Second Grade
Language Scope and Sequence

The Language standards listed in the table below are intended to be reinforced within the writing unit so the Language Standards are taught in the context of student writing, and not in ***isolation***. Additionally, the standards provide a focus for what students will be held accountable in their writing for purposes of editing their work at the end of any given unit.

Writing Text Type	Genre	Common Core Language Standards
Building a Writing Community	**This unit focuses on building a writing community instead of a specific genre.**	1.g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 2.a. Capitalize holidays, product names, and geographic names. 2.d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
Narrative	**Personal Narrative**	1.g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.a. Capitalize holidays, product names, and geographic names. 2.d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
Opinion	**Letter**	1.c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). 1.g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.a. Capitalize holidays, product names, and geographic names. 2.b. Use commas in greetings and closings of letters. 2.c. Use an apostrophe to form contractions and frequently occurring possessives. 2.d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
Informative/ Explanatory	**Procedural Writing How to Texts**	1.c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). d. Use reflexive pronouns (e.g., *myself, ourselves*). 1.g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
Narrative	**Fictional Narrative**	1.c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). 1.d. Use reflexive pronouns (e.g., *myself, ourselves*). 1.g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Second Grade
Language Scope and Sequence

Writing Text Type	Genre	Common Core Language Standards
Opinion	**Review**	1.d. Use reflexive pronouns (e.g., *myself, ourselves*). 2.c. Use an apostrophe to form contractions and frequently occurring possessives. 2.d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
Informative/ Explanatory	**Report/All About Books**	1.d. Use reflexive pronouns (e.g., *myself, ourselves*). 2.c. Use an apostrophe to form contractions and frequently occurring possessives. 2.d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).

Please note that not all the Common Core Language Standards have been assigned to the Language Scope and Sequence, but will need to be reinforced orally in conversation, through shared, interactive, and guided writing activities as well as daily grammar activities.

The underlined standards below will need "additional support" because they aren't given enough attention in Treasures or Tesoros.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Use collective nouns (e.g., *group*).
c. Form and use frequently occurring irregular plural nouns(e.g., *feet, children, teeth, mice, fish*).
d. Use reflexive pronouns (e.g., *myself, ourselves*)
e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
f. Use adjectives and adverbs, and choose between them depending on what is being modified.