

Florida Treasures
Grade 2 Student Books
Time for Kids Writing
Anchor Papers: Student Writing Samples

Grade 2 Unit 1 Writing: A Personal Narrative
Score Point 2

A Time I Helped Someone
by Jack D.

I help out my granma when she sick She need to get around the house and I can help her do that. My Mother is working most of days. Pet store. Theres a food stor on the korner were us get things I can walk there myself. Its good to help out. I have two brothers. Makes you feel good too. Stairs hard for her now. I love Granma.

Focus—Writing is slightly related to the topic. Details seem loosely related to the main idea. Focus is intermittently maintained throughout the response.

Organization—Writing that is relevant demonstrates a weak organizational pattern. Transitional devices such as time-order words are lacking throughout most of the response. The paper seems incomplete.

Support—Development of supporting ideas is inadequate. Word choice is limited and immature.

Conventions—Response exhibits frequent errors in punctuation, capitalization, and grammar and syntax. Errors in pronoun usage are noted. Simple sentence structures exhibit fragments and run-ons.

What Does a Score Point 1 Paper Look Like?

Focus—Response only minimally addresses the topic. Paper lacks even the general introductory sentence such as “I help out my granma when she (is) sick” supplied in the score 2 paper.

Organization—Relevant portions of the response do not exhibit a clear organizational structure. Transitional devices are noticeably absent. The paper seems incomplete.

Support— Details are sparse and may be irrelevant to the ideas in the response. The score 1 paper contains few or no elaborative details such as “My Mother is working most of days” or “Stairs (are) hard for her now.” Lists may take the place of elaborated sentences. Word choice is markedly immature for grade level.

Conventions—Numerous errors in spelling, capitalization, punctuation, grammar, and syntax markedly impede communication. Sentence fragments and other syntactical errors are frequently noted. The writer has used only simple sentence constructions.

Grade 2 Unit 1 Writing: A Personal Narrative

Score Point 4

Cooking with Dad

by Suzy P.

Last night was Dad’s turn to make dinner. Mom was working and Dad was getting tired. I thought I better help out. So I said I would snap the beans and set the table. Snapping the beans was axtully fun. They make a loud snap! when you do it. Dad put them in a pot to boyul. I didn’t touch the stove because of the dangur of hot water. Your not suposed to do that.

Then I set the table. But then baby Anna started crying. I found her favrit toys and kept it busy. They are toy keys and baby books. Dad could finish the dinner that way. When Mom came home she said “Oh how did you all get on without my?”

“It was easy,” Dad said. “Suzy helped me.” I felt really proud of myself!

Focus—Response demonstrates a sense of purpose and audience. Focus is generally maintained. Some irrelevant details are included.

Organization—A few lapses slightly interfere with the organizational pattern. Transitional devices are used in some areas of the paper. Response demonstrates a sense of wholeness.

Support—Supporting details are noted in some parts of the response. Writer’s use of vocabulary is adequate.

Conventions— Basic knowledge of conventions of punctuation and capitalization is demonstrated. Some pronoun usage errors occur. Commonly used words are generally spelled correctly.

What Does a Score Point 3 Paper Look Like?

Focus—Response basically stays on topic throughout, but the inclusion of extraneous details may blur the focus at times. The writer may take some time to establish the context within the first paragraph, as in the case of the score 4 paper: “Last night was Dad’s turn to make dinner....I thought I better help out.”

Organization—An organizational structure has been attempted, but frequent lapses are distracting. There is less evidence of a logical progression than in the narrative with a score of 4. Transitional devices to signal movement within the writing may be lacking.

Support—There has been some attempt to include supporting details, but these are more sparse than in the paper with a score of 4. The writing may not be as specific and would lack such elaboration as “Snapping the beans was axtully [actually] fun. They make a loud snap! when you do it.” Word choice is limited and at times vague.

Conventions—Knowledge of the conventions of punctuation and capitalization is evident. Commonly used words are usually spelled correctly. More syntactical errors are noted than in the paper with a score of 4. Errors in pronoun usage occur with greater frequency.

Grade 2 Unit 1 Writing: A Personal Narrative Score Point 5

Sasha and the Science Homework

by Kai B.

One day my friend Sasha could not think of a project to do for science. Sasha said that she did not have time to do a big project. We thought about it together, but no really good ideas came to us.

We went outside to play. There were ants crawling all over a piece of cookie. I had a plan then.

"Sasha why don't you make an ant farm? It is not that hard. Then you can see what the ants do in there. You can write about it for science."

Sasha's big sister helped us set up the farm. We used an old fish tank and sand. The ants did a lot of the work. They made tunnels. We gave them crumbs. They looked very busy in there. Sasha wrote down notes telling what they did.

The next day we went to the library at school. I found a book all about ants. Sasha got facts about ants and wrote a good paper. I'm glad I could help her.

Focus—The response exhibits a sense of purpose. The writing introduces the topic and maintains a consistent focus.

Organization—The paper demonstrates a clear pattern of organization. The events in the narrative are arranged in clear chronological order. A sense of wholeness is evident.

Support— The supporting details contribute to meaning throughout the response. Word choice is adequate though at times lacking in precision.

