

Grade 2 Writing Standards – New California Common Core Standards

Source: 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 4) | |
| 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 | | |
| 2. L 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| 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 inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

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| Language: Conventions of Standard English (continued) | | |
|---|---|--|
| 2. L 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| 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. | |
| Language: Knowledge of Language | | |
| 2. L 3.a. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. | |
| Language: Vocabulary Acquisition and Use | | |
| 2. L 4 | 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. | |
| 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 in all content areas . | |
| 2. L 5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| 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>). | |

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