KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 2 ELA

Last Updated May 2014 by Heather Dewald and Jodi Kirstein

Course Description:

Table of Contents			
Unit #	***Title***	***# of Weeks***	***Month(s)***
1	*Reading: Decoding, Comprehension, Vocabulary; Writing: Narrative, Informative, Friendly Letter*		
2	*Reading: Decoding, Comprehension, Vocabulary; Writing: Opinion, Narrative, Informative*		
3	*Reading: Comprehension, Vocabulary; Writing: Informative, Narrative, Folktale*		
4	*Reading: Comprehension, Vocabulary; Writing: Narrative, Informative, Poetry*		

Unit #/Title	1A/Narrative	Time Frame	3 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 1st quarter)
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 1st quarter)
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- Purpose influences a writer's choice of content and details
- Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners
- Writers use craft techniques learned from mentor authors to describe and elaborate on their writing.
- Writers edit and revise to make their writing more powerful.

Essential Questions

- How do I develop into an effective writer?
- How does the quality of my writing affect the reader?
- How does knowing parts of speech make me a better writer?
- How do writers share personal experiences through writing?
- How do writers edit and revise to strengthen their writing?

Content

- Personal Narrative
- Conventions

Skills

- Narrative Writing (Personal):
  - identify the audience and write to them
  - begin with an introductory sentence (introduced: sound, surprising fact, question, dialogue, setting)
  - write to a single theme (focus)
  - describe the setting
  - introduce characters
  - identify problem or conflict
  - events are written sequentially
  - write in the first person
  - use sensory details to develop the story

	○ write a concluding sentence (introduced: strong feeling, strong image, lesson learned, humor, hope or wish) ○ include relevant illustrations ● Conventions ○ capitalize sentence beginnings ○ capitalize the pronoun "I" ○ correctly use end punctuation (period and question mark) ○ use conventional spelling for high frequency and learned words ○ apply phonetic patterns to spell words correctly (consonants, blends, and short vowels) ○ spell grade appropriate words correctly (consult word wall and Quick Words book) ○ write simple sentences containing a common noun and action verb ○ use the pronoun "I" when referring to self

Unit #/Title	2/Reading: Decoding, Comprehension, Vocabulary; Writing: Opinion, Folktale, Informative	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade-appropriate irregularly spelled words.
CC.1.1.2.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. (not in 2nd quarter)
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H Describe how reasons support specific points the author makes in a text
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B Identify and introduce the topic
CC.1.4.2.C Develop the topic with facts and/or definitions.
CC.1.4.2.D Group information and provide a concluding statement or section.
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. (not in 2nd quarter) Spell words drawing on common spelling patterns.

Consult reference material as needed.
CC.1.4.2.V Participate in individual or shared research and writing projects.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to decode and construct meaning	• What decoding strategies do I use to help me read? • What comprehension strategies do I use to help me understand what I am reading? • How do I develop into an effective reader? • How does the quality of my writing affect the reader?
Content	**Skills**
• Decoding strategies • Literacy, math, science, and social studies vocabulary • Comprehension strategies • Fluency skills	• Decoding: o use knowledge of –y, -ly, -like, –less, re-, pre-, and un- to decode words o use knowledge of word parts to decode compound words • Vocabulary: o use root/base words prefixes and suffixes to identify word meanings (-y, -ly, -like, -less, –ful, re-, pre-, and un-) • Comprehension: o identify historical fiction o identify and interpret the main idea of multi paragraph text, chapters, and picture books o identify and interpret facts and supporting details in a chapter or book o make predictions based on context, picture clues, and background knowledge o monitor own reading by confirming or adjusting previous predictions to clarify meaning of text o identify cause and effect relationships • Fluency: o given time to practice a selection, read with appropriate expression, speed, and prosody • Opinion Writing: o demonstrate a clear position and at least two details that support the position • Folktale Writing: o adapt a story originating from an oral tradition while maintaining the structure of the original story

Unit #/Title	2A/Narrative	Time Frame	3 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 1st quarter)
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 1st quarter)
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• Purpose influences a writer's choice of content and details • Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners • Writers use craft techniques learned from mentor authors to describe and elaborate on their writing. • Writers edit and revise to make their writing more powerful.	• How do I develop into an effective writer? • How does the quality of my writing affect the reader? • How does knowing parts of speech make me a better writer? • How do writers share personal experiences through writing? • How do writers edit and revise to strengthen their writing?
Content	**Skills**