Conventions— In general, the conventions of punctuation and capitalization are observed. Commonly used words are usually spelled correctly. Writer uses a variety of sentence structures.

Grade 2 Unit 1 Writing: A Personal Narrative Score Point 6

The Bird Lady

by Kyra T.

Every day I see the bird lady on the corner. She feeds the birds from her bag of crumbs. The birds swoop down and gobble up the crumbs. The bird lady never forgets to come. I see her from far down the street. I know it's her because she always wears a long green skirt.

One day she was not there. I wondered where she was. The next day she did not come too. I told my mom about it. Mom said, "That's Mary. Let's go to her house and see if she is okay."

We went to the bird lady's home. We found out she was sick. She lived by herself and had no one to help her. Mom and I went with her to the doctor. She got medicine and then we took her home. Every day after school, we went to see her.

At last Mary got better. Now she is back on the corner where she feeds the birds. I will always be glad Mom and I helped her.

Focus—The writing is clearly focused on the topic and demonstrates a strong sense of purpose and audience. All material relates directly to the main story line.

Organization—The story has a clear beginning, middle, and ending. Transitional devices including time order are included. The paper exhibits a sense of wholeness.

Support—The writing is mature and well-controlled with a superior control of language. Word choice is precise. All details relate to the ideas and events.

Conventions—Subject/verb agreement and verb and noun forms are generally correct. There are few spelling errors. All sentences are complete except where fragments are intentionally used. All conventions are followed.

Grade 2 Unit 2 Writing: A Personal Narrative Score Point 2

At the Park by Robbie W.

this one time when my ball roll in the street I always been told dont run for it in the street. Peepul get kilt that way. What to do. A man from the garbidge truck saw. His truck was wite. He say wait were you are son and I get it for you. He did and gave it back to me. Then I was happy to get it back I say thanks and he smile at me. its better to go to the playground were its more safer. Dad take me on the week ends.

Focus—Writing is loosely related to the topic. There is some development of supporting ideas, though scattered and not cohesive. Some unrelated or tangential information is included.

Organization—Writing that is relevant demonstrates weak organizational pattern. Transitional devices such as time-order words are lacking throughout most of the response. The paper lacks a sense of conscious sequence and wholeness.

Support—There is inadequate development of supporting ideas and few elaborative details. Word choice is limited.

Conventions—Paper exhibits numerous errors in capitalization and basic punctuation. Commonly used words are sometimes misspelled. Sentence structure is limited to simple constructions with syntactical errors occurring.

What Does a Score Point 1 Paper Look Like?

Focus—The writing is not very related to the topic, if at all. Supporting ideas are undeveloped. The response lacks in focus and wanders off-topic, significantly impacting the message.

Organization—Response does not exhibit an organizational pattern. Transitional devices to signal movement within the text are absent. The paper with a score of 1 would not include a time-order word as in the sentence “Then I was happy to get it back...”

Support—Supporting ideas and details are markedly sparse. Word choice is limited and immature. The paper with a score of 1 does not include such details as “His truck was wite (white.)” or “he smile (smiled) at me.”

Conventions—Frequent errors in spelling, capitalization, and punctuation significantly impede communication. The sentence structure is limited to simple constructions and may be organized in a confusing way.

Grade 2 Unit 2 Writing: A Personal Narrative Score Point 4

The Lost Coat

by Rita R.

During winter break me and my friend Raya went to a movie. It was a really good movie. It was about a friend monnster. We had a grate time. When the movie ended we went to the loby to wait for my friends mom. She was late coming to get us. The next movie already started. When my friends mom got there she said "Where is your coat Rita? Its cold outside."

But I left it on my seat I guessed I could go get it. Only it was dark in there, the next movie show was going on. A man who worked at the movie theeter asked could he help us. He said he would go in with his flash light and find my coat. he did! I was so glad I hugged him. Next time I think I won't forget any thing.

Focus—Response demonstrates a sense of purpose. Writing is generally focused on the topic, with some loosely related or extraneous information.

Organization—An organizational pattern and sequence of events is observable, with a few lapses. The writer has made an attempt to use transitional words to signal movement within the text. The narrative seems complete.

Support—Some areas of the response contain supporting details to elaborate on events. In other areas, these supporting ideas are not developed. Word choice is adequate but may be repetitious. Words may not be precise.

Conventions—Commonly used words are usually spelled correctly. Knowledge of correct punctuation and capitalization is demonstrated with a few lapses, and the writer has tried to include a variety of sentence structures, although most are fairly simple constructions or may be run-on sentences.

What Does a Score Point 3 Paper Look Like?

Focus—Response loosely addresses the topic, with less consistent focus than is found in the paper with a score of 4. The paper may lack an opening sentence, such as "During winter break me and my friend Raya went to a movie," or a concluding sentence, such as "Next time I think I won't forget anything."

Organization—The writer has made some attempt at an organizational pattern, with a number of lapses. Events and ideas are not always logically ordered. The response may seem incomplete or sketchy.

Support—Vocabulary is limited and predictable. There is less development of supporting ideas than can be observed in the paper with a score of 4. Elaborative details are sparse and may lack relevance.

