>Strand: Writing Standards</b><br/><b>Production and Distribution of Writing</b><br/>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. I</p> | <p>With help, I can edit to make my writing clearer.<br/>With help, I can revise my writing to make sure I stay on topic to make my writing clearer.</p> | <p>Synthesis</p> | <p>Descriptive language<br/>Edit<br/>Grammar<br/>Proofreading<br/>Publishing<br/>Revise<br/>Topic</p> |
|--|--|------------------|---|

**Colorado SS: W.5**

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept  | Student Friendly Learning Objective   | Level of Thinking                                     | Academic Vocabulary   |
|---|---|---|---|
| Student Expectation   |   |   |   |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     a. Use collective nouns(e.g., group). i<br/>                     b. Form and use frequency occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). i<br/>                     c. Use reflexive pronouns (e.g., myself, ourselves). i<br/> <br/>                     d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). i<br/>                     e. Use adjectives and adverbs, and choose between them depending on what is to be modified. I</p> | <p>I can use nouns when I am writing.<br/>                     I can use plural nouns that don't follow the rules like feet, children, teeth and fish.<br/>                     I can use pronouns like myself and himself that tell the subject in a sentence.<br/>                     I can use verbs that talk about the past that don't follow the rules like hid, sat and told.<br/>                     I can use adjectives and adverbs to make a sentence clearer.</p> | <p>Application<br/>                     Synthesis</p> | <p>Adjectives<br/>                     Adverbs<br/>                     Groups<br/>                     Irregular plural nouns<br/>                     Nouns<br/>                     Past tense verbs<br/>                     Plural nouns<br/>                     Pronouns</p> |
| <p><b>Colorado SS: L.1a – L.1e</b></p> <p>1. Apply accurate subject-verb agreement while writing<br/>                     2. Vary sentence beginning<br/>                     3. Spell high-frequency words correctly</p>   |   |   |   |

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept  | Student Friendly Learning Objective   | Level of Thinking  | Academic Vocabulary  |
|---|---|--------------------|--|
| Student Expectation   |   |                    |  |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. I<br/>                     d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil). I<br/>                     e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.<br/>                     I</p> | <p>I can spell words using patterns.</p> <p>I can use dictionaries or other resources to check my spelling.</p> | <p>Application</p> | <p>Apostrophe<br/>                     Closing<br/>                     Comma<br/>                     Contractions<br/>                     Dictionaries<br/>                     Greeting<br/>                     Letter<br/>                     Possessive personal pronoun<br/>                     Possessives<br/>                     Reference materials<br/>                     Spelling patterns<br/>                     Thesaurus</p> |

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| <p><b>Colorado SS: L.2d – L.2e</b></p> |
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# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**RESOURCES AND NOTES FOR QUARTER 1:**

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**TIMELINE: Quarter 2**

|   |  |                    |  |
|---|--|--------------------|--|
| <p><b>Strand: Writing Standards</b><br/><b>Text Types and Purposes</b><br/>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <b>C</b></p> | <p>I can write about something that happened, what I have seen, or something I remember.<br/>I can include actions, thoughts and feelings in my writing.<br/>I can use words such as first, next, and then to tell events in order in my writing.<br/>I can write a closing statement.</p> | <p>Application</p> | <p>Closing statement<br/>Closure<br/>Details<br/>Narratives<br/>Recount<br/>Sequences<br/>Time order words</p> |
|---|--|--------------------|--|

**Colorado SS: W.3**

1. Organize ideas using pictures, graphic organizers, or story maps
2. Write simple, descriptive poems
3. Write with precise nouns, active verbs, and descriptive adjectives
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

|   |  |                  |   |
|---|--|------------------|---|
| <p><b>Strand: Writing Standards</b><br/><b>Production and Distribution of Writing</b><br/>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>C</b></p> | <p>With help, I can edit to make my writing clearer.<br/>With help, I can revise my writing to make sure I stay on topic to make my writing clearer.</p> | <p>Synthesis</p> | <p>Descriptive language<br/>Edit<br/>Grammar<br/>Proofreading<br/>Publishing<br/>Revise<br/>Topic</p> |
|---|--|------------------|---|

