

2ND GRADE WRITING STANDARDS BREAKDOWN

Anchor Standard/ Domain Name: Writing

Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard Text:

W.2.1 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.

Students who can demonstrate understanding can:

- write their opinion on a topic or book they have read, listened to, or have feelings about.
- introduce their opinion using feeling words (e.g. I feel, I like/dislike, I would/would not recommend, etc.)
- give reasons why they feel the way they do.
- list and connect their reasons for that opinion using linking words (e.g. because, and, also).
- write a conclusion statement or section reiterating their original opinion.

Vertical Alignment to Previous Grades:

W.K.1, W.1.1

Vertical Alignment to Future Grades:

W.3.1, W.4.1

Clarification Statement:

Students write their opinions on various topics or books they have read or listened to. With guidance and support, students write opinion pieces using feeling words, supplying reasons to support why they feel the way they do, and end with a conclusion statement to restate their original opinion on the given topic.

Vocabulary for Teacher Development:

- **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more
- **graphic organizer** – a diagram or model used to organize thoughts or ideas
- **linking words and phrases** – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)
- **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking

	<p>through an argument, forming judgments, and drawing conclusions using a process of logic</p> <ul style="list-style-type: none"> ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Standard Text:</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● introduce a topic to inform or teach others. ● use facts, definitions, and supporting details. ● complete their writing with a concluding statement or section.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.2, W.1.2</p> <p>Vertical Alignment to Future Grades:</p> <p>W.3.2, W.4.2</p>	<p>Clarification Statement:</p> <p>Students write about a given topic. They begin with a topic sentence, including facts and supporting details to teach or inform others. They conclude their writing with a sentence that lets the reader know their writing is complete.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● graphic organizer – a diagram or model used to organize thoughts or ideas ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

	<ul style="list-style-type: none"> ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc. ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>Standard Text:</p> <p>W.2.3 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● write a story, a well-elaborated event, or short sequence of events. ● include details to describe the characters and their actions, thoughts/feelings; the setting (both time and place), as well as the plot (beginning, middle, and end). ● use time order words such as first, next, then, etc. to signal event order. ● provide an ending.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.3, W.1.3</p> <p>Vertical Alignment to Future Grades:</p> <p>W.3.3, W.4.3</p>	<p>Clarification Statement:</p> <p>Students will write a narrative or story. It should include character(s), setting, and a series of events that take place in a sequential order. The student will use detailed sentences to give the reader a vivid description of what is taking place and a closing that lets the reader know the story has ended.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g.,

	<p>grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <ul style="list-style-type: none"> • event – a thing that happens; an occurrence • graphic organizer – a diagram or model used to organize thoughts or ideas • recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) • revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors • sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other • strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc. • temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text: (W.2.4 begins in grade 3)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>Standard Text:</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • incorporate revision suggestions from adults/peers. • engage in the editing process to check for spelling/punctuation mistakes.
<p>Vertical Alignment to Previous Grades:</p>	<p>Clarification Statement:</p>

<p>W.K.5, W.1.5</p> <p>Vertical Alignment to Future Grades:</p> <p>W.3.5, W.4.5</p>	<p>Using their information and ideas, students create drafts and then join their peers to read and evaluate each other's work. Students ask questions to help clarify statements and make suggestions to help their peers add details and maintain focus in their writing. Students revise and edit their work based on peer and teacher feedback.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Standard Text:</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> utilize digital technology with support to create writing pieces to share with peers, family, and/or community. utilize digital technology with support from adults to publish writing pieces.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.6, W.1.6</p> <p>Vertical Alignment to Future Grades:</p> <p>W.3.6, W.4.6</p>	<p>Clarification Statement:</p> <p>Students use an assortment of digital tools and resources to compose and publish original writing in small groups, with partners, or independently. The teacher provides support and guidance.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording, and editing software; cloud-based applications, etc. publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Standard Text: 2nd grade students will apply digital tools to gather, evaluate, and use information.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> Understand how to use digital tools such as programs, online resources, and websites Apply knowledge of digital tools to gather information. Apply digital tools to evaluate information for validity, quality, and relevance. Use the information gathered from digital tools for specific purposes.

<p>Vertical Alignment to Previous Grades: n/a</p> <p>Vertical Alignment to Future Grades: n/a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> Digital tools: programs, online resources, and websites that contain information. Evaluate: form an idea, assess
<p>Standard Text: 2nd grade students will use digital media and environments to communicate and work collaboratively</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> Understand how to use and communicate through digital media. Collaborate in partners, small groups, and large groups using digital media.
<p>Vertical Alignment to Previous Grades: n/a</p> <p>Vertical Alignment to Future Grades: n/a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will navigate digital media including text, audio, video, and graphic platforms to communicate and work in collaborative groups. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> Digital media: content that can be transmitted over the internet or computer networks, including text, audio, video, and graphics
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>Standard Text:</p> <p>W.2.7 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).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> work with others in various group sizes. conduct research on a given topic by reading books, media, articles etc. produce a paragraph, a report, or an essay. record and relay scientific observations through writing.
<p>Vertical Alignment to Previous Grades: W.K.7, W.1.7</p>	<p>Clarification Statement:</p> <p>Students take part in research and writing projects as a class, with partners, or small groups.</p>

<p>Vertical Alignment to Future Grades:</p> <p>W.3.7, W.4.7</p>	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • shared research – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Standard Text:</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • recall information from past or present experiences, as well as use new information from various sources to answer a question(s).
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.8, W.1.8</p> <p>Vertical Alignment to Future Grades:</p> <p>W.3.8, W.4.8</p>	<p>Clarification Statement:</p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Standard Text: (W.2.9 begins in grade 4)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Range of Writing:</u> 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 tasks, purposes, and audiences.</p>	
<p>Standard Text: (W.2.10 begins in grade 3)</p>	