Grade 2 - WRITING
Skills Based Report Card

Language and Word Study Standards and Expectations	Standards	Students will be able to…
Writes complete simple and compound sentences	**CCSS.ELA-LITERACY.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-LITERACY.L.2.1.F** Produce, expand, and rearrange complete simple and compound sentences (e.g.,*The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	• Write in complete simple and compound sentences. • Rearrange the parts of a simple or compound sentences.
Capitalizes words as needed	**CCSS.ELA-LITERACY.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.L.2.2.A** Capitalize holidays, product names, and geographic names.	• Capitalize the first letter of a new sentence. • Capitalize holidays, product names, geographic names (cities, states, countries), and names of people.
Applies punctuation correctly	**CCSS.ELA-LITERACY.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.L.2.2.B** Use commas in greetings and closings of letters. **CCSS.ELA-LITERACY.L.2.2.C** Use an apostrophe to form contractions and frequently occurring possessives.	• Use correct ending punctuation (periods, questions marks, exclamation marks) for simple and compound sentences. • Use commas in greetings and closings of letters and when making lists. • Use apostrophes to form contractions (ex: do not = don't) and show possession (ex: That is **Mia's** book.).
Applies parts of speech correctly (nouns, verbs, adjectives, etc)	**CCSS.ELA-LITERACY.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-LITERACY.L.2.1.A** Use collective nouns (e.g., *group*).	• Use parts of speech correctly in simple and compound sentences. • Use collective nouns and irregular plural nouns correctly. • Use reflexive pronouns (ex: myself, ourselves).

	CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). **CCSS.ELA-LITERACY.L.2.1.C** Use reflexive pronouns (e.g., *myself, ourselves*). **CCSS.ELA-LITERACY.L.2.1.D** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). **CCSS.ELA-LITERACY.L.2.1.E** Use adjectives and adverbs, and choose between them depending on what is to be modified.	• Use the past tense of irregular verbs (ex: sit/sat, hide/hid). • Properly use adjectives and adverbs in descriptions.
Applies learned spelling skills	**CCSS.ELA-LITERACY.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.L.2.2.D** Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). **CCSS.ELA-LITERACY.L.2.2.E** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Use known spelling patterns to spell new words. • Use reference materials (dictionaries) to check and correct spelling.
Applies learned vocabulary	**CCSS.ELA-LITERACY.L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **CCSS.ELA-LITERACY.L.2.4.A** Use sentence-level context as a clue to the meaning of a word or phrase. **CCSS.ELA-LITERACY.L.2.4.B** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	• Use context clues to determine the meaning of unknown words or phrases. • Use known prefixes and suffixes to determine the meaning of a word or phrase. • Use known root words to determine the meaning of an unknown word with the same root. • Use knowledge of individual words to predict the meaning of compound words (ex: birdhouse, lighthouse).

	CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Use dictionaries and glossaries, both print and digital, to determine the meaning of unknown words and phrases. • Uses learned vocabulary in writing.
Writing Standards and Expectations		
Uses Learned Writing Strategies to Write Narratives	**W.2.3** Writes 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.	• Write narratives. • Include details to describe actions, thoughts, and feelings. • Use time order words to provide a sense of closure.
Uses Learned Writing Strategies to Write Opinion Pieces	**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.	• 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. • Provide a conclusion.
Uses Learned Writing Strategies to Write Informative/Explanatory Texts	**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.	• Write informative/explanatory texts on a given topic. • Use facts and definitions to develop points. • Provide a conclusion.
Uses an Opening in Writing	**W.2.1** Write opinion pieces in which they introduce the	• Write well-elaborated event or short sequence of events.

	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. **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. **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.	• Introduce the topic or book they are writing about.
Provides Details to Support Topic	**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. **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. **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.	• Include details to describe actions, thoughts, and feelings. • Supply reasons that support the opinion. • Use facts and definitions to develop points.
Uses Transition Words	**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	• Use time order words to signal event order and provide a sense of closure. • Use linking words to connect opinion and reasons.

	concluding statement or section. **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. **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.	
Uses a Closing in Writing	**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. **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. **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.	• Provide a sense of closure. • Provide a conclusion.

Edits and Improves Writing	**W.2.5**
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	
	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.
		• With guidance and support from adults and peers:
		   o focus on a topic
		   o edit and revise as needed
		   o use a variety of digital tools to produce and publish writing

Researches and Gathers Information to Answer Questions	**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). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.	• Participate in shared research and writing projects. • Recall information from experiences. • Gather information to answer a question.