

Writing Standards

GRADE 2



Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

Standard Code	Standard	Top Score Writing Lessons
2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	Teacher-directed
2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	Lessons 40-56, 74, 76, 78
2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	Lessons 22-39, 75, 77
2.W.4	Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; d. Provide a middle and an ending. (E)	Lessons 57-69
2.W.5	Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.	Lessons 1-78
	b. Use available technology to produce and publish legible documents.	Teacher-directed

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2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	Lessons 22-39
2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. b. Verbs – I. Using sentences that use the past tense of frequently occurring irregular verbs. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs. d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)	Grammar Slides 5-28, 41-60, 69-72, 81-132, 157-160
2.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. b. Punctuation – I. Correctly using a period, question mark, or exclamation mark at the end of a sentence. II. Using an apostrophe to form contractions and singular possessive nouns. III. Using commas in greetings and closings of letters, dates, and to separate items in a series. c. Encoding – I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. II. Generalizing learned spelling patterns (e.g., word families) when writing words. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	Grammar Slides 1-8, 33-36, 61-64, 73-80