

**Florida Treasures**  
**Grade 2 Teacher’s Editions**  
**Unit Writing Workshop**  
**Anchor Papers: Student Writing Samples**

**Grade 2 Unit 1 Writing: A Personal Narrative**

**Score Point 2**

**Moving**  
by Troy L.

We moved. I had to leeve my frends. Did not want to come out of my room. He got a pool. Marcus did. I didnt want to leeve. We moved from Michigan. but then a nock on the door A boy ask if I liked to swim. He was in a bathing soot. red. I have red bathing soot too. It is hot out. Marcus now my frend. He is good at swiming.

**Focus**—The narrative displays some awareness of the topic but often drifts off-topic and contains many unrelated details. Focus is intermittent and narrative flow is disrupted.

**Organization**—The writing does not always conform to an order of events, and due to lack of transitional language the narrative is unclear and choppy. The narrative lacks a sense of wholeness or resolution.

**Support**—Any details provided to support the narrative are basic and word choice is non-specific and immature. Writer does not provide enough details to fully address the topic.

**Conventions**—There are numerous spelling and grammatical errors. Punctuation and capitalization rules are inconsistently applied. There is a basic understanding of simple sentence structure, though there may be sentence fragments or run-on sentences.

## What Does a Score Point 1 Paper Look Like?

**Focus**—Response shows no understanding of the topic. Sentences that establish the topic such as “I had to leeve (leave) my frends (friends). (I did) Did not want to come out of my room.” are not supplied.

**Organization**—Any writing relevant to the topic is disorganized. There is no apparent order of events.

**Support**—There is limited detail to support the topic and word choice is noticeably immature for grade level. The score 1 paper does not elaborate with details such as “He was in a bathing soot (suit). (It was) red.”

**Conventions**—The writer lacks understanding of sound/symbol relationships at the Grade 2 level. Correct usage of punctuation and capitalization is minimal. Frequency of grammatical and syntactical errors may impede understanding of the narrative.

## Grade 2 Unit 1 Writing: A Personal Narrative

### Score Point 4

#### All About Time

by Taj K.

I really wanted to learn how to tell the time. But I was having trouble. My friends knew how already. It made me feel bad. I just could read the number clock. Not the other kind. How was I going to learn to tell time myself. I wanted a real watch but got mostly games on my birthday.

My brother Kit helped me. Then he drew a big circle. He made lines on it. He said, here is a half. Here is a quarter. He put marks on the circle. I could see how the circle was split up like a clock. We did this every day, I learned slow but I learned. It's great. I can tell time now.

**Focus**—The writer understands the purpose for writing and mainly focuses on the topic, although some extraneous information is included.

**Organization**—There is some apparent organization and the paper displays a noticeable sequence of events. The writer uses some transitional devices such as time-order words. The paper exhibits a general sense of wholeness.

**Support**—The writer attempts to support his or her ideas with details in parts of the response. Word choice is generally adequate but may be somewhat limited.

**Conventions**—Basic knowledge of conventions is demonstrated. The writer does not consistently use pronouns correctly and sometimes fails to include full sentences in the narrative. A few common words are misspelled. There is an attempt at a variety of sentence structures.

### 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 an introductory sentence such as “I really wanted to learn how to tell the time.” but on the whole succeeds in presenting and maintaining a unifying idea.

**Organization**—Organizational pattern is somewhat undeveloped. Ideas are not

always presented in a logical order. The exposition is composed of loosely related details and does not demonstrate the logical sequence of a paper with a score of 4.

**Support**—Word choice is adequate but predictable and at times immature. The writing does not contain many details such as “Then he drew (drew) a big circul (circle).” or “I could see how the circul (circle) was split up like a clock.”

**Conventions**—Knowledge of the conventions is demonstrated, though not consistent. Most commonly-used words are spelled correctly. The writer may have attempted to use a variety of sentence structures, although most are simple constructions. Some errors of syntax occur.

## Grade 2 Unit 1 Writing: A Personal Narrative

### Score Point 5

#### Lost on Ocean Street

by Kaylie H.

We just moved to a new town. Dad walked me to school in the mornings. One day he said I can go all by myself. I went just the same way he showed me. I past the big store and the playground. Next I turned left like we did before. But then something was wrong. Nothing looked the same to me. I was lost!

