



Golden Triangle Cooperative

Standards for ELA Grade 2

Writing

MCCS.W= Montana Common Core Writing Standards

CCRA.W= College and Career Readiness Anchor Standards for Writing

GTCC= Golden Triangle Coop Curriculum

STANDARD 1

Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Please read before using the Golden Triangle Curriculum. We have divided the curriculum into **FACTS, SKILLS, and CONCEPTS**. Students must know facts and then practice skills to internalize the standards. If they have done this, they are ready for the Concepts where students will tackle higher level thinking. When you see the word Understand, you will know that you can decide how you want your students to show that understanding. Do you want them to do a Compare/Contrast activity that would be Analysis or maybe a letter to the editor that would be Evaluation and Analysis? You will have to become reacquainted with Bloom's Taxonomy to do justice to the Concepts Section of the curriculum.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 1

Writing Opinion Pieces

Facts:

GTCC.2.W.1.1 Identify a book title or topic to write about.

GTCC.2.W.1.2 Identify and define what an opinion is.

GTCC.2.W.1.3 Recognize and name linking words (because, and, also).

Skills:

GTCC.2.W.1.4 Develop and state an opinion about a book or selected topic and formulate a reason for that opinion.

GTCC.2.W.1.5 Supply reasons to support and defend an opinion about the book or topic.

GTCC.2.W.1.6 Organize introductory, supportive, and conclusive information for writing an opinion piece.

GTCC.2.W.1.7 Connect opinions and reasons with effective linking words.

Concepts: At this level students need to be independently competent using objectives.

GTCC.2.W.1.8 Introduce the topic or book title in a written opinion piece.

GTCC.2.W.1.9 Provide at least two supporting reasons for an opinion in a written piece.

GTCC.2.W.1.10 Link opinions and reasons of support with effective words in a written piece.

GTCC.2.W.1.11 Compose a concluding statement in a written opinion piece.

STANDARD 2

Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 2

Writing Informative/Explanatory text

Facts:

GTCC.2.W.2.1 Identify an informative/explanatory text.

GTCC.2.W.2.2 Identify and define facts.

GTCC.2.W.2.3 Recognize topic sentences.

GTCC.2.W.2.4 Recognize definitions.

GTCC.2.W.2.5 Identify concluding sentences.

Skills:

GTCC.2.W.2.6 Develop points for informative/explanatory topics, using facts and definitions.

GTCC.2.W.2.7 Determine an appropriate conclusion.

Concepts: At this level students need to be independently competent using objectives.

GTCC.2.W.2.8 Write informative/explanatory texts that focus on a specific topic.

GTCC.2.W.2.9 Write informative/explanatory texts which utilize facts and definitions to develop the topic.

GTCC.2.W.2.10 Write informative/explanatory texts that incorporate a concluding statement or section.

STANDARD 3

Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 3

Writing Narrative Pieces

Facts:

GTCC.2.W.3.1 Identify components of narrative including beginning, middle, and ending.

GTCC.2.W.3.2 Identify sequence of events.

GTCC.2.W.3.3 Identify details related to events.

GTCC.2.W.3.4 Identify temporal words.

Skills:

GTCC.2.W.3.5 Choose relevant details that correspond to a chosen event

GTCC.2.W.3.6 Apply appropriate temporal words in order to signal change of events in a narrative.

GTCC.2.W.3.7 Create relevant and elaborated details to support events of a narrative.

GTCC.2.W.3.8 Reflect on identified event to provide a sense of closure.

Concepts: At this level students need to be independently competent using objectives.

GTCC.2.W.3.9 Write a narrative that recounts a well-elaborated event or short sequence of events.

GTCC.2.W.3.10 Write a narrative that includes supporting details, temporal words, and a sense of closure.

STANDARD 4

Production and Distribution of Writing

STATE STANDARD--MCCS.W.2.4 Begins in grade 3

STATE ANCHOR STANDARD--CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 4

BEGINS IN GRADE 3

STANDARD 5

Production and Distribution of Writing

STATE STANDARD--MCCS.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STATE ANCHOR STANDARD--CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 5

Focus, Revise, and Edit

Facts:

GTCC.2.W.5.1 Identify how to focus on a topic.

GTCC.2.W.5.2 Identify how to revise and edit.

Skills:

GTCC.2.W.5.3 Develop and strengthen writing by revising.

GTCC.2.W.5.4 Develop and strengthen writing through editing.

Concepts: At this level students need to be independently competent using objectives.

GTCC.2.W.5.5 Compose writing pieces that are strengthened by revising and editing

STANDARD 6

Production and Distribution of Writing

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 6

Use Digital Tools to Produce and Publish Writing

Facts:

GTCC.2.W.6.1 Use basic computer skills to write and interact with others

GTCC.2.W.6.2 Use the Internet to produce and publish writing

Skills:

GTCC.2.W.6.3 Select digital tools for producing and publishing writing.

Concepts: At this level students need to be independently competent using objectives.

GTCC.2.W.6.3 Produce and publish writing individually and with peers, using technology.

GTCC.2.W.6.4 Understand how to use technology to produce and publish writing and interact with others using technology.

STANDARD 7

Research to Build and Present Knowledge

STATE STANDARD--MCCS.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). Include sources by and about American Indians.

STATE ANCHOR STANDARD--CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 7

Research--books on a single topic; Record--science observations

Facts:

- GTCC.2.W.7.1 Apply sources and tools, including sources by and about American Indians, to conduct shared research on a single topic.**
- GTCC.2.W.7.2 Know how to play a part in shared writing projects.**
- GTCC.2.W.7.3 Know what research means**

Skills:

- GTCC.2.W.7.4 Organize relevant information on a topic.**
- GTCC.2.W.7.5 Collaborate in shared research and writing projects.**

Concepts: At this level students need to be independently competent using objectives.

- GTCC.2.W.7.6 Understand how to participate in shared research projects and writing projects. Include sources by and about American Indians.**

STANDARD 8

Research to Build and Present Knowledge

STATE STANDARD--MCCS.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

STATE ANCHOR STANDARD--CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 8

Recall information from experience or gather information from sources, including sources by and about American Indians

Facts:

- GTCC.2.W.8.1 Recall information from experiences.**
- GTCC.2.W.8.2 Gather information from sources, including sources by and about American Indians.**

Skills:

- GTCC.2.W.8.3 Reply to a question by recalling information from experiences.**
- GTCC.2.W.8.4 Reply to a question by using information from a provided source or multiple sources.**

Concepts: At this level students need to be independently competent using objectives.

- GTCC.2.W.8.5 Understand how to organize recalled information from experiences that answers certain questions.**
- GTCC.2.W.8.6 Understand how to organize information from various sources to answer a question. Use sources by and about American Indians.**

STANDARD 9

Research to Build and Present Knowledge

STATE STANDARD--MCCS.W.2.9 Begins at grade 4

STATE ANCHOR STANDARD--CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 9 **BEGINS AT GRADE 4**

STANDARD 10

Range of Writing

STATE STANDARD--MCCS.W.2.10 Begins in grade 3

STATE ANCHOR STANDARD--CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



GOLDEN TRIANGLE CURRICULUM FOR STANDARD 10 **BEGINS IN GRADE 3**