**Colorado SS: W.5**

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept   | Student Friendly Learning Objective   | Level of Thinking                                     | Academic Vocabulary   |
|--|---|---|---|
| Student Expectation  |   |   |   |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     a. Use collective nouns(e.g., group). <b>C</b><br/>                     b. Form and use frequency occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). <b>C</b><br/>                     c. Use reflexive pronouns (e.g., myself, ourselves). <b>C</b><br/> <br/>                     d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <b>C</b><br/>                     e. Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>C</b></p> | <p>I can use nouns when I am writing.<br/>                     I can use plural nouns that don't follow the rules like feet, children, teeth and fish.<br/>                     I can use pronouns like myself and himself that tell the subject in a sentence.<br/>                     I can use verbs that talk about the past that don't follow the rules like hid, sat and told.<br/>                     I can use adjectives and adverbs to make a sentence clearer.</p> | <p>Application<br/>                     Synthesis</p> | <p>Adjectives<br/>                     Adverbs<br/>                     Groups<br/>                     Irregular plural nouns<br/>                     Nouns<br/>                     Past tense verbs<br/>                     Plural nouns<br/>                     Pronouns</p> |
| <p><b>Colorado SS: L.1a – L.1e</b></p> <p>1. Apply accurate subject-verb agreement while writing<br/>                     2. Vary sentence beginning<br/>                     3. Spell high-frequency words correctly</p>  |   |   |   |

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept   | Student Friendly Learning Objective  | Level of Thinking                              | Academic Vocabulary   |
|--|--|--|---|
| Student Expectation  |  |  |   |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. I</p> <p>a. Capitalize holidays, product names, and geographic names. I</p> <p>b. Use commas in greetings and closing of a letter. I</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. I</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil). C</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. C</p> | <p>I can capitalize proper nouns.</p> <p>I can use commas in greetings and closings of letters. I can use apostrophes in contractions to show possession (ownership). I can spell words using patterns.</p> <p>I can use dictionaries or other resources to check my spelling.</p> | <p>Knowledge<br/>Application<br/>Synthesis</p> | <p>Apostrophe<br/>Closing<br/>Comma<br/>Contractions<br/>Dictionaries<br/>Greeting<br/>Letter<br/>Possessive personal pronoun<br/>Possessives<br/>Reference materials<br/>Spelling patterns<br/>Thesaurus</p> |

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| <p><b>Colorado SS: L.2a – L.2e</b></p> |
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# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**RESOURCES AND NOTES FOR QUARTER 2:**



## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**TIMELINE: Quarter 3**

|  |   |  |  |
|--|---|--|--|
| <p><b>Strand: Writing Standards</b><br/><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <b>IM</b></p> <p>2. Write information/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>I</b></p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <b>C</b></p> | <p>I can write my thoughts and ideas about a topic or a book I have read.<br/>I can give reasons for my opinions.<br/>I can use words that link my ideas and my reasons.<br/>I can write a closing statement.<br/>I can write my thoughts and ideas about a topic or a book I have read.</p> <p>I can write about something that happened, what I have seen, or something I remember.<br/>I can include actions, thoughts and feelings in my writing.<br/>I can use words such as first, next, and then to tell events in order in my writing.<br/>I can write a closing statement.</p> | <p>Synthesis</p> <p>Synthesis</p> <p>Application</p> | <p>Closing statement<br/>Closure<br/>Concluding Statement<br/>Conclusion<br/>Definitions<br/>Details<br/>Explanatory<br/>Facts<br/>Informational<br/>Linking Words<br/>Narratives<br/>Non-fiction<br/>Opinion<br/>Reasons<br/>Recount<br/>Sequences<br/>Time order words<br/>Topic<br/>Topic Sentence<br/>Writing Strategies</p> |
|--|---|--|--|

**Colorado SS: W.1, W.2, W.3**

1. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format
  2. Organize informational texts using main ideas and specific supporting details
  3. Organize ideas using a variety of pictures, graphic organizers or bulleted lists
  4. Use relevant details when responding in writing to questions about texts
  5. State a focus when responding to a given question, and use details from text to support a given focus
  6. Apply appropriate transition words to writing
- 
1. Organize ideas using pictures, graphic organizers, or story maps
  2. Write simple, descriptive poems
  3. Write with precise nouns, active verbs, and descriptive
  4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
  5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

