

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Writing strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.2.1</a></li> <li>○ <a href="#">CCSS.W.2.2</a></li> <li>○ <a href="#">CCSS.W.2.3</a></li> <li>○ <a href="#">CCSS.W.2.a</a></li> </ul> </li> <li>● <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.2.4</a></li> <li>○ <a href="#">CCSS.W.2.5</a></li> <li>○ <a href="#">CCSS.W.2.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.2.7</a></li> <li>○ <a href="#">CCSS.W.2.8</a></li> </ul> </li> <li>● <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.2.10</a></li> </ul> </li> </ul>
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W.2.1		
	<b>Anchor Standard: Writing</b> <i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
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., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<i>Previous Grades:</i> W.K.1, W.1.1	<i>Future Grades:</i> W.3.1, W.4.1
Clarification Statement	Vocabulary for Teacher Development	
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.	<ul style="list-style-type: none"> <li>● <b><u>editing</u></b> – 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</li> <li>● <b><u>graphic organizer</u></b> – a diagram or model used to organize thoughts or ideas</li> <li>● <b><u>linking words and phrases</u></b> – 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.)</li> <li>● <b><u>reasons/reasoning</u></b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>● <b><u>revision/revising</u></b> – the process of rereading something that has been produced and making</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>● <b>strengthen</b> – 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.</li> </ul>
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**Students Who 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.

W.2.2		
	<b>Anchor Standard: Writing</b> <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.2, W.1.2	<i>Future Grades:</i> W.3.2, W.4.2
Clarification Statement	Vocabulary for Teacher Development	
<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>	<ul style="list-style-type: none"> <li>● <b>editing</b> – 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</li> <li>● <b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li>● <b>revision/revising</b> – 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</li> <li>● <b>strengthen</b> – 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.</li> </ul>	

- **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.

**Students Who Demonstrate Understanding Can...**

- introduce a topic to inform or teach others.
- use facts, definitions, and supporting details.
- complete their writing with a concluding statement or section.

W.2.3		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.3, W.1.3	<i>Future Grades:</i> W.3.3, W.4.3
Clarification Statement	Vocabulary for Teacher Development	
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.	<ul style="list-style-type: none"> <li>● <b>closure</b> – a resolution at the end of an event or literary work</li> <li>● <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>editing</b> – 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</li> <li>● <b>event</b> – a thing that happens; an occurrence</li> <li>● <b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li>● <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>● <b>revision/revising</b> – 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</li> </ul>	

	<p>from editing which is largely related to correcting errors</p> <ul style="list-style-type: none"> <li>● <b><u>sequence/sequence of events</u></b> – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</li> <li>● <b><u>strengthen</u></b> – 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.</li> <li>● <b><u>temporal transition words/phrases</u></b> – 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.)</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- 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.

W.2.a		
	<p><b>Anchor Standard: Writing</b></p> <p><i>New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
2 <sup>nd</sup> grade students will apply digital tools to gather, evaluate, and use information.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A
Clarification Statement	Vocabulary for Teacher Development	
Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.	<ul style="list-style-type: none"> <li><b>Digital tools</b> - programs, online resources, and websites that contain information.</li> <li><b>Evaluate</b> - form an idea, assess</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>Understand how to use digital tools such as programs, online resources, and websites</li> <li>Apply knowledge of digital tools to gather information.</li> <li>Apply digital tools to evaluate information for validity, quality, and relevance.</li> <li>Use the information gathered from digital tools for specific purposes.</li> </ul>		

W.2.5				
	<b>Anchor Standard: Writing</b> <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Production and Distribution of Writing		
<b>Standard</b>		<b>Vertical Alignment</b>		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.5, W.1.5</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.5, W.4.5</td> </tr> </table>	<i>Previous Grades:</i> W.K.5, W.1.5	<i>Future Grades:</i> W.3.5, W.4.5
<i>Previous Grades:</i> W.K.5, W.1.5	<i>Future Grades:</i> W.3.5, W.4.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
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.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>incorporate revision suggestions from adults/peers.</li> <li>engage in the editing process to check for spelling/punctuation mistakes.</li> </ul>				

W.2.6				
	<b>Anchor Standard: Writing</b> <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.6, W.1.6</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.6, W.4.6</td> </tr> </table>	<i>Previous Grades:</i> W.K.6, W.1.6	<i>Future Grades:</i> W.3.6, W.4.6
<i>Previous Grades:</i> W.K.6, W.1.6	<i>Future Grades:</i> W.3.6, W.4.6			
Clarification Statement		Vocabulary for Teacher Development		
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.		<ul style="list-style-type: none"> <li>● <b>digital tools</b> – 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.</li> <li>● <b>publish</b> – 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</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● utilize digital technology with support to create writing pieces to share with peers, family, and/or community.</li> <li>● utilize digital technology with support from adults to publish writing pieces.</li> </ul>				

W.2.7				
	<p><b>Anchor Standard: Writing</b></p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
<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>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.7, W.1.7</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.7, W.4.7</td> </tr> </table>	<i>Previous Grades:</i> W.K.7, W.1.7	<i>Future Grades:</i> W.3.7, W.4.7
<i>Previous Grades:</i> W.K.7, W.1.7	<i>Future Grades:</i> W.3.7, W.4.7			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students take part in research and writing projects as a class, with partners, or small groups.</p>		<ul style="list-style-type: none"> <li><b>shared research</b> – 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</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>work with others in various group sizes.</li> <li>conduct research on a given topic by reading books, media, articles etc.</li> <li>produce a paragraph, a report, or an essay.</li> <li>record and relay scientific observations through writing.</li> </ul>				

W.2.8				
	<b>Anchor Standard: Writing</b> <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Research to Build and Present Knowledge		
<b>Standard</b>		<b>Vertical Alignment</b>		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.8, W.1.8</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.8, W.4.8</td> </tr> </table>	<i>Previous Grades:</i> W.K.8, W.1.8	<i>Future Grades:</i> W.3.8, W.4.8
<i>Previous Grades:</i> W.K.8, W.1.8	<i>Future Grades:</i> W.3.8, W.4.8			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students think about and use personal experiences and/or collected information to provide answers to a specific question.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>recall information from past or present experiences, as well as use new information from various sources to answer a question(s).</li> </ul>				