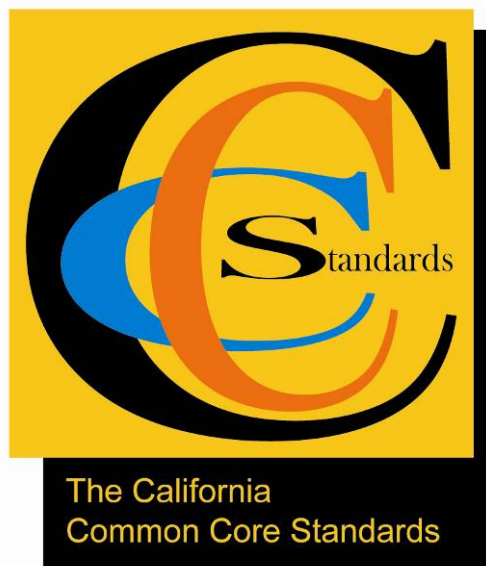


**Current CDE Writing Standards (1997)**

**Plus**



**and**

**Anchor Papers**

**Second Grade**

## Current CDE Writing Standards Second Grade 1997

<b>Strategies</b>	
<b>Organization</b>	Group related ideas and maintain focus.
<b>Evaluation and Revision</b>	Revise original drafts to improve <b>sequence</b> and provide more <b>descriptive detail</b> .
<b>Use Reference Materials/ Research and Technology</b>	Understand the <b>purposes</b> of various reference materials (e.g., dictionary, thesaurus, atlas).
<b>Focus</b>	None
<b>Format/ Penmanship</b>	Create readable documents with legible <b>handwriting</b> .
<b>Organization</b>	None
<b>Evaluation and Revision</b>	None
<b>Applications</b>	
<b>Narrative</b>	Write brief narratives based on their experiences: a.) Move through a <b>logical sequence of events</b> . b.) Describe the <b>setting, characters, objects and events in detail</b> .
<b>Expository</b>	None
<b>Response to Literature</b>	None
<b>Letter</b>	Write a <b>friendly letter</b> complete with the <b>date, salutation, body, closing, and signature</b> .
<b>Persuasive</b>	None
<b>Conventions</b>	
<b>Punctuation</b>	Use <b>quotation marks</b> correctly. Use <b>commas</b> in the greeting and closure of a letter and with dates and items in a series.
<b>Capitalization</b>	Capitalize all proper nouns, words at beginning of sentences and greetings, months and days of the week, and titles and initials of people.
<b>Spelling</b>	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ). Spell basic short vowel, long vowel, r-controlled, and consonant-blend patterns correctly.
<b>Grammar</b>	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. Distinguish between complete and incomplete sentences. Recognize and use the correct word order in written sentences.

## Grade 2 Writing Standards – New California Common Core Standards

Source: [www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp](http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp)

Text Types and Purposes		
2. W 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.	
2. W 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.	
2. W 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		
2. W 4.	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.)	
2. W 5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
2. W 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		
2. W 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).	
2. W 8.	Recall information from experiences or gather information from provided sources to answer a question.	
2. W 9.	(Begins in grade <b>4</b> )	
Range of Writing		
2. 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 discipline-specific tasks, purposes, and audiences.	
Language: Conventions of Standard English		
<b>2. L 1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
2. L 1a.	Create readable documents with legible print.	
2. L 1b.	Use collective nouns (e.g., <i>group</i> ).	
2. L 1c.	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	
2. L 1d.	Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	
2. L 1e.	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	
2. L 1f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.	
2. L 1g.	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	

These are the California Common Core writing and language standards from the CDE website reformatted and coded with checkbox by Knox Education . They are available on our website at [knoxeducation.com](http://knoxeducation.com) inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

## Grade 2 Writing Standards – New California Common Core Standards

Source: [www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp](http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp)

<b>Language: Conventions of Standard English (continued)</b>		
<b>2. L 2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
2. L 2a.	Capitalize holidays, product names, and geographic names.	
2. L 2b.	Use commas in greetings and closings of letters.	
2. L 2c.	Use an apostrophe to form contractions and frequently occurring possessives.	
2. L 2d.	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	
2. L 2e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
<b>Language: Knowledge of Language</b>		
2. L 3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	
<b>Language: Vocabulary Acquisition and Use</b>		
<b>2. L 4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b>	
2. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
2. L 4b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).	
2. L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).	
2. L 4d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	
2. L 4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <b><u>in all content areas</u></b> .	
<b>2. L 5.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	
2. L 5a.	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	
2. L 5a.	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hur</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	
2. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	

## 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

The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

## Permissions

The following student writing samples have been reprinted for the Common Core State Standards Initiative with the express permission of the following organizations and individuals.

ACT, Inc.:

Untitled essay on dress codes

California Department of Education:

“Football”; “Miss Sadie”

The *Concord Review*:

“In the Wake of the Spanish Lady: American Economic Resilience in the Aftermath of the Influenza Epidemic of 1918” by Brooke Granowski, *Concord Review*, 20(1), 203–216 (©2009 Concord Review, Inc.)

Massachusetts Department of Elementary and Secondary Education:

“Dear Mr. Sandler”; “A Pet Story About My Cat . . . Gus”; “Animal Farm”

Monte Vista High School in California:

“The True Meaning of Friendship”; “Lives on Mango, Rides the Whale”; untitled essay on civil disobedience in India; “Marching to His Own Beat”; “Summary of Key Points”

The National Center on Education and the Economy, on behalf of New Standards:

“My fabit Book is do you Want to be my FRIEND”; “Fraggs (Frogs)”; “I Went to Disnand”; “My Big Book About Spain”; “I bot a little cotton ball”; “Owl Moon”; “My first tooth is gone”; “Horses”; “When my Puppys Ranaway”; “Zoo Field Trip”; “Author Response: Roald Dahl”; “Getting Shot and Living Through It”; “A Geographical Report”; “The Old Man and the Sea”; “\_\_\_\_\_ School Bond Levy”

Randolph Technical Career Center in Vermont:

“Wood Joints”; “TIG/GTAW Welding”

Washington State Office of Superintendent of Public Instruction:

“Glowing Shoes”; “Video Cameras in Classrooms”

Permission to reprint each of the following samples was granted by its author:

“Freedom From Structure”; “Fact vs. Fiction and All the Grey Space in Between”; “The Making of a Human Voice and How to Use It”

**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¢.

### 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.