



# 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.

## Kindergarten

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 Kindergarten

Opinion/Argument



## WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>KW 1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).

Informative/Explanatory



## WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>KW 2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Narrative



## WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>KW 3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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>KW 4.</b>	This standard begins in grade 2.
<input type="checkbox"/>	<b>KW 5.</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<input type="checkbox"/>	<b>KW 6.</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>KW 7.</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<input type="checkbox"/>	<b>KW 8.</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<input type="checkbox"/>	<b>KW 9.</b>	Standard begins in grade 4.
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>KW 10.</b>	Standard begins in grade 2.

## 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: K, Argument (Opinion)

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



my <sup>Book,</sup> fait is do you Want to be my FRIEND.  
 the mas as the hos if you Will  
 be my FRIEND. the hos said No. the  
 mas find a FRIEND the mas as the  
 ratp mas if you Will be my FRIEND  
 the ratp mas said Yes thex  
 dig a hal in the gal. my  
 fait <sup>pot</sup> is the hos

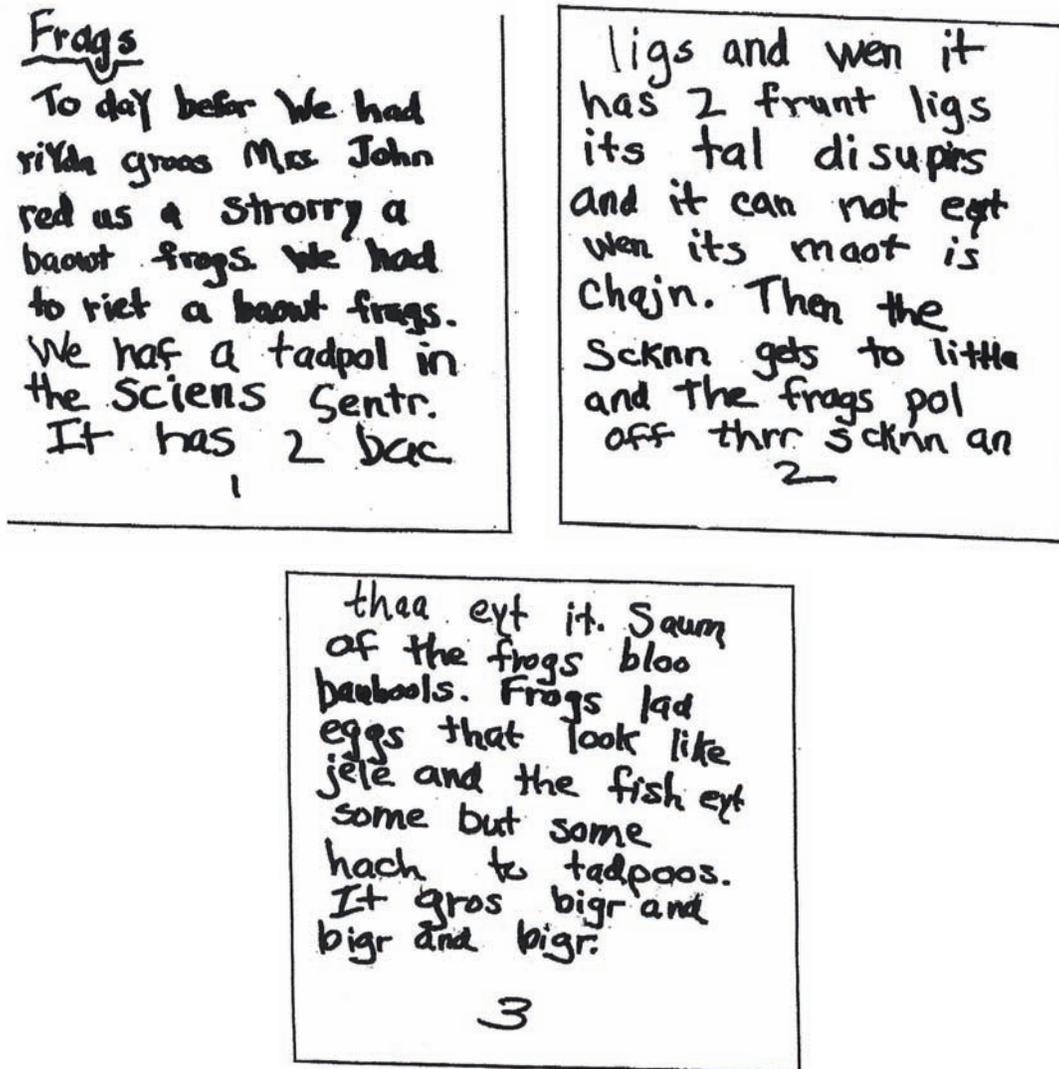
### Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
  - My fait (favorite) Book is do you Want to be my FRIEND
- states an opinion or preference about the book.
  - ... my fait (favorite) pot (part) is the hos (horse)

### Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.



