

# English Language Arts Standards » Writing » Grade 2

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## Standards in this strand:

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[CCSS.ELA-LITERACY.W.2.1](#)

[CCSS.ELA-LITERACY.W.2.2](#)

[CCSS.ELA-LITERACY.W.2.3](#)

[CCSS.ELA-LITERACY.W.2.4](#)

[CCSS.ELA-LITERACY.W.2.5](#)

[CCSS.ELA-LITERACY.W.2.6](#)

[CCSS.ELA-LITERACY.W.2.7](#)

[CCSS.ELA-LITERACY.W.2.8](#)

[CCSS.ELA-LITERACY.W.2.9](#)

[CCSS.ELA-LITERACY.W.2.10](#)

### Text Types and Purposes:

[CCSS.ELA-LITERACY.W.2.1 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/1/\)](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.2.2 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/2/\)](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.2.3 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/3/\)](http://www.corestandards.org/ELA-Literacy/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.

### Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.2.4 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/4/\)](http://www.corestandards.org/ELA-Literacy/W/2/4/)

(W.2.4 begins in grade 3)

[CCSS.ELA-LITERACY.W.2.5 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/5/\)](http://www.corestandards.org/ELA-Literacy/W/2/5/)

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

[CCSS.ELA-LITERACY.W.2.6 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/6/\)](http://www.corestandards.org/ELA-Literacy/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.

### **Research to Build and Present Knowledge:**

[CCSS.ELA-LITERACY.W.2.7 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/7/\)](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.W.2.8 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/8/\)](http://www.corestandards.org/ELA-Literacy/W/2/8/)

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

[CCSS.ELA-LITERACY.W.2.9 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/9/\)](http://www.corestandards.org/ELA-Literacy/W/2/9/)

(W.2.9 begins in grade 4)

### **Range of Writing:**

[CCSS.ELA-LITERACY.W.2.10 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/2/10/\)](http://www.corestandards.org/ELA-Literacy/W/2/10/)

(W.2.10 begins in grade 3)