Conventions—Basic knowledge of the conventions of punctuation and capitalization is demonstrated, with some lapses, and most commonly used words are spelled correctly. Dialogue may not be correctly punctuated, such as “When my friends mom got there she said ‘Where is your coat Rita? Its cold outside.’” Most sentences are simple constructions; the writer has made several attempts to employ varying sentence structures, some of which are successful.

Grade 2 Unit 2 Writing: A Personal Narrative Score Point 5

Shopping for Mom

by Rick P.

It is hard to go shopping for grownups sometimes. I found that out when I went shopping for my mom's birthday. First I went to look at some hand bags. There was a nice black one with a silver buckel. But it cost too much money for me to buy. Using my saved up alowence. What should I buy?

Then lucky for me, a friendly woman who worked there came over. She asked what I was looking for. I said a present for my mom. I said it couldn't be expensiv. She said, "Maybe you would like to see some pretty scarfs." She showed me a blue one with flowers and a pink one with dots. I picked the blue scarf to match my mother's eyes. I didn't have to look at any more things.

From now on I will always ask for help when I shop. Store people know how much everything cost. They are good at helping you choose presents.

Focus—Response demonstrates a sense of purpose and audience. A clear introductory sentence establishes the topic, and focus is maintained throughout the writing.

Organization—The organizational pattern is clear with very few lapses. Main ideas and details are logically presented. The narrative seems complete, the writer consciously establishes a sequence of events, and the story comes to a satisfying conclusion.

Support—Response includes appropriate details to elaborate on events in the narrative. Word choice is adequate if sometimes lacking in precision.

Conventions—Conventions of punctuation, capitalization, and spelling are generally followed. Occasional errors in subject-verb agreement or other usage errors may occur but do not impede communication. Various sentence structures are used successfully.

Grade 2 Unit 2 Writing: A Personal Narrative

Score Point 6

Climbing Too High

by Katie C.

You know how they say cats sometimes climb up trees and can't get down? That is what happened to me when I was only five. I was just like a little kitten stuck in a tree!

This is what happened. One day my big sister said she had spotted a bird nest in a tree in our backyard. I wanted to get up close to see it. So when no one was watching me I climbed the tree. I climbed higher up to the tippy top. I got right up close to the bird nest. There was some minature blue eggs in it.

Then I tried to climb down. But I got very scared. Maybe I would fall. I stayed up there a long time.

My sister called the fire dipartmint. They came with a tall ladder. A fireman carried me down from the tree. My sister and Mom thanked him. We all laughed about what happened. I won't do that again!

Focus—The writing is focused on the topic and demonstrates a strong sense of direction, voice, and audience. Topic sentence identifies the unifying idea. The focus is consistently maintained throughout the narrative.

Organization—A logical organizational pattern includes a beginning, middle, and conclusion linked by transitional devices. The response demonstrates a sense of wholeness.

Support—The writer displays mastery of language and chooses words with precision. Elaborative details are included throughout the response. There is a sense of fluidity to the writing.

Conventions—Subject-verb agreement and noun forms are generally correct. Conventions of capitalization and punctuation are observed. All on-level words are correctly spelled. Various sentence structures are used.

Grade 2 Unit 3 Writing: A Personal Narrative Score Point 2

Cleening House

by Kim P.

Saterday we want to play base ball. My father he say we cant play unles we cleen up the house with them. Mom visit Aunt Tia in Texas. We did our school work before. Me and my two bruthers we did the work togeter, we each taken difrent jobs. I washed the dishes and fixed up the kichen. My bruther who is ten, he did the dusting. My brother who is nine, he made the beds. Dad did the vakuming. He was glad about how we did our job. He taken us to the park. We had fun throwing and catching. Dad use to play on a team.

Focus— Writing is loosely related to the topic with notable lapses in focus. Extraneous information is included.

Organization—Response exhibits a weak structure in which transitional words are largely absent. The paper seems incomplete, largely because of its disorganization. There is a vague sense of a beginning, middle, and end.

Support—Development of supporting ideas is generally inadequate so that the paper lacks color. Word choice is somewhat immature. The writer generally does not choose active verbs.

Conventions—Frequent errors that occur in punctuation, capitalization, and spelling at times impede communication. Errors of syntax, such as fragments and run-on sentences, are noted. Sentence structure is generally limited to simple constructions.

What Does a Score Point 1 Paper Look Like?

Focus—The paper only slightly addresses the topic and lacks a sentence that establishes the controlling idea. The paper with a score of 1 may not supply a sentence such as “My father he say (says) we can’t play unles(s) we cleen (clean) up the house with them (him).”

Organization—Those parts of the response that are on topic do not show a clear organizational pattern. The paper lacks transitional devices such as time-order words. The paper does not establish a sense of beginning, middle, and end.

Support—The writer uses details sparsely and rarely elaborates on a supporting idea. The paper with a score of 1 would not include sentences such as “Me and my two bruthers (brothers) we did the work togeter (together), we each taken (took) difrent (different) jobs.” Word choice is vague and imprecise. Few active verbs are included.

Conventions— Numerous errors in spelling, capitalization, punctuation, grammar, and syntax markedly impede communication. Usage of writing conventions may appear inconsistent or randomly applied. Sentence fragments and run-ons occur. The writing includes only simple sentence constructions.

Grade 2 Unit 3 Writing: A Personal Narrative Score Point 4

Making a Skate Board by Callie M.