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**SUBJECT: Writing**

**GRADE: 2**

| <b>Strand/Concept</b>  | <b>Student Friendly Learning Objective</b>  | <b>Level of Thinking</b>   | <b>Academic Vocabulary</b>  |
|--|---|--|---|
| <b>Student Expectation</b>   |   |  |   |
| <p><b>Strand: Writing Standards</b><br/> <b>Production and Distribution of Writing</b><br/>                     5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>M</b></p>  | <p>With help, I can edit to make my writing clearer.<br/>                     With help, I can revise my writing to make sure I stay on topic to make my writing clearer.</p> | <p>Synthesis</p>   | <p>Descriptive language<br/>                     Edit<br/>                     Grammar<br/>                     Proofreading<br/>                     Publishing<br/>                     Revise<br/>                     Topic</p> |
| <p><b>Colorado SS: W.5</b></p>   |   |  |   |
| <p><b>Strand: Writing Standards</b><br/> <b>Research to build and present knowledge</b><br/>                     8. Recall information from experiences or gather information from provided sources to answer a question. <b>I M</b></p>   | <p>I can remember what I have been taught to answer a question.</p>   | <p>Knowledge<br/>                     Application<br/>                     Synthesis</p> |   |
| <p><b>Colorado SS: W.8</b></p> <ol style="list-style-type: none"> <li>1. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)</li> <li>2. Identify a specific question and gather information for purposeful investigation and inquiry</li> <li>3. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)</li> <li>4. Use a variety of multimedia sources to answer questions of interest</li> </ol> |   |  |   |

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| Strand/Concept   | Student Friendly Learning Objective  | Level of Thinking                                     | Academic Vocabulary   |
|--|--|---|---|
| Student Expectation  |  |   |   |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     a. Use collective nouns (e.g., group). <b>C</b><br/>                     b. Form and use frequency occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). <b>C</b><br/>                     c. Use reflexive pronouns (e.g., myself, ourselves). <b>C</b><br/> <br/>                     d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <b>C</b><br/>                     e. Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>C</b><br/>                     f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy).<br/> <b>I</b></p> | <p>I can use nouns when I am writing.<br/>                     I can use plural nouns that don't follow the rules like feet, children, teeth and fish.<br/>                     I can use pronouns like myself and himself that tell the subject in a sentence.<br/>                     I can use verbs that talk about the past that don't follow the rules like hid, sat and told.<br/>                     I can use adjectives and adverbs to make a sentence clearer.<br/>                     Add description or rearrange sentences to create new sentences.</p> | <p>Application<br/>                     Synthesis</p> | <p>Adjectives<br/>                     Adverbs<br/>                     Groups<br/>                     Irregular plural nouns<br/>                     Nouns<br/>                     Past tense verbs<br/>                     Plural nouns<br/>                     Pronouns</p> |
| <p><b>Colorado SS: L.1a – L.1f</b></p> <p>1. Apply accurate subject-verb agreement while writing<br/>                     2. Vary sentence beginning<br/>                     3. Spell high-frequency words correctly</p>  |  |   |   |

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept   | Student Friendly Learning Objective  | Level of Thinking  | Academic Vocabulary  |
|--|--|--|--|
| Student Expectation  |  |  |  |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>C</b><br/>                     a. Capitalize holidays, product names, and geographic names. <b>C</b><br/>                     b. Use commas in greetings and closing of a letter. <b>C</b><br/>                     c. Use an apostrophe to form contractions and frequently occurring possessives. <b>C</b><br/>                     d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil). <b>C</b><br/>                     e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <b>C</b></p> | <p>I can capitalize proper nouns.</p> <p>I can use commas in greetings and closings of letters.<br/>                     I can use apostrophes in contractions to show possession (ownership).<br/>                     I can spell words using patterns.</p> <p>I can use dictionaries or other resources to check my spelling.</p> | <p>Knowledge<br/>                     Application<br/>                     Synthesis</p> | <p>Apostrophe<br/>                     Closing<br/>                     Comma<br/>                     Contractions<br/>                     Dictionaries<br/>                     Greeting<br/>                     Letter<br/>                     Possessive personal pronoun<br/>                     Possessives<br/>                     Reference materials<br/>                     Spelling patterns<br/>                     Thesaurus</p> |

**Colorado SS: L.2a – L.2e**

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**RESOURCES AND NOTES FOR QUARTER 3:**

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**TIMELINE: Quarter 4**

|   |   |                                     |   |
|---|---|-------------------------------------|---|
| <p><b>Strand: Writing</b><br/> <b>Text Types and Purposes</b><br/>                     2. Write information/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>M</b></p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <b>M</b></p> | <p>I can write my thoughts and ideas about a topic or a book I have read.</p> <p>I can write about something that happened, what I have seen, or something I remember.<br/>                     I can include actions, thoughts and feelings in my writing.<br/>                     I can use words such as first, next, and then to tell events in order in my writing.<br/>                     I can write a closing statement.</p> | <p>Synthesis</p> <p>Application</p> | <p>Closing statement<br/>                     Closure<br/>                     Concluding Statement<br/>                     Conclusion<br/>                     Definitions<br/>                     Details<br/>                     Explanatory<br/>                     Facts<br/>                     Informational<br/>                     Linking Words<br/>                     Narratives<br/>                     Non-fiction<br/>                     Opinion<br/>                     Reasons<br/>                     Recount<br/>                     Sequences<br/>                     Time order words<br/>                     Topic<br/>                     Topic Sentence<br/>                     Writing Strategies</p> |
|---|---|-------------------------------------|---|

