

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

W.2.1

Write opinion pieces that introduce the topic or book being written about, express 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.

CCR Anchor Standard:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Understanding

- Introduce a topic
- Recognize and state an opinion
- Provide supporting reasons for stated opinion
- Use effective words to link opinions and reasons
- Provide a concluding statement

Academic Vocabulary

- Topic sentence
- Opinion*
- Argument
- Reasons
- Evidence
- Linking words
- Writing strategies
- Conclusions
- Concluding statement
- **Informative/Explanatory Writing***

Content Elaborations

Second grade writers have a continued opportunity to write a variety of text types and for a variety of purposes. In opinion writing, authors provide their stance on a given topic and provide evidence from the text or personal experiences to support their opinion. Second grade writers are providing increased evidence and support in their explanatory, informative, and opinion writing. These details and evidence come directly from fiction and nonfiction text as well as classroom experiences or background knowledge.

Next Grade Level Progression Statement

In the next grade level, students are expected to write increasingly complex opinion, informative/explanatory, and narrative pieces about a variety of topics. Their writing should begin to be well organized, show evidence of transitions from one point to another, and be connected to a specific topic or idea.

Question Ideas

- From what point of view will you be writing?
- Did I completely explain my opinion of the topic or argument in my writing?
- Does the reader know my opinion?
- How did I support my opinion with details?
- Did I include transitional or linking words?
- Did my opinion end with a strong conclusion?
- Does your conclusion sum up or restate your opinion or purpose?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – An example of a Grade 2 Argument (opinion) with annotation can be found on pages 16-17. In this writing sample, the student wrote their opinion about the book *Owl Moon* by Jane Yolen.

Ohio's Model Curriculum Instructional Supports

Strategies: Graphic Organizers

- [OREO Opinion Writing](#): Opinion, Reason, Examples, Opinion
- [4-Square](#)-Students use a piece of paper with 4-squares around a center box for their pre-writing. The center box is for the topic sentence. One idea is put into box 2, 3, 4 and the conclusion is in box four. The page can then be put into a paragraph.
- [Hamburger graphic organizer](#)- This organizer has each bun as the introduction and conclusion; the hamburger, tomato, and lettuce are details.
- *Brain Frames*: Brain Frames are a set of six graphical patterns that students draw to organize their language and ideas that can be found at Architects for Learning. There are brain frames for sequencing, telling about a topic, comparing and contrasting, showing cause and effects, categorizing, and showing relationships.

Resources: Glover, Matt, and Mary A. Berry. *Projecting Possibilities for Writers: The How, What & Why of Designing Units of Study*

Glover, Matt, and Mary A. Berry. *Projecting Possibilities for Writers: The How, What & Why of Designing Units of Study, K-5*. Portsmouth, NH: Heinemann, 2012

W.1.1 (Prior Grade Standard)

Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.3.1 (Future Grade Standard)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

W.2.2

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCR Anchor Standard:

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Understanding

- Introduce a topic
- Use facts, definitions, and details to develop a topic
- Understand how to group related information together
- Use linking words to connect ideas
- Provide a concluding statement

Academic Vocabulary

- Nonfiction
- Topic sentence
- Inform
- Explain
- Definitions
- Details
- Facts
- Examples
- Quote
- Conclusion
- Concluding statement

Content Elaborations

In informative pieces, authors share research or facts related to a particular topic. In explanatory texts, authors share background information about a topic, a literary response (i.e. explaining why a character made a particular choice), or how to complete a particular task. Throughout the year, students should utilize fiction and nonfiction texts as the basis for explanatory writing. Second grade writers are providing increased evidence and support in their explanatory, informative, and opinion writing. These details and evidence come directly from fiction and nonfiction text as well as classroom experiences or background knowledge.

Next Grade Level Progression Statement

In the next grade level, students are expected to write increasingly complex opinion, informative/explanatory, and narrative pieces about a variety of topics. Their writing should begin to be well organized, show evidence of transitions from one point to another, and be connected to a specific topic or idea.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• Are you writing to inform or explain?• What is your topic?• Why did you choose this topic?• Did you begin your writing with a topic sentence? | <ul style="list-style-type: none">• What examples, definitions, and details will you use to explain your topic?• Can you use a quote? Why would this be important?• Where can you find more information about your topic? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. Examples of Grades K-3 Informative/Explanatory writings with annotations can be found on pages 8-9, 12-13, and 19-22.

Ohio's Model Curriculum Instructional Supports

Strategies: Writer's Workshop

Writer's Workshop is an instructional framework that involves splitting your writing instructional time into three portions: A 10-15-minute mini-lesson about a topic of focus, 20-30 minutes of writing time (students write independently and you as the teacher hold individual writing conferences), and 10-15 minutes of sharing time. These times can be adjusted to suit your needs but all three components are present each day in a true Writer's Workshop structure. The CCS Digital Resource Binder contains descriptions and planning templates to support Writer's workshop. Steve Paha also has an excellent resource titled [Welcome to Writer's Workshop](#) available online as a free PDF.