One day we had nothing to do. It was Sunday. My friend Emma and me were trying to think of things. Then I had an idea. We should make our own skate board. The ones at the store were good too.

We got Emma's dad to help us. At the store we bought a piece of wood. Emma's dad sawed it for us. Because he didn't have work that day. We took a part Emma's old roller skates. For the wheels. Emma's dad asked did we want to paint it and we did. We chose blue. I added black stripes. It was so cool!

When it was dry we took turns riding it down the drive way. But were not to go into the street. It was so much fun! Working on it together.

Focus—A sense of purpose and audience is evident. Some loosely related or unimportant information is included but does not significantly impede the narrative flow.

Organization—An organizational pattern is evident, although lapses occasionally occur. The narrative has a sense of completeness and the undeveloped foundations for a beginning, middle, and end.

Support—In some areas of the response supporting details are included. The writer's choice of words is generally adequate and on grade level, although active verbs and precise language may be lacking.

Conventions—Basic knowledge of conventions is demonstrated, although the writer makes some errors of grammar and syntax. Some common words are misspelled. Sentence structure and fragments may detract from the fluidity of the writing.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic with some extraneous information. The paper may lack a controlling sentence such as "We should (should) make our own skate board" but generally is successful in establishing and maintaining a unifying idea.

Organization—There is some attempt at an organizational pattern, with lapses occurring more frequently than in the paper with a score of 4. The score 3 paper may

be missing part of the sequence or be vague as to the beginning, middle, and conclusion.

Support—Word choice is less sophisticated and precise than in the paper with the score of 4. Active verbs are usually lacking. Supporting details are sparse and may lack relevance to the overall idea. Sentences such as “I added black stripes. It was so cool!” would be lacking in a score 3 paper.

Conventions—Knowledge of the conventions is demonstrated. Most commonly-used words are spelled correctly. The writer has attempted to use a variety of sentence structures, although most are simple constructions. Some errors of syntax occur.

Grade 2 Unit 3 Writing: A Personal Narrative

Score Point 5

Planting a Garden

by Ana G.

Last year my family decided to plant a garden. We were going to grow flowers and vegetables.

“We will work in a team,” my dad said. “You kids can help too.”

I wanted to help pick out flower seeds. So Mom drove to the store with me. I chose different kinds of seeds. Some were for marygolfs, some were pansys, and some were mixed wild flowers. I couldn’t always tell from the picture on the packet. My mom said I needed to wait to see them bloom.

My brother picked out the vegetable seeds with Dad. They got tomatoes and squash and beans.

Then we all worked together to plant the seeds. I got to make holes in the dirt for the seeds and put some flower seeds in. We took turns watering too. Everyone was part of the team. When the flowers and vegetables came up, we all felt proud of our work.

Focus—Response exhibits a sense of purpose and maintains a consistent focus on the topic. There is an obvious and established awareness of the topic.

Organization—A firm organizational pattern is present, with few or no lapses. Transitional devices such as time order words are used. The paper demonstrates a sense of completeness.

Support—The writer includes a number of supporting ideas that are elaborated in some areas of the response. Word choice is varied. It is adequate and, in some areas of the paper, precise.

Conventions—All conventions of punctuation and capitalization are followed, with spelling errors only occurring in the case of above-level words. A variety of sentence structures are used successfully.

Grade 2 Unit 3 Writing: Personal Narrative Score Point 6

A Real Puzzle

by Raul J.

Yesterday Mrs. Wills gave us a funny exorcize to try. After she split the class into four groups, she gave each of us in the group a puzzle.

“Put the pieces together,” she said. “You will see that there is a tricky part. Here is the clue. Every puzzle can be put together, but it will take some thinking.”

We started our puzzles right away. But Amy could not finish hers because there was a piece missing. So she told the teacher. Mrs. Wills said, “Everyone in the group has to work together.” That was another clue.

I thought about what Mrs. Wills said and I traded pieces with Amy. So did Mark. Then all the pieces fit together. Now we each had a whole puzzle.

“Good job!” Mrs. Wills said. “You worked together. That was the tricky part. It is all about cowoperation.”

Focus—The writing is consistently focused on the topic with no lapses. A sense of purpose and audience is demonstrated.

Organization—Response exhibits a firm organizational pattern of beginning, middle, and end with no lapses. Main ideas and supporting details are presented in a logical, coherent order. Transitional devices are used appropriately. Paper has a sense of wholeness.

Support—The writer demonstrates mastery of language and chooses words precisely to convey meaning. Elaborative details, including dialogue, are included where necessary.

Conventions—All conventions of punctuation, capitalization, and spelling are observed, with spelling errors occurring only in the case of above-level words. A variety of sentence structures are used and may include sentence combining and subordination.

Grade 2 Unit 4 Writing: Expository Writing Score Point 2

Caring for Erth by Maya G.

To take care of the envirement we should clening up after our garbige our park dirty. Dont throw trash in the street or water. Don't throw trash in the park. Dont waste water ether. Or else we is running out. were I live real dirty. Smoke from cars and bildings make our air dirty. and smoky. We can help. Our erth is were we live. We should save it. Kids can help. I want to move somewere diferent. Not so dirty. Like the contry. There is less trash there in the contry.

