

READINESS STANDARDS - Writing Grade 2

(2.17) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by sequencing ideas through writing sentences	Draft, Sequence, Sentence
(C) revise drafts by adding or deleting words, phrases, or sentences	Revise, Add, Delete, Word, Phrase, Sentence
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	Edit, Draft, Punctuation, Capitalization, Spelling, Rubric

(2.18) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to

(A) write brief stories that include a beginning, middle, and end	Story, Beginning, Middle, End
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(2.19) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write brief compositions about topics of interest to the student	Composition, Topic
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(2.21) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(C) distinguish among declarative and interrogative sentences	Sentence, Declarative, Interrogative
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(2.22) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) Write legibly leaving appropriate margins for readability	Legible, Margin, Readability
(B) use capitalization: (i) proper nouns	Capitalization, Capital letter, Proper noun
(B) use capitalization: (ii) months and days of the week	Capitalization, Capital letter, Month, Day of the week
(B) use capitalization: (iii) the salutation and closing of a letter	Capitalization, Salutation, Closing
(C) recognize and use punctuation marks: (ii) ending punctuation in sentences	Punctuation mark, Period, Question mark, Exclamation mark, Sentence

(2.23) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell high-frequency words from a commonly used list	Pattern
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SUPPORTING STANDARDS - Writing Grade 2

(2.18) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to

(B) write short poems that convey sensory details

Poem, Sensory Detail

(2.19) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

Letter, Sequence, Chronological, Logical, Conventions, Date, Salutation, Closing

(C) write brief comments on literary or informational texts

Commitment, Literary text, Informational text

(2.20) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to

(A) write persuasive statements about issues that are important to the students for the appropriate audience in the school, home, or local community

Persuasive, Issue, Audience

(2.21) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future)

Verb, Past Tense, Present Tense, Future Tense

(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)

Noun, Singular, Plural, Common, Proper

(A) understand and use the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)

Adjective, Descriptive, Article

(A) understand and use the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)

Adverb, Time, Manner

(A) understand and use the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases

Preposition, Prepositional phrase

(A) understand and use the function of the following parts of speech in the context of reading, writing, and speaking: (vi) pronouns (e.g., he, him)

Pronoun

(A) understand and use the function of the following parts of speech in the context of reading, writing, and speaking: (viii) use time-order transition words and transitions

Time-order transition word

SUPPORTING STANDARDS - Writing Grade 2

(2.21) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(B) use complete sentences with correct subject-verb agreement	Complete sentence, Subject-verb agreement
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(2.22) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(C) recognize and use punctuation marks: (ii) apostrophes and contractions	Apostrophe, Contradiction
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(C) recognize and use punctuation marks: (iii) apostrophes and possessives	Apostrophe, Possessive
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(2.23) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) use phonological knowledge to match sounds to letters to construct unknown words	Phonological knowledge, Spell
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(B) spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck)	Complex, Vowel, Hard, Soft
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(B) spell words with more advanced orthographic patterns rules: (ii) r-controlled vowels	Vowel, R-controlled vowel
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(B) spell words with common orthographic patterns and rules: (iii) long vowels (e.g., VCe-hope)	Consonant, Vowel, Long vowel, Silent e
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(B) spell words with more advanced orthographic patterns rules: (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)	Vowel diagraph, Vowel diphthong
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(D) spell base words with inflectional endings (e.g., -ing and -ed)	Base word, Inflectional ending
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(E) spell simple contradictions	Contradiction, Apostrophe
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(F) use resources to find correct spellings	Resource, Dictionary, Glossary
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