•	• Narrative Writing: o identify the audience and write to them o write an introductory sentence (developing: sound, surprising fact, question, dialogue, setting) o write to a single theme (focus) o describe the setting o introduce characters o identify problem or conflict o events are written sequentially o write in the first person (if personal) o use sensory details to develop the story o include detailed descriptions of people, places, things, thoughts, and feelings (introduced) o use proper nouns to enhance writer's meaning (introduced) o write a concluding sentence (developing: strong feeling, strong image, lesson learned, humor, hope or wish) o contains a clear beginning, middle, and end (introduced) o include relevant illustrations • Conventions ○ capitalize sentence beginnings ○ capitalize the pronoun "I" ○ capitalize proper nouns (introduced) ○ correctly use end punctuation (period, question mark, and exclamation point) ○ use commas in a series (introduced) ○ use conventional spelling for high frequency and learned words ○ apply phonetic patterns to spell words correctly (consonants, blends, short vowels, consonant digraphs: sh, th, ch, wh, and long vowel patterns: *ai, ay, ee, ea, ie, ei, oe, ue, ey, ay*) ○ spell grade appropriate words correctly (consult word wall and Quick Words book) ○ apply learned rules to correctly spell plural nouns with references such as notebooks, and anchor charts (introduced) ○ write simple sentences containing a common noun, action verb, and adjective ○ write sentences using a subject and predicate (introduced) ○ use the pronoun "I" when referring to self

Unit #/Title	3/Reading: Comprehension, Vocabulary; Writing: Informative, Narrative	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.1.2.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B Identify and introduce the topic
CC.1.4.2.C Develop the topic with facts and/or definitions.
CC.1.4.2.D Group information and provide a concluding statement or section.
CC.1.4.2.E Choose words and phrases for effect.
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q Choose words and phrases for effect
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V Participate in individual or shared research and writing projects.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to decode and construct meaning • Purpose influences a writer's choice of content and details • Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners	• What decoding strategies do I use to help me read? • What comprehension strategies do I use to help me understand what I am reading? • How do I develop into an effective reader and writer? • How does the quality of my writing affect the reader? • How does knowing parts of speech make me a better writer?
Content	**Skills**
• Literacy, math, science, and social studies vocabulary • Comprehension strategies • Narrative and informative (biography and how to) pieces with correct structure and mechanics •	• Comprehension: o use context clues, pictures, and graphs or charts to determine word meaning (vocabulary) o use information from the text and personal experience to draw logical conclusions (inference) o determine whether text is fact or opinion • Informational Writing (Biography) o use temporal words to sequence important events o use quotation marks correctly in dialogue o use an apostrophe to denote contractions o intentionally choose words to convey exact meaning

Unit #/Title	3A/Narrative	Time Frame	3 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 1st quarter)
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 1st quarter)
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- Purpose influences a writer's choice of content and details
- Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners
- Writers use craft techniques learned from mentor authors to describe and elaborate on their writing.
- Writers edit and revise to make their writing more powerful.

Essential Questions

- How do I develop into an effective writer?
- How does the quality of my writing affect the reader?
- How does knowing parts of speech make me a better writer?
- How do writers share personal experiences through writing?
- How do writers edit and revise to strengthen their writing?

Content

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Skills

- Narrative Writing:
  - write an introductory sentence (developing: sound, surprising fact, question, dialogue, setting)
  - write to a single theme (focus)
  - describe the setting
  - introduce characters
  - identify problem or conflict
  - events are written sequentially
  - write in the first person (personal narrative)
  - use sensory details to develop the story

	o include detailed descriptions of people, places, things, thoughts, and feelings o use proper nouns to enhance writer's meaning o intentionally choose words to convey exact meaning o write a concluding sentence (strong feeling, strong image, lesson learned, humor, hope or wish) o contains a clear beginning, middle, and end o include relevant illustrations • Conventions ○ capitalize sentence beginnings ○ capitalize the pronoun "I" ○ capitalize proper nouns ○ correctly use end punctuation (period, question mark, and exclamation point) ○ use commas when writing a series of words and before common conjunctions when creating a compound sentence ○ use quotation marks for direct quotes (introduced) ○ use conventional spelling for high frequency and learned words ○ apply phonetic patterns to spell words correctly (consonants, blends, short vowels, consonant digraphs: sh, th, ch, wh, long vowel digraphs: *ai, ay, ee, ea, ie, ei, oe, ue, ey, ay, and other vowel digraphs; oo, ou, ow, oi, oy, aw, au, ew*) ○ spell grade appropriate words correctly (consult word wall and Quick Words book) ○ apply learned rules to correctly spell plural nouns with references such as notebooks, and anchor charts ○ apply learned rules to correctly spell verbs in past, present, and future tense with references such as notebooks, and anchor charts (introduced) ○ write sentences with consistent subject-verb agreement (introduced) ○ write simple sentences containing a common noun, action verb, and adjective ○ write sentences using a subject and predicate ○ use common conjunctions (and, or, but, so) to create compound sentences (introduced) ○ use the pronoun "I" when referring to self