Focus—Response is loosely related to the topic. A topic sentence is included but has a limited frame of reference. Sense of purpose and audience is weak.

Organization—The writing exhibits a weak organizational structure. Transitional devices are largely absent. Paper lacks a sense of completeness.

Support—The writer offers minimal facts in support of the main idea. Subjective statements interrupt the flow of the exposition. Elaborative details are generally lacking. Repetitive sentences do not supply additional information.

Conventions—Response exhibits frequent errors in punctuation, capitalization, spelling, grammar, and syntax. Errors in formation of verb phrases are noted. Simple sentence structures exhibit fragments and run-ons.

What Does a Score Point 1 Paper Look Like?

Focus—The paper only minimally addresses the topic. Response lacks a topic sentence, even one as general as in the Score Point 4 paper, such as “To take care of the envirement (environment) we should (be) clening (cleaning) up our garbige (garbage).”

Organization—An organizational structure is absent. Many areas of the response are irrelevant to the topic. Transitional devices are lacking.

Support—The sparse details are extraneous to the topic. The paper with a score of 1 does not offer such details as “Smoke from cars and bildings (buildings) make (makes) our air dirty.” Word choice is vague and immature.

Conventions—Paper exhibits frequent errors in punctuation and capitalization. Grammar and syntax errors markedly impede communication. Sentence fragments and run-ons are frequently noted. The writer has used only simple sentence constructions.

Grade 2 Unit 4 Writing: Expository Writing Score Point 4

Caring for Planet Earth

by Josh E.

We are lucky to live on planet Earth. It is a beautiful planet. But we need to help keep our planet healthy and safe. We can run out of clean air and water. It's no joke.

One thing we can all do is ride bikes not drive a car. Cars and trucks make the air smoky and dirty. Walking is good for you any way.

Another thing is, not to waste water. We should use less. You can find out how to save water at home, the goverment writes news letters about it. Don't let the water run in the sink or tub.

We should have more parks and not cut down the trees. Trees and plants help keep Earth healthy. Visit state parks and you will see it's better than shopping centurs. Those are things we should do to care for Earth.

Focus—A sense of purpose and audience is evident. The focus is generally sustained, with some extraneous information.

Organization—There is evidence of an organizational pattern, with some lapses. Paragraph development is uneven, but there is a sense of wholeness to the response.

Support—Supporting ideas are elaborated in some areas of the response. Word choice is generally appropriate though not very precise. The writer has made an attempt to include relevant facts.

Conventions—The writer demonstrates basic knowledge of conventions of punctuation and capitalization. Commonly used words are spelled correctly in most cases. The writer has introduced various sentence structures, although most sentences are simple constructions.

What Does a Score Point 3 Paper Look Like?

Focus—Response is generally focused on the topic but lacks a topic sentence, such as "... we need to help keep our planet healthy and safe." Extraneous information sometimes interrupts the flow of the writing.

Organization—The response exhibits some organizational structure, but the pattern is less secure than in the paper with a score of 4. For instance, paragraphing would be more random. The paper with a score of 3 would lack a concluding sentence, such as "Those are things we should do to care for Earth."

Support—Fewer details supporting the main idea are noted than in the paper with a score of 4. The paper scored at 3 points does not include such factual statements as “You can find out how to save water at home, the gover(n)ment writes news letters about it.”

Conventions—Knowledge of the conventions is demonstrated, although errors in verb forms are noted. Frequently used words are generally spelled correctly. The writer attempts to use a variety of sentence structures with varied success, although most are simple constructions. Some syntactical errors occur.

Grade 2 Unit 4 Writing: Expository Writing Score Point 5

Keeping Planet Earth Safe

by Marisha P.

There used to be lots of fresh water and clean air. The land was full of trees. Then people made big buildings and factories. Soon our resources were starting to get used up.

Now people know it can't keep going like this. We can run out of drinking water one day. But we can use less water in our home and schools and at work. We can try not to waste. We have to pay attention to what we use and use less.

We all have to breathe. Dirty air hurts our bodies. Less cars should be on the road. And factories should be careful about adding more dirt to the air. We don't need so much stuff!

Chopping down trees hurts the planet too. There are too many cities and not enough woods. We should think about this before it is too late. We should try better to keep planet Earth safe.

Focus—Writing demonstrates adequate understanding of the purpose for factual writing. Information included is directly related to the topic, and the focus is maintained with few lapses.

Organization—Paper exhibits an organizational structure. Facts and ideas are presented in a logical order. Transitional devices are used effectively in most areas of the response. There is a sense of completeness.

Support—The writer uses verifiable facts to support main and supporting ideas throughout the response. Word choice is appropriate but may occasionally lack specificity.

Conventions—Commonly used words are usually spelled correctly. Conventions such as capitalization and punctuation are observed. Sentences are mostly complete and grammatical, exhibiting a variety of sentence structures.

Grade 2 Unit 4 Writing: Expository Writing Score Point 6

Earth Is Our Home

by Dan S.

On Earth, there are beautiful rivers and majestic mountains. There are green woods and blue seas. People need to keep the planet safe. It is our only home after all.

People need food and houses. We need oil and gas to warm our homes. So there must be ways to get these things. But we have to be careful.

