

Grade 2 Writing: Grade Level Expectations

Essential Academic Learning Requirements [EALR] for Writing K-10

EALR 1: The student understands and uses a writing process

Component 1.1 Uses pictures and talk for thinking about planning writing.

Component 1.2 Produces Drafts.

Component 1.3 Revises to improve text.

Component 1.4 Edits Text.

Component 1.5 Publishes text to share with audience.

Component 1.6 Adjusts writing processes as necessary.

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.1 Adapts writing for a variety of audiences.

Component 2.2 Writes for different purposes.

Component 2.3 Writes in a variety of forms/genres.

Component 2.4 Writes for career applications.

EALR 3: The student writes clearly and effectively

Component 3.1 Develops ideas and organizes writing.

Component 3.2 Uses appropriate style.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1 Analyzes and evaluates others' and own writing.

Component 4.2 Sets goals for improvement.

Cited from Washington State's Essential Academic Learning Requirements:
<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 2 Writing: Grade Level Expectations

GRADE 2

In second grade, students make significant progress as they move from single-idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element. Students demonstrate a considered approach to their writing by planning purposefully and working toward accuracy and effectiveness by making some conscious word choices. Sentence structures are varied within a single piece of writing. Students write in a variety of forms, including nonfiction, while maintaining the basic conventions of writing. Students notice mistakes while rereading and revise by adding details.

EALR 1: The student understands and uses a writing process

Component 1.1 Uses pictures and talk for thinking about planning writing.

1.1.1 Applies at least one strategy for generating ideas and planning writing.

- Talks to generate ideas and rehearse writing (e.g., class brainstorm).
- Uses visual tools for planning (e.g., word web, list, story frame, drawing).
- Uses multicultural literature (fiction and nonfiction) to stimulate ideas.

Component 1.2 Produces Drafts.

1.2.1 Produces a draft of multiple sentences or several paragraphs over time.

- Uses a plan from prewriting to write a draft.
- Works on one draft over one to three days.

Component 1.3 Revises to improve text.

1.3.1 Revises text by adding and deleting words and phrases.

- Rereads own writing for meaning.
- Rereads work several times and has a different focus for each reading (e.g., first reading — looking for descriptive words and phrases; second reading — looking for active verbs).
- Participates in peer conferences (e.g., “Trahn, please read this and help me see if it makes sense.”).
- Uses adult and peer suggestions to clarify and revise writing.
- Recognizes overused words and makes substitutions (e.g., whispered for said).

Component 1.4 Edits Text.

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3).

- Identifies and corrects errors in grade level conventions.
- Uses a simple checklist for editing.
- Uses spelling lists and a personal dictionary to check accuracy and meaning.

Component 1.5 Publishes text to share with audience.

1.5.1 Publishes own writing.

- Reads own work aloud (e.g., family night, writing buddy).

Cited from Washington State’s Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 2 Writing: Grade Level Expectations

- Selects format for publishing (e.g., fonts, graphics, photos, colors) to enhance writing.
- Publishes text in various ways (e.g., posts on wall, reads from author’s chair).
- Publishes text with assistance (e.g., class books).

Component 1.6 Adjusts writing processes as necessary.

1.6.1 Begins in Grade 3

1.6.2 Begins in Grade 3

1.6.3 Begins in Grade 3

EALR 2: The student writes in a variety of forms for different audiences and purposes

Component 2.1 Adapts writing for a variety of audiences.

2.1.1 Understands that writing changes for different audiences.

- Writes letters using language appropriate to different audiences (e.g., Dear Officer Jones vs. Dear Mike).
- Writes instructions for different audiences (e.g., telling kindergarteners how to line up, telling a substitute teacher how to take attendance)

Component 2.2 Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

- Writes to respond to literature in some detail (e.g., how I am like a character).
- Writes to tell stories (e.g., personal, “once upon a time” or “one day”).
- Writes to explain (e.g., effects of tooth brushing on health, how I found an answer to a mathematics problem).

Component 2.3 Writes in a variety of forms/genres.

2.3.1 Uses a variety of forms/genres.

- Explains the relationship between form and purpose (e.g., instructions — to explain how to).
- Maintains a log or portfolio to track variety of forms/genres used.
- Explains why one form is more appropriate than another.
- Uses a variety of new forms/genres.

Examples:

~ journals

~ fictional stories

~ instructions (explains how to)

~ graphs

~ rhymes

~ letters

Component 2.4 Writes for career applications.