Resources: The [Reading/Writing project](#)

Has a wealth of information! Lucy Calkins and her colleagues at the Teachers College at Columbia University have published assessments, research, and guiding documents. They publish Units of Study that can be used to implement reading and writing Workshop.

W.1.2 (Prior Grade Standard)

Write informative/explanatory **texts that name** a topic, supply some facts about the topic, and provide some sense of closure.

W.3.2 (Future Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

W.2.3

Write narratives to 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.

CCR Anchor Standard:

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

Essential Understanding

- Identify the beginning, middle, and end of a narrative
- Identify details related to an event
- Use temporal words to signal a change of events
- Provide a sense of closure

Academic Vocabulary

- **Sequence of events***
- Setting
- Event Order
- Major/minor character
- Details
- Problem
- Experience
- Personal narratives
- Closure/conclusion
- Temporal words
- Transition words

Content Elaborations

In narrative writing, authors tell stories made up of a sequence of events. In narratives, students are expected to provide increased details and complexity in their stories. A variety of writing should occur across the curriculum and throughout the school year. Narratives may be about true or imagined events.

Next Grade Level Progression Statement

In the next grade level, students are expected to write increasingly complex opinion, informative/explanatory, and narrative pieces about a variety of topics. Their writing should begin to be well organized, show evidence of transitions from one point to another, and be connected to a specific topic or idea.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• From what point of view will you be writing?• Did I completely explain my opinion of the topic or argument in my writing?• Does the reader know my opinion?• How did I support my opinion with details? | <ul style="list-style-type: none">• Did I include transitional or linking words?• Did my opinion end with a strong conclusion?• Does your conclusion sum up or restate your opinion or purpose? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – An example of a Grade 2 Narrative with annotation can be found on pages 18. In this writing sample, the student wrote about losing their tooth titled, "My First Tooth is Gone."

Ohio's Model Curriculum Instructional Supports

Strategies: Heart Map

Students can use a heart map to generate ideas for a variety of writing genres and prompts. [Heart Mapping](#) is a brainstorming tool referred to as writing from the heart. Students are given a heart shaped template and guided with a question or set of questions.

They are encouraged to begin brainstorming ideas in the center of the heart and building new ideas around one central idea. After the students list their thoughts, they can color code the sections. For example, family members can be pink, friends can be yellow, places can be orange, and activities can be green.

Resources: The [Reading/Writing project](#)

Has a wealth of information! Lucy Calkins and her colleagues at the Teachers College at Columbia University have published assessments, research, and guiding documents. They publish Units of Study that can be used to implement reading and writing Workshop.

W.1.3 (Prior Grade Standard)

Write narratives to 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.

W.3.3 (Future Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

W.2.5

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

CCR Anchor Standard:

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

Essential Understanding

- Provides writing that is focused on a topic
- How to receive support from an adult
- How to receive support from a peer
- Strengthens writing as needed when revising and editing

Academic Vocabulary

- **Edit***
- **Publish***
- **Revise ***
- Develop
- Purpose
- Feedback

Content Elaborations

Students at this age are writing more independently and have begun to understand that words are powerful ways to express themselves. Their engagement with text and usage of words to share their message increases. As students begin to share messages, they must understand the components of the writing process and the importance of revising and editing. Students work through the writing process independently, but may receive guidance and support from a peer in a peer editing role.

Next Grade Level Progression Statement

In the next grade level, students begin to wean away from guidance and support from adults. They are expected to produce writing in which the development and organization are appropriate to task and purpose. Students are expected to develop and strengthen writing as needed by planning, revising, and editing.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• What will you use to help you organize your ideas?• Can you create a graphic organizer/thinking map to help you sequence your ideas and events?• Can you share with your partner what you plan to write? | <ul style="list-style-type: none">• What is your topic sentence?• Have you asked your partner to give you feedback about what you have written so far?• Have you used your editing/proofreading checklist to help you make any changes? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Editing Mnemonics

Use mnemonics to help students remember the components of editing. First teacher reviews when and how to use capitalization, organization, punctuation, sentence structure and spelling (COPS) one at a time. Once students become familiar with the process they can be given a checklist to work through each step. It is suggested to teach editing separate from revision because it often gets left out in the classroom.

C: Capitalization

O: Organization

P: Punctuation

S: Structure and Spelling

Resources: Calkins, Lucy, and Amanda Hartman. *Launching the Writing Workshop*.

Calkins, Lucy, and Amanda Hartman. *Launching the Writing Workshop*. Portsmouth, NH: Heinemann, 2013

W.1.5 (Prior Grade Standard)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.3.5 (Future Grade Standard)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

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 Understanding

- Uses a variety of digital tools to produce and publish writing
- Collaborates with peers to produce and publish writing, using a variety of digital tools

Academic Vocabulary

- Digital
- Collaborate
- **Publish***
- **Details***

CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Content Elaborations

Revision is the ongoing process of an author changing how he/she is presenting their thoughts and the details they choose to include. Editing is a process of re-reading for sense and correcting conventions. These two processes may be worked through in the same session, but do not have to be.