Then I started to cry because I was getting late for school. A mom with her children stopped. What is wrong she asked. I told her I was lost, I could not find my school. She said she was taking her little boys there and I could come with them. I stopped crying and smiled. Then I wasn't scared any more. I talked to her boys and they were nice too. I thanked her when we got to school. Now I knew how to get there. It was a lucky thing I met that family!

**Focus**—The writer demonstrates an understanding of the purpose for writing. The writing relates directly to the topic, and focus is maintained throughout.

**Organization**—The writing demonstrates a planned organizational pattern. Ideas are presented in a logical order, and transitional devices such as time-order words signal the connection between events and between sentences. Writing demonstrates a sense of wholeness.

**Support**—Specific details support main ideas throughout the response. Word choice is adequate but lacks precision in some areas of the response. Elaborative details are used to good effect.

**Conventions**—Frequently used words are spelled correctly, and grammatical usage is generally correct. The writer uses basic capitalization and punctuation properly, but fails to incorporate quotation marks where needed and does not indent all of the paragraphs.

## Grade 2 Unit 1 Writing: A Personal Narrative

### Score Point 6

#### Team Work

by Sophie P.

Last spring, I joined a softball team. First, we practiced throwing and catching. It seemed like I was the only one who didn't know how to catch. I was devastated!

Next, we practiced batting. I watched as my best friend hit the ball twice. She was like a professional player! Then it was my turn to bat. I couldn't hit the ball. I was so mad at myself!

But Coach Paula helped me. She said it takes time. She practiced and practiced with me! Finally, I hit the ball. It sailed out of the park! I was so excited. Without her help, I think I would have quit.

**Focus**—The writer stays on topic throughout and shows a clear understanding of the purpose for writing.

**Organization**—The story is told with a clear and logical sequence of events. Time-order words are used appropriately. The story feels complete.

**Support**—The writer uses first person and vivid, mature word choices to support the genre of personal narrative.

**Conventions**—The writer follows subject/verb agreement forms as well as spelling, punctuation, and capitalization conventions. The writer successfully varies sentence structure and length, although some punctuation such as exclamation points may be misused or overused. Above-level words may be misspelled.

## Grade 2 Unit 2 Writing: A How-to Article

### Score Point 2

#### Growing Been Seeds

by Lisa B.

1. Dig up the grund. Pick a sunny spot.
2. water it.
3. good wether days go look.
4. I put been seeds in the ground. I think you cover them with siol.
5. When they sprout, I add more water.

**Focus**—The writing is related to the topic but wanders off topic enough to no longer show a decisive set of how-to instructions. The changing point of view adds to the nebulous quality of the instruction.

**Organization**—A logical sequence of events has been attempted but not executed. Tangential instructions impede any clarity of instruction. There is limited use of transitional devices.

**Support**—The writer does not give the impression of complete knowledge of the subject. Some information seems unsure or out of context. Directions are not as thorough as they could be. Word choice is immature and limited.

**Conventions**—The writer is inconsistent with following capitalization conventions as well as learned sound/symbol relationships. Some commonly used words are misspelled. There is an attempt at some sentence structure variation, though most sentences are very simple and may contain syntactical errors.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writer minimally, if at all, addresses the topic and may include a fair amount of unrelated information. It may not be clear at all what the writer is trying to teach the reader, unlike in the score 2 paper with “Growing Been (Bean) Seeds...1. Dig up the grund (ground).”

**Organization**—The paper displays a lack of organization. Any instructions will be hard to determine and will not follow a logical order. Instructions may not be numbered or in any kind of how-to form. The paper feels incomplete.

**Support**—Any development of supporting ideas may be off-topic or in a cliché or list form. Such details as “Pick a sunny spot.” will be missing from a score 1 paper.

**Conventions**—There are enough errors in spelling, punctuation, and capitalization so as to impede comprehension of the paper. There may be many sentence fragments and the most simple of sentence constructions.

## Grade 2 Unit 2 Writing: A How-to Article

### Score Point 4

#### How to Take Care of a Puppy

by Sara R.

1. When you bring your puppy home, have everything ready for it. Puppies need you to take good care of it. Put news paper on the floor in case of accidents.
2. Make sure you buy dog food and bowls for food and water. Ask the person at the store how much to feed at meals.
3. Show your puppy where to eat and sleep and everything you need it to do. Make the dog very comfortable. Also give lots of love!

