

Second-Grade Common-Core Writing Standards

From <http://www.cde.ca.gov/ci/cr/cf/documents/glc2ndgradecurriculum.pdf>

High-quality literature and informational text serve as models for students' writing and, as such, reinforce the reciprocal relationship between reading, vocabulary development, and writing. Much of what students learn about analyzing the texts they read supports the writing skills they learn and practice in second grade. For example, students apply their knowledge of the structure of the stories they read, how stories begin and end, and how events are sequenced, in order to compose their own stories in a logical sequence. The academic language they learn in discussions about texts (e.g., evidence, plot, main idea, key details) provides students with words to use when speaking about their writing. Students use the vocabulary they learn through reading grade-level texts to describe events and characters in their compositions. They write with a command of English conventions appropriate to second grade, which have been modeled in texts they read or heard.

In grade two, the 1997 California English language arts standards and the CCSS for writing differ in several ways. The 1997 California English language arts standards emphasize the stages of the writing process (prewriting, drafting, revising, editing successive versions). Students' writing includes friendly letters and brief narratives that move through a sequence of events and describe the setting, characters, objects, and events in detail.

In comparison, the CCSS call for students to write opinion pieces and informative/explanatory texts in addition to writing narratives and are explicit about the expected quality of students' compositions. Students learn to write opinion pieces that introduce a topic, state an opinion, supply reasons to support the opinion, use linking words to connect their opinion and reasons, and provide a concluding statement. In their informative/explanatory texts, students learn to use facts and definitions to develop their points. Students describe thoughts and feelings, in addition to events, and use words to signal event order in their narratives. The CCSS emphasize writing in different time frames (over several days, at a single sitting) and writing for specific tasks and purposes, including content-specific tasks (e.g., lab and history reports). Students also learn to conduct shared research and writing projects and to use a variety of digital tools to produce and publish writing.

Text Types and Purposes (From <http://www.corestandards.org/ELA-Literacy/W/2>)

- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.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.