**GRADE 2- Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (1):**  Write arguments to support claim(s)s in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** | | |
| **Grade 1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | **Grade 2: 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.** | **Grade 3:** Write opinion pieces on topics or texts, supporting a point of view with reasons.  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. Provide a concluding statement or section. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Persuasion and argument * Reason(s) * Evidence (e.g., examples, facts) * Difference between important and unimportant reasons/facts/   support/examples   * Opinion * Resources (e.g., teacher selected, UDLib/Search) * Effective introduction (e.g., one that includes the writer’s opinion) * Logical order of supporting reasons (e.g., order of importance) * Linking/transition words (e.g., first, next, finally) to show order * Awareness of audience * Organizational pattern (e.g., beginning, middle, end) * Format choices (e.g., friendly letter, advertisements) * Effective conclusion/ concluding statement or section (e.g., one that moves beyond *The End*) | * Good persuasive writers address the needs of the audience and build an argument to support an opinion. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | * Form an opinion about a topic or a text * Use resources including teacher selected materials to locate and choose reasons based on facts, examples, and/or evidence * differentiating between relevant and irrelevant reasons/evidence * including an appropriate variety of reasons/evidence * addressing the needs of the audience * Use/select an appropriate writing format * Organize writing with a beginning, middle and end * Write opinion pieces by: * introducing a topic * stating an opinion * providing reasons that support the opinion * ordering reasons by importance * providing a concluding statement or section * using simple transition words that show order (e.g., first, next, finally) and/or connect opinion or reasons |

**GRADE 2- Text Types and Purposes**

**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (2):**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** | | |
| **Grade 1:** Write informative/  explanatory texts in which they  name a topic, supply some facts  about the topic, and provide  some closure. | **Grade 2:** Write informative/  explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section. | **Grade 3:** Write informative/  explanatory texts to examine  a. Capitalize appropriate words in titles.  b. Use commas in addresses.  c. Use commas and quotation marks in dialogue.  d. Form and use possessives.  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing * Topic * Effective introduction/hook (e.g., one that states the topic) * Relevant information (e.g.,   facts, examples, definitions)   * Beginning, middle, end * Paragraphs * Definitions * Simple transitions (e.g., first, second, third) * Concluding statement or section/ closure/   ending/conclusion (e.g., one that moves beyond *The End*) | * Good informative/ explanatory authors provide information to help the reader understand a topic. * Good authors use informative/explanatory writing to communicate information related to real-world tasks. * Good authors use model/example texts to guide them as they compose informative/expository texts. * Good readers and writers write to make meaning of what they read. | * Select an interesting topic for writing * Provide relevant information (e.g., personal experiences, facts, definitions, examples) to elaborate or clarify the subject * Organize writing with a beginning, middle and end * Use simple transition words that show order (e.g., first, next, finally) most of the time * Use paragraphs to transition between ideas when appropriate * Provide a concluding statement/section/conclusion * Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section |

**GRADE 2- Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (3):**  Write narratives to develop real or imagined experiences or events using effective technique, well  chosen details, and well-structured event sequences. | | |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** | | |
| **Grade 1:** Write narratives in  which they recount two or more  appropriately sequenced events,  include some details regarding  what happened, use temporal  words to signal event order, and  provide some sense of closure. | **Grade 2: 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.** | **Grade 3:** Write narratives to  develop real or imagined  experiences or events using  effective technique, descriptive  details, and clear event  sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Narrative writing * Topic * Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) * Elaboration * Relevant details/examples (e.g., actions, thoughts, feelings) * Temporal/time order words (e.g., first, next, then) * Reaction/response (e.g., Why was the event important? How did the event make you feel?) * Order of events (e.g., beginning, middle, end) * Closure/ending/conclusion * Forms (e.g., stories, journal entries, simple poems) | * Good authors use narrative elements to tell about events and reflect upon those events. * Good authors include details that bring events/people to life for the reader. * Good authors use model/example texts to guide them as they compose their own narrative pieces. | * Select/identify an event or short sequence of events to tell about * Elaborate using details about the event(s) * Organize writing with a beginning, middle and end, appropriately sequencing events * Use temporal words to signal event order and transition from one event to another * Provide a sense of closure * 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. |