**Focus**—The purpose and audience for writing is clear. Writing is generally on topic, and focus is maintained consistently.

**Organization**—An organizational pattern is evident. The writer has tried to put steps in order with some lapses. The paper demonstrates a sense of completeness.

**Support**—The writer attempts to support his or her main point with the necessary instructional steps. Details are included in some areas of the instructions. The writer sounds sure of the instructions, and information given is accurate. Word choice is adequate; the writer may choose to use several precise words.

**Conventions**—The writer does not form plural nouns consistently and some errors occur with pronoun agreement. Some common words are misspelled. Above-level words are also misspelled. In general, knowledge of the conventions of capitalization and punctuation is demonstrated.

### What Does a Score Point 3 Paper Look Like?

**Focus**—The response is basically focused on the topic with more irrelevant information than seen in a Score Point 4 paper. Steps in the process may not be as

clear as in the paper with a Score Point 4, but the writer intermittently succeeds in creating a set of instructions.

**Organization**—Organizational pattern is uncertain. Steps are not always in a logical progression. Essential information would not be sequenced as logically as seen in the 3 steps of the Score Point 4 paper.

**Support**—Word choice is usually adequate but may be vague. The writing does not contain many details, such as “Put news paper on the floor in case of axidents (accidents).” or “Ask...how much to feed at meals.”

**Conventions**—Knowledge of the conventions of grammar and mechanics is demonstrated. Common words are usually spelled correctly. There is some attempt to use a variety of sentence structures, although most are simple constructions. More errors of syntax occur than in the Score Point 4 paper.

## Grade 2 Unit 2 Writing: A How-to Article

### Score Point 5

#### How to Help Take Care of Wild Birds

by Gabriel P.

Helping wild birds is a great thing to do. Here is one way to help care for birds and have fun too.

1. Make or buy a bird feeder. Hang the feeder on a tree branch in your yard. Be sure to put the feeder on right. Or else it could fall down. Use wire to fasten it. For some kinds you need a hammer and nail. In that case, get a grownup to help.
2. Fill the feeder with bird seed. You can buy it at most grocery stores. Get a big bag to save money. You will probably use it all up soon. The squirrels will eat it too unless you put it where they can't get to it.
3. Always check to see if there is still enough food in there. Birds come to depend on having the seed in the feeder. If you keep it full, you will be able to watch some pretty birds all year long.

**Focus**—The purpose and audience for writing is clear. Writing is consistently focused on the topic, with little or no irrelevant information.

**Organization**—A strong organizational pattern is evident. The writer has successfully put steps in order with few or no lapses. A sense of completeness is demonstrated.

**Support**—The writer successfully supports the main point with the necessary instructional steps. Details are included where appropriate. Word choice is generally adequate, but precision or successful use of precise words may be lacking in some areas of the response.

**Conventions**—The writer forms plural nouns correctly and maintains the conventions of grammar and syntax. Commonly used words are spelled correctly. Knowledge of conventions of spelling and punctuation is demonstrated.

## Grade 2 Unit 2 Writing: A How-to Article

### Score Point 6

#### How to Grow A Bell Pepper

By Ana R.

1. Buy the pepper plant when the weather gets warm. Place it in a sunny spot in your garden. Bell peppers need a lot of sunlite to grow.
2. Give the pepper plant a lot of water. Water it when the soil is nearly dry. Don't water it too much!
3. Pick the bell peppers when they are giant. You can pick them green if you like a lot of flaver. Let them turn red if you like less flaver.

**Focus**—The writer has an immediate sense of purpose and does not stray off topic. There is little or no extraneous information.

**Organization**—All of the steps of the “How-to” are clear and necessary, and in impeccable order. The writing is fluid and the steps are easy to follow. The paper is complete.

**Support**—The writer develops supporting ideas sufficiently, without wandering off topic. There is a sense of confidence and surety in regards to the information supplied in the paper.

**Conventions**—The writer shows a definite command of language with few spelling errors on above-level words. Sentences are varied and display proper subject/verb agreement and noun and verb forms. Grammar and punctuation is for the most part correct.

## Grade 2 Unit 3 Writing: A Persuasive Letter

### Score Point 2

Dear editor,

Electrikitys heats up the air around the erth. It changes our wether. It change where plants go.

that makes me sad the plants are impourtent.

We need to do sumthin about it. Like tern the tv off. My dad uses to much electrikitys. we can make it difrint.