2.4.1 Knows important personal information.

- Writes personal address and phone messages.

Cited from Washington State’s Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 2 Writing: Grade Level Expectations

EALR 3: The student writes clearly and effectively

Component 3.1 Develops ideas and organizes writing.

3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates.

- Develops list of specific topics for writing (e.g., playing with a pet or friend).
- Selects from a list of specific topics for writing.
- Maintains focus on a specific topic (e.g., writes and draws in a science journal about scientific observations such as the life cycle of a plant or animal).
- Includes supporting information (e.g., adjectives, explanatory sentences, examples, and personal experiences).
- Selects appropriate title for a piece of writing.

Note: Well written, language-rich text as models should include a multicultural perspective and be read aloud to students throughout all grade levels.

3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending.

- Groups related ideas, sometimes in paragraphs.
- Uses transitions frequently (e.g., next, first, after).
- Organizes narrative chronologically and sequentially.
- Organizes procedural writing sequentially.
- Organizes informational writing using categories.

Component 3.2 Uses appropriate style.

3.2.1 Writes with voice.

- Uses word choice to show emotion and interest.
- Uses “book language” (e.g., fairy tale language — “once upon a time” or “in a faraway land”).

3.2.2 Uses a variety of words.

- Builds a rich vocabulary through listening, talking, writing, and language activities.
- Uses descriptive words (e.g., color words, sensory words, size words).
- Uses classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources).

3.2.3 Uses more than one sentence type and structure.

- Writes a variety of sentence beginnings (e.g., starts with a prepositional phrase: “After recess, we will start our writin workshop.”).
- Writes a variety of sentence structures (e.g., “My best friend sat by me atlunch. We talked as we ate our burritos.”).
- Writes a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative).
- Writes poetry with patterns.

Cited from Washington State’s Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 2 Writing: Grade Level Expectations

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

- Maintains consistent size, spacing, and formation in handwriting, especially in published work.

3.3.2 Spells words appropriate for the grade level accurately, with challenging words spelled phonetically.

- Uses spelling rules and patterns from previous grades.
- Spells high-frequency words correctly (e.g., said, where, why, when).
- Uses phonetic approximations for challenging words (e.g., cuzin for cousin).
- Recognizes and uses grade level appropriate spelling patterns.

Examples:

~ Digraphs (e.g., nt, ng)

~ CVVC words (e.g., nail, bean, main)

~ Two-syllable high-frequency words (e.g., funny, mother, happy)

- Indicates words that may be misspelled.
- Uses spelling resources (e.g., word walls, student dictionaries, highfrequency word charts, peers).

3.3.3 Applies capitalization rules.

- Uses capitalization rules from previous grades.
- Capitalizes local geographic names (e.g., Yakima).
- Capitalizes first word in greeting and closing of a letter.

3.3.4 Applies punctuation rules.

- Uses punctuation rules from first grade.
- Uses comma after greeting and closing of friendly letter.
- Uses some quotation marks in dialogue.
- Uses colon when writing time (e.g., 12:30).
- Uses apostrophes correctly in contractions (e.g., don't).

3.3.5 Applies punctuation rules.

- Uses punctuation rules from first grade.
- Uses comma after greeting and closing of friendly letter.
- Uses some quotation marks in dialogue.
- Uses colon when writing time (e.g., 12:30).
- Uses apostrophes correctly in contractions (e.g., don't)

3.3.6 Uses complete sentences in writing

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Grade 2 Writing: Grade Level Expectations

3.3.7 Understands paragraph conventions.

- Explains that paragraphs begin with indentation or skipped lines.

3.3.8 Begins in Grade 3.

EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1 Analyzes and evaluates others' and own writing.

4.1.1 Understands criteria are used to select a preferred piece of writing.

- Identifies criteria for why stories/authors are preferred (e.g., description, word choice).

4.1.2 Uses specific criteria for analyzing own writing.

- Identifies specific strengths in writing (e.g., ideas, organization, word choice).
- Compares own writing to anchor papers, checklist, or rubric.

Component 4.2 Sets goals for improvement.

4.2.1 Identifies specific goals for next piece of writing.

- Confers with teacher to set goals (e.g., add description of a character, change the beginnings of sentences).
- Sets goals based on own writing and anchor or model papers.
- Maintains a written log of goals.

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>