**Colorado SS: W.2, W.3**

1. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format
  2. Organize informational texts using main ideas and specific supporting details
  3. Organize ideas using a variety of pictures, graphic organizers or bulleted lists
  4. Use relevant details when responding in writing to questions about texts
  5. State a focus when responding to a given question, and use details from text to support a given focus
  6. Apply appropriate transition words to writing
- 
1. Organize ideas using pictures, graphic organizers, or story maps
  2. Write simple, descriptive poems
  3. Write with precise nouns, active verbs, and descriptive
  4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
  5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

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**SUBJECT: Writing**

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| Student Expectation |                                     |                   |                     |

|  |  |                              |  |
|--|--|------------------------------|--|
| <b>Strand: Writing</b><br><b>Research to Build and Present Knowledge</b><br>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <b>1 M</b> | I can research and write with my classmates. | Comprehension<br>Application |  |
|--|--|------------------------------|--|

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| <b>Colorado SS: <span style="color: red;">W.7</span></b><br><br>1. Ask primary questions of depth and breadth<br>2. Acknowledge the need to treat all viewpoints fair-mindedly |  |  |  |
|--|--|--|--|

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| Strand/Concept  | Student Friendly Learning Objective  | Level of Thinking                                     | Academic Vocabulary   |
|---|--|---|---|
| Student Expectation   |  |   |   |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     a. Use collective nouns(e.g., group). <b>M</b><br/>                     b. Form and use frequency occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). <b>M</b><br/>                     c. Use reflexive pronouns (e.g., myself, ourselves). <b>M</b><br/> <br/>                     d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <b>M</b><br/>                     e. Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>M</b><br/>                     f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy).<br/> <b>M</b></p> | <p>I can use nouns when I am writing.<br/>                     I can use plural nouns that don't follow the rules like feet, children, teeth and fish.<br/>                     I can use pronouns like myself and himself that tell the subject in a sentence.<br/>                     I can use verbs that talk about the past that don't follow the rules like hid, sat and told.<br/>                     I can use adjectives and adverbs to make a sentence clearer.<br/>                     Add description or rearrange sentences to create new sentences.</p> | <p>Application<br/>                     Synthesis</p> | <p>Adjectives<br/>                     Adverbs<br/>                     Groups<br/>                     Irregular plural nouns<br/>                     Nouns<br/>                     Past tense verbs<br/>                     Plural nouns<br/>                     Pronouns</p> |
| <p><b>Colorado SS: L.1a – L.1f</b></p> <p>1. Apply accurate subject-verb agreement while writing<br/>                     2. Vary sentence beginning<br/>                     3. Spell high-frequency words correctly</p>   |  |   |   |



## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept   | Student Friendly Learning Objective  | Level of Thinking  | Academic Vocabulary  |
|--|--|--|--|
| Student Expectation  |  |  |  |
| <p><b>Strand: Language</b><br/> <b>Conventions of Standard English</b><br/>                     2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>M</b><br/>                     a. Capitalize holidays, product names, and geographic names. <b>M</b><br/>                     b. Use commas in greetings and closing of a letter. <b>M</b><br/>                     c. Use an apostrophe to form contractions and frequently occurring possessives. <b>M</b><br/>                     d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil). <b>M</b><br/>                     e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <b>M</b></p> | <p>I can capitalize proper nouns.</p> <p>I can use commas in greetings and closings of letters.<br/>                     I can use apostrophes in contractions to show possession (ownership).<br/>                     I can spell words using patterns.</p> <p>I can use dictionaries or other resources to check my spelling.</p> | <p>Knowledge<br/>                     Application<br/>                     Synthesis</p> | <p>Apostrophe<br/>                     Closing<br/>                     Comma<br/>                     Contractions<br/>                     Dictionaries<br/>                     Thesaurus<br/>                     Greeting<br/>                     Letter<br/>                     Possessive personal pronoun<br/>                     Possessives<br/>                     Reference materials<br/>                     Spelling patterns</p> |
| <p><b>Colorado SS: L.2a – L.2e</b></p>   |  |  |  |

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 2**

| Strand/Concept      | Student Friendly Learning Objective | Level of Thinking | Academic Vocabulary |
|---------------------|-------------------------------------|-------------------|---------------------|
| Student Expectation |                                     |                   |                     |

**RESOURCES AND NOTES FOR QUARTER 4:**