Cal O.

**Focus**—The writing has a sense of the topic at hand, but strays frequently and hovers at a fairly superficial level of subject matter.

**Organization**—There is little use of transitional devices, and lack of organizational patterns detracts from the persuasiveness of the paper.

**Support**—The writer makes a small attempt at supporting his or her argument, though in a vague and disconnected way. The writer alternates between a persuasive and a personal tone in a way that weakens the argument.

**Conventions**—Frequent errors occur in basic punctuation, grammar, and spelling. The writer does not fully address the format of a letter and paragraphing. Sentence construction is for the most part simple.

### What Does a Score Point 1 Paper Look Like?

**Focus**—Paper shows minimal understand of the purpose for writing or the topic at hand. Any information relevant to the topic is scattered, and the paper does not seem to be trying to persuade the reader in any way.

**Organization**—There is little to no organizational pattern. The writer’s opinion may not be stated in the paper or may be stated in a confusing way. Sentences such as “We need to do sumthin (something) about it. Like tern (turn) the tv (TV) off.” may be missing from a Score Point 1 paper.

**Support**—The writer does not supply support for their argument. Statements such as “It changes our wether (weather). It change(s) where plants go.” would be absent from a Score Point 1 paper.

**Conventions**—The paper may be difficult to understand due to errors in spelling, grammar, punctuation, and syntax. There may be many sentence fragments and simple sentence constructions.

## Grade 2 Unit 3 Writing: A Persuasive Letter

### Score Point 4

Dear Dr Bond,

Would you please come to my second grade class for a visit? I think my class will be very intrested to hear about your job. Taking care of animals is a job lots of us would like to have. Since that is your job too. You could tell us alot about it.

This month our teacher Ms Lee has been talking about the work people do. We have learned about the fire fighters. Do you know how they put out fires? Also about working in ofices and for gouvment. So far no vetranerian has visited us though. Next month we are learning about other contries.

So won't you please pick a day to come to our class? You will have a very good awdians if you come.

Sincerely,

Tasha Wilson

**Focus**—The response generally demonstrates a sense of purpose and audience. The focus of writing is clear. Some extraneous information may be included.

**Organization**—The paper exhibits an organizational pattern, with some lapses. Main ideas and supporting facts and reasons are generally presented in a logical order.

**Support**—The response includes some reasons and persuasive language in support of the main idea. Word choice is adequate but is repetitious and imprecise in some areas of the response.

**Conventions**—Frequently used words are spelled correctly. The writer uses capitalization and punctuation properly although with some lapses. Some sentence variety is attempted. Fragments occur but do not significantly impede communication. The writer displays a basic understanding of the letter writing format.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is loosely focused on the topic with extraneous information impeding the flow. The paper lacks a clear topic sentence such as “Would you please come to my second grade class for a visit?” but intermittently succeeds in sustaining a controlling idea.

**Organization**—An organizational pattern has been attempted, but lapses are evident. The progression of ideas is loose. The connection between points is not always evident, and on the whole, the response seems less complete than in the case of a Score Point 4 paper.

**Support**—Word choice is vague and immature. The writer does not consistently couch his or her reasons in firm persuasive language, such as “Taking care of animals is a job lots of us would like to have” or “You will have a very good awdians (audience) if you come.”

**Conventions**—A basic knowledge of the conventions is demonstrated. Common words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions. Errors of syntax occur more frequently than in the Score Point 4 paper. There may be limited understanding and use of conventions of the letter writing.

## Grade 2 Unit 3 Writing: A Persuasive Letter

### Score Point 5

Dear Editor,

I would like to support the plan to build a new playground at our school. There are many kids who use the playground. But ours is old. There aren't enough fun things to do either. Need more swings and slides. The climbing structure is broken too. We should have a good one. And a bigger slide.

At the school meeting people talked about whether a new playground is a good idea. Or not. I believe it is because kids need a safe, fun place to play. It is important to get fresh air and exercise. Playgrounds are the best places to do that. My Mom and Dad agree with me.

I think we should join together to make this happen. I've even heard that kids can help build playgrounds if grownups help them. I would volunteer to help.

Sincerely,

Pat C.

**Focus**—The writer demonstrates a good sense of purpose and audience. The response is directly related to the topic, and the focus is consistent.

