

CCSS Writing – Grade 2

Text Types and Purposes	
Grade 2 Standard	Writing Prompts / Activity Ideas
<p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> ○ Give this picture a title and describe why you chose that title. Do you like this picture? Why or why not? ○ What story does this picture tell? Would you give the story a thumbs up or a thumbs down? Why? ○ Image Review: Think about this picture as a story and write a review of it, just like a book review. Be sure to include your recommendation for “reading” this story or not.
<p>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.</p>	<ul style="list-style-type: none"> ○ What is the topic or story that this picture tells? Why do you think that? What details in the picture support your thinking? ○ What is the topic or story that this picture tells? Is this picture happy or sad? What details in the picture support your thinking? ○ What is the topic or story that this picture tells? Is this picture new or old? What details in the picture support your thinking? ○ List all of the _____ that you see. What makes them different or the same? How do they relate to the picture’s topic or story?

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<p>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.</p>	<ul style="list-style-type: none"> ○ What do you think the people in this picture are saying? Tell their story in the order that it happened. ○ What do you think the objects in this picture are thinking? Tell their story in the order that it happened. ○ If you could talk to someone/something in this picture, what would you say? Why did you choose to say that? ○ Tell a story of what happened before this picture was taken. ○ Tell a story of what happens next in this picture. ○ Imagine you are in this picture. Tell how you came into this picture, what happened while you were in it, and how or why you left. ○ In this picture, what if _____? Tell the story in the order that it happened.
Production and Distribution of Writing	
<p>4. (begins in grade 3)</p>	N/A
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	Provide students with feedback (teacher or peer) on one of the prompts.
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Publish images and student responses on a blog or using slide presentation software.

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Research to Build and Present Knowledge	
<p>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).</p>	<ul style="list-style-type: none"> ○ Give student pairs or groups a starting point on a map and a series of cardinal directions, challenging them to identify a specific end location. Then have students create their own cardinal directions challenges. ○ Challenge student pairs or groups to identify the theme of a group of pictures. Choose a theme from a Social Science 3.0 unit. For an idea on how to implement the activity see the Library of Congress Professional Development Builder: Connecting with Primary Sources module found in the Teachers section of the Library website.
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ○ Ask students to describe how a picture relates to their own lives. ○ Ask students to describe how a picture or map relates to a theme from a Social Science 3.0 unit.
<p>9. (begins in grade 4)</p>	N/A
Range of Writing	
<p>10. (begins in grade 3)</p>	N/A