One way to help Earth is to preserve land for trees and animals. We need rules about how much to use for buildings and farms. We have to keep some land just the way it is or we could run out of food.

Clean water is very important. If our water gets poisoned we can die. Also we have to make sure we don't run out. So we need rules for using water. Not wasting is one way to begin. Everyone can help with that.

Finally we need to keep air clean. Cars, buses, and trucks make the air dirty. Let's use them less. These are all ways to save our resources. We can do it if we try hard!

Focus—The writing is consistently focused on the topic with no lapses. The introductory paragraph and topic sentence establish the controlling idea.

Organization—Response exhibits a firm organizational pattern of beginning, middle, and end with no lapses. Facts and supporting details are presented in a logical, coherent order. Transitional devices are used appropriately. The writing has a sense of completeness.

Support—The writer demonstrates mastery of language and chooses words precisely to convey meaning. Elaborative details are included to support the writer's presentation of facts.

Conventions—All conventions of punctuation and capitalization are observed, with spelling errors only occurring in the case of above-level words. A variety of sentence structures are used and related sentences are combined in some areas of the response.

Grade 2 Unit 5 Writing: Expository Writing Score Point 2

Saling around the world

by Karin J.

Some pepul saled around the world. They boat was small the sea was ruff but it didnt stop them. They taked a raydeo, they taked food and water. Why did they do it? sale around. To be first and have the edvenshure. Most pepul wont do it. Becus of the dangur. there is big winds and sharks and more things dangurus. You have to no how to use a boat. I never was in a boat I see boats in the lake. There are no sharks in the lake. My sister said that to me. You have to be speschul to sale around the world like that.

Focus—Writing is slightly related to the topic but does not demonstrate a grasp of the wider idea as stated in the prompt. The introductory sentence indicates this partial misunderstanding.

Organization—Writing that is relevant demonstrates a loose organizational structure. Transitional devices such as time-order words are lacking throughout most of the response. The paper does not show a sense of wholeness or preplanning.

Support—Development of supporting ideas is inadequate largely because the writing does not fully address the prompt. Few relevant elaborative details are included. Word choice is vague and immature.

Conventions—Response exhibits frequent error in punctuation, capitalization, and grammar and syntax. Errors in pronoun usage are noted. Simple sentence structures exhibit fragments and run-ons.

What Does a Score Point 1 Paper Look Like?

Focus—The writing only minimally addresses the topic. An introductory sentence such as “Some pepul (people) saled (sailed) around the world” is lacking. Focus is inconsistent.

Organization—Those areas of the response that relate to the prompt do not exhibit a firm organizational pattern. Transitional devices are lacking throughout the paper.

Support—The sparse details may be irrelevant to the main idea of the paper. The score 1 response includes few elaborative details, such as “They (Their) boat was small, the sea was ruff (rough)...” or “They tooken (took) a raydeo (radio), they tooken (took)

food....” Lists may take the place of developed sentences. Word choice is markedly immature and limited.

Conventions—Numerous errors in spelling, capitalization, punctuation, grammar, and syntax significantly impede communication. Sentence fragments and other syntactical errors appear more often than in the paper with a score of 2. Only simple sentence constructions are used with no attempts at more complex constructions.

Grade 2 Unit 5 Writing: Expository Writing Score Point 4

Testing Yourself

by Jared M.

I think sometimes people do things to test themselves. They want to see, can they do it? There are many ways to test yourself. Here are some I have heard about.

One way is to ride a bike across country. Some people do this in teams. You have to be very fit to make it. There are rough spots and storms. So you can see it is difficult. Other extreme sports, it's the same thing.

Or do something nobody ever did before. Like the Wright brothers who built the first airplane. People thought they were gonna crash but they lived. Other planes flew better but the Wrights were first to make one.

So you can see people face the challenge to see if they are up to it. There are other ways to test yourself. They are very brave and smart to do these things I think.

Focus—The writing demonstrates a sense of purpose and audience, as evidenced by the topic sentence. Some extraneous information interrupts the flow in certain areas of the response.

Organization—An organizational pattern is evident with some attempt at transitional devices to signal movement within the text. The response as a whole exhibits a sense of completeness.

Support—The writer supports points with elaborative details in parts of the response. Word choice is generally adequate with some precision noted.

Conventions—Basic knowledge of conventions of punctuation and capitalization is demonstrated. Most commonly used words are correctly spelled. Verb forms and nouns are generally correct. Some variety of sentence structure is noted and most sentences are complete.

What Does a Score Point 3 Paper Look Like?

Focus— Writing is loosely focused on the topic with some extraneous information. The response may lack a topic sentence, such as found in the paper with a score of 4 (“I think people sometimes do things to test themselves (themselves),” but generally focuses on the prompt.

Organization—Some attempt has been made at an organizational pattern. However, there is less cohesiveness than is seen in the paper with a score of 4. Transitional devices are not supplied as consistently as in the paper with the higher score. A score 3 paper may lack a sense of completeness and does not offer a concluding remark, such as “So you can see people face the challenge (challenge) to see if they are up to it.”

Support—Word choice is merely adequate and lacks specificity. Most areas of the response do not contain supporting details, such as “There are rough spots and storms.” or “Other planes flew better but the Wrights were (the) first to make one.”

