CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 1: Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Essential Skills:

- **Apply the prewriting and planning stages of the writing process to:**
  - Identify the topic or book
  - Establish or build upon a personal schema of a topic or book
  - Gather information on a specific topic
  - Form an opinion based on prior knowledge and information provided
- **Develop a clear, focused topic sentence that states a point of view or opinion.**
- **Distinguish between facts and opinions.**
- **Generate reasons to support an opinion using facts, details or text references.**
- **Draft a paragraph or multiple paragraphs to support an opinion to:**
  - Use reflexive pronouns (e.g., *myself, ourselves*)
  - Produce complete simple and compound sentences.
  - Use knowledge of language conventions when writing.
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Identify and explain relationships between ideas, (e.g., cause/effect, examples).**
- **Use appropriate vocabulary to connect opinion and reasons.**

Standards for Writing: Grade 2

- **Draft a concluding sentence that restates the opinion.**

- **Apply the revising and editing stages of the writing process.**
  - Revise to verify a clear statement of opinion supported by a list of reasons.
  - Add relevant details to strengthen writing.
  - Expand and rearrange complete simple and compound sentences.
  - Edit to correct errors in capitalization, punctuation, and spelling.

- **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

- **Prepare the final product for presentation and/or publication in a variety of formats.**

- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 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.

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.

Essential Skills:

- **Apply the prewriting and planning stages of the writing process to:**
  - Identify the topic.
  - Establish or build upon a personal schema of the topic.
  - Gather facts and definitions from basic print or multimedia resources.
- **Develop and write a clear and focused introductory sentence that identifies the topic.**
- **Differentiate between facts and opinions within a specific source.**
- **Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner.**
- **Participate in shared research on a topic.**
- **Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic.**
  - Produce complete simple and compound sentences.
  - Use knowledge of language and its conventions when writing.
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Use information presented and gathered to write an effective conclusion.**
- **Apply the revision and editing stages of the writing process.**
  - Revise to verify a clear statement of topic and points developed by related facts and definitions.

- Expand and rearrange complete simple and compound sentences.
- Edit to correct errors in capitalization, punctuation, and spelling.

- **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**
- **Prepare the final product for presentation and/or publication in a variety of formats.**
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

Essential Skills:

- **Apply the prewriting and planning stages of the writing process to:**
  - Identify an event or situation.
  - Identify characters and the problem.
  - Sequence the events in a logical order.
- **Draft an opening sentence that introduces the narrative.**
- **Apply knowledge of story structure.**
- **Include details that personalize the experience (thoughts, actions, and feelings).**
  - Produce complete simple and compound sentences.
  - With support, use adjectives and adverbs.
  - Form and use frequently occurring irregular plural nouns.
  - Use knowledge of language conventions when writing.
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Define and identify temporal words, (e.g., *later, after, first, last, eventually*).**
- **Use words and phrases acquired through conversations, reading and being read to.**

- **Write sentences in a meaningful order using temporal words to signal the sequence.**
- **Draft a conclusion that resolves the narrative.**

- **Apply the revision and editing stages of the writing process.**
  - Revise to ensure that the elements of a narrative are incorporated.
  - Edit to correct errors in capitalization, punctuation, and spelling.

- **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

- **Prepare the final product for presentation and/or publication.**

- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

NOTE: W 4 begins in Grade 3

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 5: Develop and strengthen writing as needed by, planning, revising, editing, rewriting, or trying a new approach.

W 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Essential Skills:

- **Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about topics and texts (under discussion).**
- **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 6: **Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

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.

Essential Skills:

- **With guidance, select print, online, and multimedia sources.**
- **With support, use technology to record and organize data/information.**
- **With guidance, use technology to present findings/conclusions in a variety of formats.**
- **Contribute to a learning community.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

Essential Skills:

- **With guidance, identify an assigned or personal information need.**
- **Formulate and refine questions to meet an information need.**
- **With guidance, explore and identify human, print, online, and multimedia resources.**
- **With guidance, use technology tools to find data/information within a specific source.**
- **With guidance and support from adults, formulate and refine questions to meet an information need.**
- **Prepare the final product for presentation and/or publication in a variety of formats.**
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Contribute to a learning community.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W 2.8: Recall information from experiences or gather information from provided sources to answer a question.

Essential Skills:

- **Access prior knowledge to formulate and refine questions to complete the task.**
- **With guidance, select print, online, and multimedia sources.**
- **With guidance, use technology tools to find data/information within a specific source.**
- **Record data/information in a variety of formats.**
- **With guidance and support, draw conclusions from the recorded data/information to create new understandings.**
- **With guidance and support, practice responsible and appropriate use of technology systems, software, and information.**

Benchmarks:

NOTE: W 9 begins in Grade 4 and W 10 starts in Grade 3

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W 2.11: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Essential Skills:

- **With support, write a piece of prose or poetry influenced by a particular author or topic.**
- **Present for publication a poem, skit, artwork, or personal response.**

Benchmarks:

Standards for Writing: Grade 2