



# California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website [cde.ca.gov](http://cde.ca.gov), in Appendix C of the Common Core Standards for English Language Arts.

## Grade 2

These documents are also available on our website [www.knoxeducation.com](http://www.knoxeducation.com) along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.

# Writing Standards for Grade 2

Opinion/Argument



## WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>2W 1</b>	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.

Informative/Explanatory



## WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>2W 2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Narrative



## WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>2W 3</b>	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.

Opinion/Argument

Informative/Explanatory

Narrative



## WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
<b>Production and Distribution of Writing</b>		
<input type="checkbox"/>	<b>2W 4.</b>	<u>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.)</u>
<input type="checkbox"/>	<b>2W 5.</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<input type="checkbox"/>	<b>2W 6.</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>2W 7.</b>	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).
<input type="checkbox"/>	<b>2W 8.</b>	Recall information from experiences or gather information from provided sources to answer a question.
<input type="checkbox"/>	<b>2W 9.</b>	Standard begins in grade 4.
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>2W 10.</b>	<u>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 discipline-specific tasks, purposes, and audiences.</u>

## Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

## Acknowledgment

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**Student Sample: Grade 2, Argument (Opinion)**

This opinion piece about a work of literature was produced in class.

Owl Moon  
When you go owling  
you don't need words, or worm  
or any thing, but hope. This  
is the book of Owl Moon.  
This book is written by  
Jane Yolen. I like that  
phrase Because The boy  
was happy becaus he got  
to go owling and hes been  
wonted to go owling for a  
long time and he finally  
got to go.

When other Kids are  
happy that makes me  
happy. I like it Because  
it makes me feel good  
Because you dont haf't  
to have words to go owling  
but you haf't to have  
hope to see an owl.

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## Annotation

The writer of this piece

- **introduces the topic (with some words from the book) and the title.**
  - *When you go owling you don't need words, or worm (warm) or any thing. but hope. This is (from) the book of Owl Moon.*
- **states an opinion about the book and supplies reasons to support the opinion.**
  - *I like that phrase **Because** The boy was happy becaus (because) he got to go owling and hes (he's) been wonted (wanting) to go owling for a long time and he finally got to go. When other kids are happy that makes me happy.*
- **uses linking words to connect opinion and reasons.**
  - *I like it **Because** it makes me feel good **Because** you don't haft (have) to have words to go owling **but** you haft to have hope to see an owl.*
- **provides a concluding statement.**
  - *I like it **Because** it makes me feel good **Because** you don't haft (have) to have words to go owling but you haft to have hope to see an owl.*
- **demonstrates growing command of the conventions of standard written English.**
  - This piece illustrates the writer's understanding that capital letters are used in a title, that the pronoun *I* should be capitalized, and that sentences should begin with a capital letter. The title of the book is underlined, and most words are spelled correctly. The use of the comma and the apostrophe is not consistent, but all sentences end with periods.

## Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

### My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

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### Annotation

The writer of this piece

- **establishes a situation in time and place appropriate for what is to come.**
  - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- **recounts a well-elaborated sequence of events using temporal words to signal event order.**
  - *My sister and I were running down the hall **and** something happend. . . . **But** not only did I cry . . . **Then** it felt funny. **Then** plop! There it was lying in my hand.*
- **includes details to describe actions, thoughts, and feelings.**
  - *Boy! did we cry.*
  - *Then it felt funny.*
  - *So I ran down the hall, like I wasn't supposed to, and showed my mom and dad*
- **provides a sense of closure.**
  - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- **demonstrates growing command of the conventions of standard written English.**
  - This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.