

Grade 2 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage II		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
2.W.01 - 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (Essential)	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.	Literary Response
2.W.02 - 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)	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.	Expository
	HI-4: creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.	Expository
2.W.03 - 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)	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	Narrative
	HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.	Literary Response
2.W.04 - With guidance and support from adults, produce writing in which the development and organization		

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are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).		
AZ.2.W.04 - With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (Essential)	HI-2: writing simple rhymes, chants and poetry. (Only in reference to a skill area.)	Narrative
	HI-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences.	Functional
	HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)	Functional
2.W.05 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Essential)		
2.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Essential)		
2.W.07 - 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)		
2.W.08 - Recall information from experiences or gather	HI-4: creating expository text (e.g., labels, lists observations,	Expository

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2.W.08 - Recall information from experiences or gather information from provided sources to answer a question.	HI-4: creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.	Expository
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Writing - Stage II		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
	HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.	Penmanship
	HI-2: using mechanics of writing to organize writing.	Penmanship
	HI-3: using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.	Spelling
	HI-4: using resources to spell words.	Spelling
	HI-5: spelling high frequency words.	Spelling
	HI-6: capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).	Capitalization
	HI-7: using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).	Punctuation
	HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.	Grammar/Parts of Speech

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	HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.	Grammar/Parts of Speech
	HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	Grammar/Parts of Speech
	HI-11: using noun, adverbial and/or prepositional phrases in sentences.	Grammar/Parts of Speech
	HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.	Syntax/Sentence Construction
	HI-13: using interrogative sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-14: using exclamatory sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-15: using imperative sentences in a variety of writing applications.	Syntax/Sentence Construction

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage II		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
2.W.01 - 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (Essential)		
2.W.02 - 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)		
2.W.03 - 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)		
2.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).		

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<p>AZ.2.W.04 - With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (Essential)</p>	<p>HI-2: determining the purpose and intended audience of a writing piece. (Only in reference to a skill area.)</p>	<p>Pre-Writing</p>
<p>2.W.05 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Essential)</p>	<p>HI-1: generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas. (Only in reference to a skill area.)</p>	<p>Pre-Writing</p>
	<p>HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence. (Only in reference to a skill area.)</p>	<p>Drafting</p>
	<p>HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed. (Only in reference to a skill area.)</p>	<p>Revising</p>
	<p>HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric. . (Only in reference to a skill area.)</p>	<p>Revising</p>
	<p>HI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft. (Only in reference to a skill area.)</p>	<p>Editing</p>

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<p>2.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Essential)</p>	<p>HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience.</p>	<p>Publishing</p>
<p>2.W.07 - 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)</p>		
<p>2.W.08 - Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>2.W.09 - (Begins in grade 4)</p>		
<p>2.W.10 - (Begins in grade 3)</p>		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage II		
Standard 4: The students will integrate elements of effective writing to develop engaging and focused text.		
2.W.01 - 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (Essential)	HI-1: writing student generated text that expresses a main idea.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: writing relevant details that support the main idea in a student generated text.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-3: organizing student generated text to include a clear beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
2.W.02 - 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)	HI-1: writing student generated text that expresses a main idea.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency

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	<p>HI-2: writing relevant details that support the main idea in a student generated text.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-3: organizing student generated text to include a clear beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>2.W.03 - 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)</p>	<p>HI-1: writing student generated text that expresses a main idea.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-2: writing relevant details that support the main idea in a student generated text.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-3: organizing student generated text to include a clear beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>

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2.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	HI-3: organizing student generated text to include a clear beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
AZ.2.W.04 - With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (Essential)	HI-5: organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
2.W.05 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Essential)		
2.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Essential)		
2.W.07 - 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)		
2.W.09 - (Begins in grade 4)		
2.W.10 - (Begins in grade 3)		

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