Standard:	Learning Target: • = mastered ○ = introduced	Assessment: • = required ○ = optional	Resources:	Report Card Terminology	Q1	Q2	Q3	Q4
Indicator 1: Students can apply the writing process to compose text.								
2.W.1.1 Students can write three related sentences. – (Synthesis)	• I can model my writing after a mentor text. (2.W.1.1)	• Genre Writing • Writing Prompt	Journeys					
	• I can organize information (ex. - webs, lists, drawings, simple timeline). (2.W.1.1)	○ Writer's Workshop ○ Journaling	Mentor Text/Trade Books					
	• I can write three complete sentences that are related.		The Teacher's Guide to the Four Blocks by Cunningham, Hall and Sigmon					
	• I can write a main idea (topic) sentence with at least one							
	• I can write a **personal narrative**. (2.W.1.1) •		Professional Resources: Lucy Caulkins Writing in the Primary Grade					
	○ I can write **poems** with rhythm, rhyme, and line breaks. (2.W.1.1)		Jill Eggleton: Linking The Language Strands					
	• I can use describing words in my **poems**. (2.W.1.1)		Katie Woodray (author)					
	• I can write a **poem** that will follow a pattern. (2.W.1.1)		Becky's Book!					
	• I can write a **poem** with alliteration. (2.W.1.1)		Lester Laminack (authors)					
	• I can write a **how-to text** using time order or sequence words (transitions like first,							

	• I can write a **nonfiction /informational text**.							
	• I can write to respond to what I read. (2.W.1.1)							
	• I can write to reflect on my learning (today I learned). (2.W.1.1)							
2.W.1.2 Students can write a friendly letter. – (Application)	• I can recognize the four parts of a friendly letter (greeting, body, closing, and signature). (2.W.1.2)	o Observation o Writing Workshop o Functional Writing Rubric						
	• I can write a letter using the five parts of a friendly letter (heading, greeting, body, closing, and signature). (2.W.1.2)							
	• I can recognize that paragraphs need to be indented (2.W.1.2)							
2.W.1.3 Students can write questions and statements. – (Application)	• I can tell the difference between a question and a statement. (2.W.1.3)	o Observation						
	• I can write a question. (2.W.1.3)							
	• I can write a statement. (2.W.1.3)							
Indicator 2: Students can apply Standard English conventions in their writing.								
2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. – (Application)	• I can use periods and question marks in my writing. (2.W.2.1)	• Writing Prompt • Genre Writing o Basal Practice Book Pages o Student Daily Work o Journals o Dictated Sentence	Journeys Month by Month Phonics for Second Grade by Cunningham and Hall					
	• I can use commas after the greeting and closing in a friendly letter. (2.W.2.1)							

	• I can recognize quotation marks. (2.W.2.1)	o Writing Workshop Conferences/Observations o DOL	Phonics Lessons, letters, and how they work by: Pinnell and Fountas						
2.W.2.2 Students can capitalize proper names, days of the week, and months of the year when writing. – (Application)	• I can use capital letters on proper names (proper nouns). (2.W.2.2)		Linking the Language Strands by Jill Eggleton and Jo Windsor						
	• I can capitalize the pronoun "I." (2.W.2.2)								
	• I can use capital letters on days of the week. (2.W.2.2)		Making Words by Cunningham and Hall						
	• I can use capital letters on months of the year and holidays. (2.W.2.2)		Fountas and Pinnell Kit						
2.W.2.3 Students can spell high-frequency words as well as words with phonetic elements. – (Application)	• I can spell high-frequency words. (2.W.2.3)	• High Frequency Word Test • Word Features Test o Spelling tests/Worksheets							
	o I can use homophones from high-frequency list (Fountas and Pinnell list). (2.W.2.3 extended)								
	• I can use short vowel patterns/chunks to spell words correctly. (2.W.2.3)								
	• I can use long vowel patterns/chunks to spell words correctly. (2.W.2.3)								
	• I can spell r-controlled words (park, supper, bird, corn, further). (2.W.2.3)								

	• I can spell words with consonant blends (blue, crash, desk, speak, coast). (2.W.2.3)							
	• I can spell words with inflectional endings (ing, ed, s, es, ies). (2.W.2.3 extended)							
	• I can spell contractions. (2.W.2.3 extended)							
	• I can spell common abbreviations. (2.W.2.3 extended)							
	• I can spell words with the prefixes re, pre, over, and un. (2.W.2.3 extended)							
	o I can spell words with special vowel pairs (dipthongs – ow, ou, oy,oi, aw). (2.W.2.3 extended)							
	• I can spell words with diagraphs. (2.W.2.3 extended)							
	o I can spell words with silent letters. (2.W.2.3 extended)							
	• I can use known parts to write new words. (2.W.2.3 extended)							
2.W.2.4 Students can form letters accurately, and space words and sentences correctly. – (Application)	• I can form letters correctly. (2.W.2.4)	• Observation						
	• I can use a finger space between my words in a sentence. (2.W.2.4)							

	• I can use a finger space between my sentences. (2.W.2.4)							
	• I can write legibly. (2.W.2.4)							

Grammar								
Subject and Predicate	• I can find the naming part (subject) of a sentence.							
	• I can find the telling part (predicate) of a sentence.							
Nouns	• I can label a person, place, thing, or animal as a noun.							
	o I can identify and write common and proper nouns.							
	o I can identify and write singular and plural nouns.							
Pronouns	• I can identify and use subject pronouns (I, you, he, she, it, we, they).							
Verbs	• I can find the action word (verb) of the sentence.							
Adjectives	• I can identify and use describing / colorful words (adjectives).							
	o I can identify and use adjectives that compare (-er, -est).							
Synonyms, Antonyms and Homophones	• I can identify and use synonyms.							

	• I can identify and use antonyms.							
	• I can identify and use words that sound the same but mean something different (homophones).							