

Writing Standards

GRADE 2



Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
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.	Lessons 40-56, 74, 76, 78
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.	Lessons 22-39, 75, 77
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.	Lessons 57-69

Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above).	Lessons 1-4, 22-24, 40-41, 57
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Lessons 18, 20, 33, 36, 38, 50, 53, 55, 68, 70, 72, 73
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.	Teacher-directed

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Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
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).	Text sets
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	Lessons 7-9, 27-29, 44-46
W.2.9	(Begins in Grade 4)	N/A

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
W.2.10	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.	Lessons 1-78