

## Writing

- **Text Types and Purposes**
  - **1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**
    - a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
      - Order items from most general to most specific (3-QQ.1)
      - Organize information by main idea (3-YY.1)
      - Distinguish facts from opinions (3-ZZ.1)
      - Identify an author's statement of opinion (3-ZZ.2)
      - Choose reasons to support an opinion (3-ZZ.3)
    - b Provide reasons that support the opinion.
      - Choose reasons to support an opinion (3-ZZ.3)
    - c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
      - Identify coordinating conjunctions (3-BB.1)
      - Use coordinating conjunctions (3-BB.2)
      - Identify subordinating conjunctions (3-CC.1)
      - Use subordinating conjunctions (3-CC.2)
      - Choose the best transition (3-CCC.1)
    - d Provide a concluding statement or section.
  - **2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
    - a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
      - Organize information by main idea (3-YY.1)
      - Compare mythological illustrations (3-GGG.1)
    - b Develop the topic with facts, definitions, and details.
      - Organize information by main idea (3-YY.1)
      - Identify text structures (3-EEE.5)
    - c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
      - Identify coordinating conjunctions (3-BB.1)
      - Use coordinating conjunctions (3-BB.2)
      - Identify subordinating conjunctions (3-CC.1)
      - Use subordinating conjunctions (3-CC.2)
      - Choose the best transition (3-CCC.1)
    - d Provide a concluding statement or section.
  - **3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
    - a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
      - Put the sentences in order (3-DDD.2)
      - Show character emotions and traits (3-HHH.2)

- b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    - Show character emotions and traits (3-HHH.2)
    - Sort sensory details (3-III.1)
    - Identify sensory details (3-III.2)
    - Show character emotions and traits (4-NNN.2)
  - c Use temporal words and phrases to signal event order.
    - Identify time-order words (3-DDD.1)
    - Put the sentences in order (3-DDD.2)
  - d Provide a sense of closure.
- **Production and Distribution of Writing**
    - 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
      - Organize information by main idea (3-YY.1)
      - Identify the purpose of a text (3-AAA.1)
      - Compare and contrast in informational texts (3-EEE.1)
      - Match problems with their solutions (3-EEE.2)
      - Match causes with their effects (3-EEE.3)
      - Determine the order of events in informational texts (3-EEE.4)
      - Identify text structures (3-EEE.5)
    - 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
      - Create a sentence based on the model (3-B.2)
      - Capitalization: review (3-DD.5)
      - Commas: review (3-EE.5)
      - Organize information by main idea (3-YY.1)
    - 6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
  - **Research to Build and Present Knowledge**
    - 7 Conduct short research projects that build knowledge about a topic.
    - 8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
      - Organize information by main idea (3-YY.1)
      - Determine the main idea (3-YY.2)
      - Read graphic organizers (4-MMM.2)
  - **Range of Writing**
    - 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.

## California Common Core Content Standards: Writing Grade 2



Standards		Term One	Term Two	Term Three
<b>Text types and Purposes</b>	1a			
	1b			
	1c			
	1d			
<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>	2a			
	2b			
	2c			
	2d			
<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>	3a			
	3b			
	3c			
	3d			
<b>Production and Distribution of Writing</b>	4			
	5			
	6			
<b>Research to Build and Present Knowledge</b>	7			
	8			
<b>Range of Writing</b>	10			