Conventions—Knowledge of the conventions of capitalization and punctuation is demonstrated. Most commonly-used words are spelled correctly. There is some variety of sentence structures, but most are simple constructions. Some errors of syntax occur, including fragments and run-ons.

Grade 2 Unit 5 Writing: Expository Writing Score Point 5

Some Real Challenges

by Mira R.

For some people the biggest challenge they could try is running a marathalon. That's over twenty miles. Runners train very hard for those races. Every year they have one in my town. Maybe they do it to prove that they can. Maybe they do it for their health. Or they might do it because friends are also running the race.

Other people have another reason for running a race. Like my Aunt Esta. She doesn't ezactly run. She lost her left leg when she was a child so she goes in a wheel chair. She also works in an office. The other people in these races are in chairs, too. They race because they love the feeling. But they also race to show they don't give up no mater what.

These races are really great. That's because the people in them work just as hard as runners. They may not run twenty miles in their running shoes. But when they reach the finish line they are really winners too. Like my Aunt Esta.

Focus—The response demonstrates a sense of purpose and audience. The information provided relates directly to the topic, and the focus is sustained throughout with few lapses.

Organization—For the most part the writer adheres to a firm organizational pattern. Order of ideas and details is logical, and transitional words are used to show movement within the text. The paper demonstrates a sense of wholeness and preplanning.

Support—In many areas of the response, the writer includes elaborative details. Word choice is adequate or more than adequate. Some repetitive sentence structures are noted.

Conventions—Frequently used words are spelled correctly and grammatical usage is generally correct. The writer uses basic capitalization and punctuation properly and makes an effort to use a variety of sentence structures.

Grade 2 Unit 5 Writing: Expository Writing Score Point 6

Two Brothers Make It to the Top

by Louis C.

When I think about goals and challenges I think about Uncle Jim and Uncle Jay. Each one had a big goal. Both of them worked hard to get there.

Uncle Jim wanted to be a doctor. Nobody in the family ever went to college before. But Jim had his heart set on it. He worked at night and went to school in the day. It took him a long time but he finished. Then he went to medical school and became a doctor. That was some goal!

On the other hand, Uncle Jay wanted to change things in his town. He thought he could do this if he became the mayor. First, he learned about all the town's problems. He talked to many people. When it was time, he ran for the office and won.

Both of these goals were hard to reach, but my uncles both succeeded. They worked hard because they believed in these goals. That is the best reason I can think of for doing a difficult thing.

Focus—The writing is consistently focused on the topic with no interference from irrelevant information. The introductory paragraph and topic sentence establish the controlling idea, which is restated and elaborated in the concluding sentence.

Organization—The writing demonstrates a clear organizational structure and includes a beginning, middle, and end with no evident lapses. Facts and supporting details are presented in a logical, coherent order. Transitional devices are used well to signal movement within the text. The writing has a sense of completeness and fluidity.

Support—The writer has a mature command of language and chooses words precisely to convey meaning. Elaborative details are included to support the writer's presentation of facts and ideas.

Conventions—All conventions of punctuation and capitalization are observed, with spelling errors only occurring in the case of above-level words. A variety of sentence structures are used and related sentences are combined in some areas of the response.

Grade 2 Unit 6 Writing: Personal Narrative Score Point 2

Up in the Montens by Kyle W.

Here is what did surprise me most. My dad and I went on vakashun last summer. I didnt want to go becus of leaving my friends. We went to the montens in Mexaco. We drove the car many miles. Mexaco was hot. Then my dad said "We have to get out and left the car." Why, I asked. The car we went was blue. Here was the "surprise". A man came up to us he was leeding two dunkeys. Dad said one is for you Kyle. We climed on our dunkeyies. Mine was brown. He was nice. We rode high up the monten. Next year we will go visit my granma thow.

Focus—The writing seems only loosely related to the topic because of intermittant irrelevant information. The writer has some sense of the purpose and audience.

Organization—The writing that is relevant demonstrates a weak organizational pattern. There is no obvious beginning, middle, and conclusion, though the story does follow a general order of events. Paragraphing conventions are not observed. Transitional devices such as time-order words are lacking throughout most of the response. The paper does not demonstrate a sense of wholeness.

Support—Development of supporting ideas is inadequate, with few elaborative details. Word choice is limited and immature.

Conventions—The writing exhibits frequent errors in punctuation, capitalization, grammar, and syntax. A number of commonly used words are misspelled. Simple sentence structures exhibit fragments and run-ons.

What Does a Score Point 1 Paper Look Like?

Focus—Response only minimally addresses the topic. Introductory sentences that are included in the score 4 paper ("Here is what did surprise me most." and "My dad and I went on vakashun (vacation) last summer.") are lacking. Focus of the narrative is unclear.

Organization—The writing does not exhibit a clear organizational structure. The writer does not develop material into a beginning, middle, and ending. Transitional devices are more or less non-existent.

Support—The lack of relevant details significantly weakens the narrative. The Score Point 1 response includes few elaborative sentences such as "Mine was brown." or "We rode high up the monten (mountain)." Sentences are poorly developed and supporting ideas are not subordinated to a main idea. Word choice is vague and limited.