#### Annotation

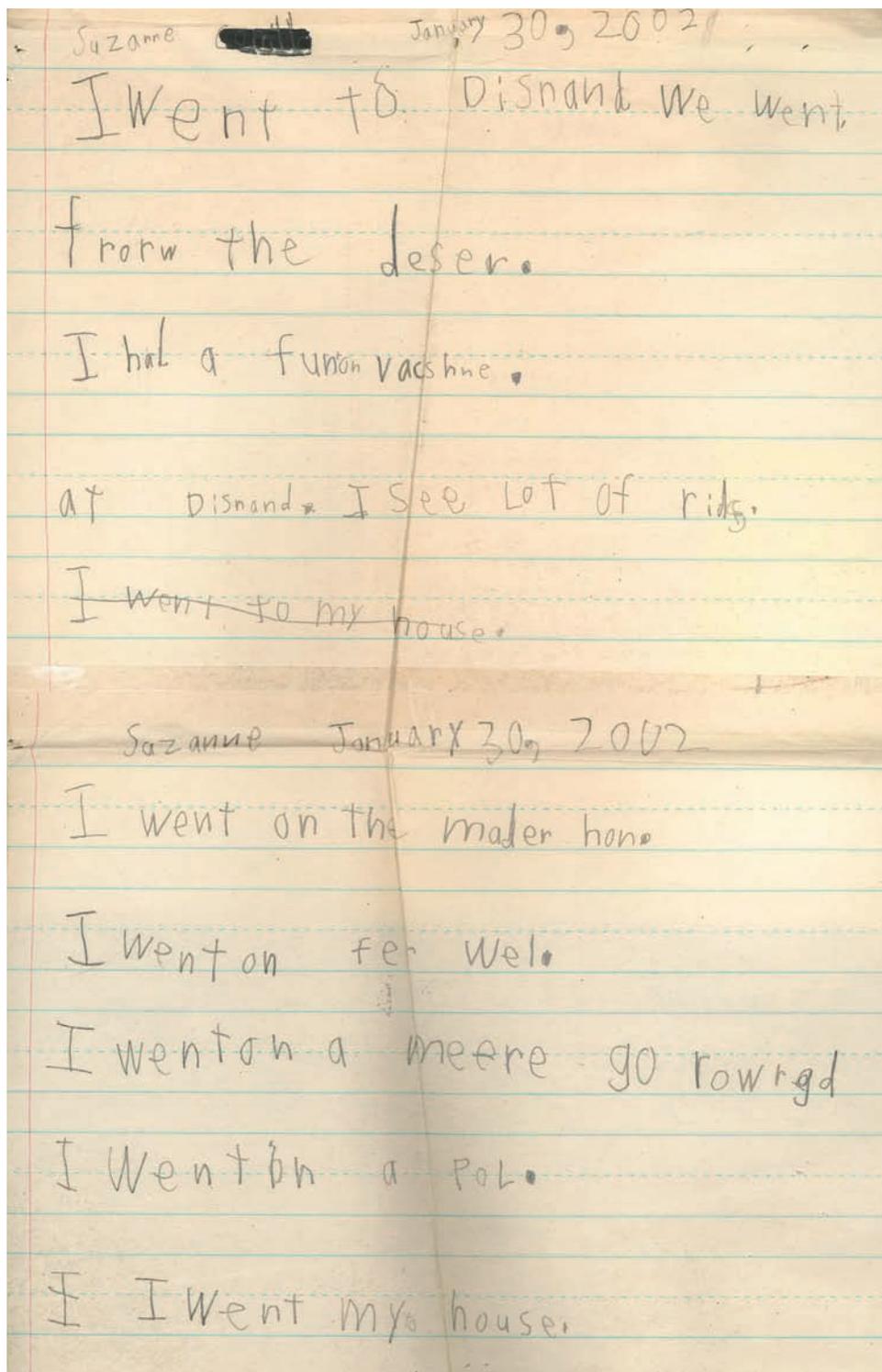
The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
  - *To day befor* (before) *We had riyda* (writing) *groos* (groups) *Mrs. \_\_\_\_\_ red* (read) *us a strorry* (story) *a baowt* (about) *frags*.
- supplies some information about the topic.
  - *It has 2 bac* (back) *ligs* (legs) *and wen* (when) *it has 2 frunt* (front) *ligs* (legs) *its tal* (tail) *disupirs* (disappears) . . . *Then the scknn* (skin) *gets to* (too) *litte* and *the frags pol* (pull) *off thrr* (their) *scknn* (skin) . . .
  - *Frogs lad* (laid) *eggs that look like jele* (jelly) . . .

- **uses additive (adversative and temporal) linking words.**
  - *... and wen (when) ... Then ... but ...*
- **provides a sense of closure.**
  - *It gros (grows) bigr (bigger) and bigr and bigr.*
- **demonstrates command of some of the conventions of standard written English.**
  - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

**Student Sample: K, Narrative**

This narrative is a process piece that was produced in class.



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## Annotation

The writer of this piece

- **establishes a situation by naming a place.**
  - *Disnand* (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
  - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) *of rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house*.
- **provides a reaction to what happened.**
  - *I had a fun on vacshne* (vacation).
- **offers a sense of closure.**
  - *I went my house*.
- **demonstrates command of some of the conventions of standard written English.**
  - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.