Unit #/Title	4/Reading: Comprehension, Vocabulary; Writing: Narrative, Informative, Poetry	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.H Describe how reasons support specific points the author makes in a text
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B Identify and introduce the topic
CC.1.4.2.C Develop the topic with facts and/or definitions.
CC.1.4.2.D Group information and provide a concluding statement or section.
CC.1.4.2.E Choose words and phrases for effect.
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.Q Choose words and phrases for effect
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.
CC.1.4.2.V Participate in individual or shared research and writing projects.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to decode and construct meaning	• What decoding strategies can I use to help me read?

• Purpose influences a writer's choice of content and details	• What comprehension strategies can I use to help me understand what I am reading? • How do I develop into an effective reader and writer?
• Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners	• How does the quality of my writing affect the reader? • How does knowing parts of speech make me a better writer?
Content	**Skills**
• Literacy, math, science, and social studies vocabulary • Comprehension strategies • Narrative and informative (biography and how to) pieces with correct structure and mechanics	• Vocabulary: o determine meaning of multiple meaning words and homophones • Comprehension: o identify the purpose of a selection as persuasive, informational, or entertainment (author's purpose) o determine the real meaning of figurative language (similes, idioms, alliteration, onomatopoeia) o identify the difference between real and make believe o compare and contrast important details in different texts on the same topic o ask and answer informational gathering questions o locate and select various texts on the same topic • Informational Writing: (Research Paper) o Collect relevant facts related to chosen topic o Organize like information in paragraph form o Include a topic sentence and concluding sentence • Poetry Writing: o write poems that conform to various formats (free verse, diamante, cinquain, haiku, and acrostic) • Writing Conventions: o use apostrophes to denote singular possessives o identify and use pronouns correctly • Writing Style: o use figurative language o use relevant illustrations to convey meaning

Unit #/Title	4A/Narrative	Time Frame	3 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 1st quarter)
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 1st quarter)
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- Purpose influences a writer's choice of content and details
- Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners
- Writers use craft techniques learned from mentor authors to describe and elaborate on their writing.
- Writers edit and revise to make their writing more powerful.

Essential Questions

- How do I develop into an effective writer?
- How does the quality of my writing affect the reader?
- How does knowing parts of speech make me a better writer?
- How do writers share personal experiences through writing?
- How do writers edit and revise to strengthen their writing?

Content

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Skills

- Narrative Writing:
  - write an introductory sentence (developing: sound, surprising fact, question, dialogue, setting)
  - write to a single theme (focus)
  - describe the setting
  - introduce characters
  - identify problem or conflict
  - events are written sequentially
  - write in the first person (personal narrative)
  - use sensory details to develop the story

	o include detailed descriptions of people, places, things, thoughts, and feelings o use proper, abstract, and collective nouns to enhance writer's meaning o intentionally choose words to convey exact meaning o write a concluding sentence (strong feeling, strong image, lesson learned, humor, hope or wish) o contains a clear beginning, middle, and end o include relevant illustrations ● Conventions ○ capitalize sentence beginnings, the pronoun "I", and proper nouns ○ correctly use end punctuation (period, question mark, and exclamation point) ○ use commas when writing a series of words, before common conjunctions when creating a compound sentence, and in quotation marks in dialogue ○ use quotation marks for direct quotes ○ use apostrophes to form possessives (introduced) ○ use conventional spelling for high frequency and learned words ○ apply phonetic patterns to spell words correctly (consonants, blends, short vowels, consonant digraphs: sh, th, ch, wh, and vowel digraphs: *ai, ay, ee, ea, ie, ei, oe, ue, ey, ay, oo, ou, ow, oi, oy, aw, au, ew*) ○ spell grade appropriate words correctly (consult word wall and Quick Words book) ○ apply learned rules to correctly spell plural nouns and all verb tenses with references such as notebooks, and anchor charts ○ write sentences with consistent subject-verb agreement ○ write simple sentences containing a common noun, action verb, and adjective ○ write sentences using a subject and predicate ○ use common conjunctions(and, or, but, so) to create compound sentences ○ use the pronoun "I" and reflexive pronouns