Next Grade Level Progression Statement

In the next grade level, students begin to wean away from guidance and support from adults. They are expected to produce writing in which the development and organization are appropriate to task and purpose. Students are expected to develop and strengthen writing as needed by planning, revising, and editing. They are expected to use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Question Ideas

- Have you and your group decided what you will write about?
- How will you divide the work so that you all contribute to the project?
- Where will you save your work until you are ready to print?
- What program will you use to publish your work?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Writer's Workshop

[Writer's Workshop](#) is a structure that creates a community of learners who support one another throughout the writing process. Students are part of a group of peers who see themselves as writers because they are treated as serious writers. Students are talking, sharing, reading and writing for real purposes with collaboration and honest, considerate feedback being highly valued. Students are engaged in writing daily. Students are given the opportunity to choose topics and are offered paper choice, including blank books (blank pages or lined pages with room for pictures). Anchor charts and a word wall are displayed in the room to support writers. Students need a writing folder to store ongoing writing pieces. In order for a successful workshop, quality time should be spent at the beginning of the year to teach students routines and management. These lessons need to be revisited as necessary throughout the year.

Students can use digital tools (ex. LMS, SeeSaw, Educreations) to celebrate their writing through a recorded read aloud of their piece. This read aloud can then be shared and students in the class can provide feedback and thoughts to their peers in an online platform. This process also allows the teacher to access the read aloud at a later time to prepare for conferencing with the student.

Resources: Calkins, Lucy, Kelly B. Hohne, and Audra K. Robb. *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8*.

Grade level progression guides, rubrics, and student checklists for opinion, information, and narrative writing.

W.1.6 (Prior Grade Standard)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.3.6 (Future Grade Standard)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

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).

CCR Anchor Standard:

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

Essential Understanding

- Participates in shared research and writing projects
- Know how to select a topic that can be researched
- Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information

Academic Vocabulary

- Project
- Topic
- Report
- Observation
- Research

Content Elaborations

Teaching research skills can help satisfy students' natural curiosity. As they work together to gather information, they learn how and why things/concepts appear as they do. Student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent, and present information.

Next Grade Level Progression Statement

In the next grade level, students will be expected to participate in short research projects that build knowledge about a topic. They will be expected to use information from their own experiences and from what they have read in print and digital text to write in multiple genres. At this grade level they will begin to use beginning note taking strategies to organize information they find. They are expected to gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Question Ideas

- | | |
|---|--|
| <ul style="list-style-type: none">• What is the topic of your report?• Can you narrow your topic?• What sources will you use to find information?• What key words can you use to find your topic online? | <ul style="list-style-type: none">• Where can you go to find more information?• How will you give your sources credit?• What is the page called where you will list your sources?• How will your group divide the work? |
|---|--|

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Ohio's Model Curriculum Instructional Supports

Strategies: Class Research Book

Model how to write an informational report by making a class book on a topic. Brainstorm topics and decide on a class topic. Brainstorm as a class questions you have about a topic on a chart. Teach students about what a fact encompasses and appropriate text features. Provide students with multiple resources (books or digital resources) and post-it that they can write information or facts that they found that will answer the questions. Use this information to write an informational book about the topic.

Resources: Readingandwritingproject.org

The Reading/Writing Project website has valuable information! Lucy Calkins and her colleagues at the Teachers College at Columbia University have published assessments, research, and guiding documents. They publish Units of Study that can be used to implement Reading and Writing Workshop. They also host professional development workshops.

W.1.7 (Prior Grade Standard)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.3.7 (Future Grade Standard)

Conduct short research projects that build knowledge about a topic.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 2

W.2.8

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

CCR Anchor Standard:

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

Essential Understanding

- Know how to use search engines such as Goggle, Bing, etc.
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps

Academic Vocabulary

- Recall
- Gather
- Experience
- Sources
- Cite
- Paraphrase

Content Elaborations

Teaching research skills can help satisfy students' natural curiosity. As they work together to gather information, they learn how and why things/concepts appear as they do. Student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent, and present information.

Next Grade Level Progression Statement

In the next grade level, students will be expected to participate in short research projects that build knowledge about a topic. They will be expected to use information from their own experiences and from what they have read in print and digital text to write in multiple genres. At this grade level they will begin to use beginning note taking strategies to organize information they find. They are expected to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What sources did you use to find your information?• What sources did you find on an internet search?• What sources did you find in a library search?• How can you paraphrase this sentence? | <ul style="list-style-type: none">• Can you write this sentence using your own words?• Is this information important to your research?• Can you use an organizer to help you group your ideas? |
|--|--|

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Ohio’s Model Curriculum Instructional Supports

Strategies: Writing Heart Map

Students can use a heart map to generate ideas for a variety of writing genres and prompts. [Heart Mapping](#) is a brainstorming tool referred to as writing from the heart. Students are given a heart shaped template and guided with a question or set of questions. They are encouraged to begin brainstorming ideas in the center of the heart and building new ideas around one central idea. After the students list their thoughts, they can the color code the sections. For example, family members can be pink, friends can be yellow, places can be orange, and activities can be green.

Resources: The Art of Teaching Writing by Lucy

Calkins, Lucy M. C. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 2008

W.1.8 (Prior Grade Standard)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.3.8 (Future Grade Standard)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.