Conventions—Frequent spelling mistakes and misuse of capitalization, punctuation, grammar, and syntax significantly impede communication. Sentence fragments, run-ons, and other syntactical errors occur more frequently than in the paper with a score of 2. Only the most simple sentence constructions are used.

Grade 2 Unit 6 Writing: Personal Narrative Score Point 4

My First Day in School by Alana S.

When I moved to this place I did not know anyone outside my family. I just knew I had to start school, it was kindergarden. I asked my mom “could I just stay home?” She said everyone goes to school and I was a big girl, already five.

The night before I was so scared. I would not know anyone. My old home had flowers and trees. This place just a lot of bildings with one little park. If I had a dog where would I walk it, it was mostly side walks.

When I got to my class I looked around scared. So scared I could almost not see nothing. Then something funny hapened. My old friend Sonya was in the front row. She moved here too just a few days ago. We were so happy, seeing each other made it all okay again.

Focus—The writing exhibits a sense of purpose, audience, and voice, and it mostly maintains focus. Extraneous information is included in some areas of the response.

Organization—An organizational pattern is evident with a beginning, middle, and ending. There is some use of transitional devices to signal movement within the text. The response shows some preplanning and an attempt at completeness.

Support—In parts of the response important details support the narration of events. Word choice is generally acceptable but may not be specific.

Conventions— The writer demonstrates a basic knowledge of conventions of spelling and capitalization. Most frequently used words are correctly spelled. Verb forms and nouns are generally correct. Most sentences are complete. Punctuation conventions such as quotation marks may be slightly misused. The writer has attempted to use a variety of sentence structures.

What Does a Score Point 3 Paper Look Like?

Focus—The response is generally focused on the topic but lacks an introductory sentence to establish the setting and conflict. Extraneous information interrupts the narrative flow more frequently than in the case of the paper with a score of 4.

Organization—The response is loosely organized into a beginning, middle, and ending, but the narrative structure is less firm and confident than in the paper with a score of 4. For instance, paragraphing to signal movement in the text would be more

random. The paper with a score of 3 would lack a concluding sentence, such as “We were so happy, seeing each other made it all okay again.”

Support—Fewer elaborative details are noted than in the paper with a score of 4. The paper scored at 3 points does not contain such supporting details as “...I was a big girl, already five.” and “My old friend Sonya was in the front row.”

Conventions—Knowledge of the conventions is evident, although more frequent mistakes in grammar and spelling are noted than in the paper with the higher score. Commonly used words are usually spelled correctly. The writer has tried to incorporate a variety of sentence structures, although most are simple constructions. Some syntactical errors occur.

Grade 2 Unit 6 Writing: Personal Narrative Score Point 5

One Summer Night by Nikili B.

One night I was fast asleep when my mom woke me up. I rubbed my eyes and asked “What time is it?”

“Oh, it’s very late,” my mother said. “But I have something to show you. Let’s go down stairs.”

I thought it was something in the house. Then my mother opened the side door. We go into the garden. My mom put on her flashlight.

There was a big white flower blooming there. I had not seen it ever before.

“What kind of flower is it?”

“A spechil flower that only blooms once a year,” said Mom. It only happens once in the middle of the summer. Then closes up forever.

Mom said in the morning it would be gone. And then we will just see this dry old plant, no flower or anything.

I am glad she woke me up. It’s like we saw something nobody else would ever of seen.

Focus—The writing is focused on the topic and exhibits a sense of purpose and audience. Most to all of the information included is pertinent.

Organization—The narrative includes a beginning, middle, and ending. Paragraphing generally follows the flow of dialogue. Transitional devices appear in some areas of the response to show movement within the narrative. Paper has a sense of unity.

Support—The writer uses elaborative details to illustrate the supporting ideas. Word choice can be more than adequate but may at times lack precision.

Conventions— Frequently used words are usually spelled correctly. Conventions such as capitalization and punctuation are generally observed. Sentences are mostly complete and grammatical.

Grade 2 Unit 6 Writing: Personal Narrative Score Point 6

A Birthday Surprise by Billy W.

On my last birthday I woke up feeling sad. Because I was sick we could not have a party. Mom and Dad called my friends to tell them the bad news. I was upset.

I watched the rain fall from my window. I had a pounding headache and my eyes would not stay open. There was not one good thing about this day. If only I could make a wish and change everything!

Mom brought me toast and hot tea for breakfast. She said “I am sorry you have to miss your party. Maybe we could plan it for another day.”

But I still felt terrible.

After breakfast I fell asleep again. I heard voices downstairs. I thought my parents had friends over. Then the voices came up the stairs. The voices were familiar. Then my door opened.

It was Grandma and Grandpa! They had come all the way from Ohio to see me. It was the best birthday surprise I could ever have.

Focus—The narrative demonstrates a clear sense of purpose and audience. The momentum of the story builds to the well-thought-out conclusion.

Organization—The story has a beginning, middle, and ending. Transitional devices effectively signal movement within the text. The narrative is complete.

Support—There is ample development of supporting ideas. Elaborative details are included to enrich the writing. The writer demonstrates mastery in the use of language.

Conventions—Sentence combining strategies are used. Adjectival and adverbial forms are used correctly. Sentences are complete and grammatical.