**Organization**—A clear sense of organization is evident. Main ideas and supporting details are presented in a logical, coherent order. The paper demonstrates a sense of completeness.

**Support**—The writer uses appropriate facts, reasons, and persuasive language to support main ideas throughout the response. Word choice is adequate if sometimes lacking in specificity.

**Conventions**—Frequently used words are spelled correctly. The writer uses capitalization and punctuation properly. Various sentence structures are employed. Some fragments occur but do not impede communication. The writer has a clear understanding of the conventions of letter writing.

## Grade 2 Unit 3 Writing: A Persuasive Letter

### Score Point 6

Dear Editor,

Adams Park must stay open. The Parks Department does not have enough money to keep it open. It costs 15,000 per year. The park is closing before Summer.

I think our community needs a park with a pool. Children must have a place to play. I believe families need a place to keep cool during hot Summers.

The Parks department and our community should work together. We need to keep our only park open and accessible! Please sign the petition to keep Adams Park open!

Thank You.

Sincerely,

Steven J.

**Focus**—The writer is focused exclusively on the topic and does not include any extraneous or unnecessary information. The persuasive tone remains consistent throughout.

**Organization**—The argument is presented in a logical and systematic way. Writing is fluid and ideas are clearly organized. The paper is complete.

**Support**—There is an appropriate development of supporting ideas. The argument presented is persuasive and concise.

**Conventions**—The writing shows a strong command of language and specificity in word choice. Above-level words may be misspelled. Sentences are varied and are complete, except for any purposeful fragments. Conventions of grammar and punctuation are followed. There are some errors in capitalization.

## Grade 2 Unit 4 Writing: A Report

### Score Point 2

#### The Moon

by Caleb B.

I can see the man in the moon. it is like a face. The moon gos around earth. It is bright. gets its ligt from the sun. When we look at the moon it has difrent shapes. The moons shapes are called pases. There is cresent and there is full. You can't see a new moon. Galileo made a telescope in the 1600. I write about the moon becuse I like the moon. I like it way better. Than stars and comets. I want a telescope.

**Focus**—Writer is somewhat focused on the topic but frequently wanders either towards unnecessary or personal information. Not all details pertain to the moon or facts about the moon. This lends a choppy and uninformative quality to the paper.

**Organization**—The paper has no overt sense of structure. The first sentence is not relevant to the topic or the main idea. There are few transitional devices used. The facts presented about the moon become lost due to lack of organization.

**Support**—The writer includes personal information, which detracts from the authority of the report. There is not enough information given to support the topic.

**Conventions**—Word choice is immature and some commonly used words are misspelled. The writer has a general understanding of the conventions of punctuation and capitalization. Sentence structure is simple and limited.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writer does not demonstrate an understanding of the purpose of a report. The topic is hard to determine and most information given seems extraneous or of a tone not appropriate to a report.

**Organization**—Any writing related to the topic does not appear to have any planned or thought-out pattern of organization. There is little to no movement through the text.

**Support**—There is no attempt to provide supporting details describing or illuminating the topic. A Score Point 1 paper would be lacking in such supportive details as “The moons shapes are called pases (phases).” and “It is bright.” Word choice is generally immature and repetitive.

**Conventions**—The paper is difficult to read and understand due to repeated misspellings and misuse of capitalization and punctuation. Sentence structure may be very limited. Attempts at more complex structures may be disorganized and incomprehensible.

## Grade 2 Unit 4 Writing: A Report

### Score Point 4

#### Glaciers

by Mandy N.

Do you know where most of Earth's fresh water is? In the glaciers. Rivers of ice. Glaciers move so slowly, you hardly know they move at all. A glacier is really a mountain made of ice. This ice is from snow that does not melt. Because of the places where glaciers form are too cold for snow to melt.

Sometimes part of a glacier breaks off. It can float in the ocean. They are called icebergs. They are dangerous for ships. Sailors have to watch out for icebergs. They could crush a ship. Like in that Titanic movie.

Once there was many glaciers, made valleys when they moved. That was in the Ice Age. Now glaciers are just at frozen places like the South pole. I read that glaciers cover six million square miles of the planet. That's a lot of fresh water!

**Focus**—The response demonstrates an understanding of the purpose for writing. Some loosely related information is included. Overall, focus is maintained. Writer informally returns to original idea at the end.

**Organization**—The writing shows some organization but is repetitive and suggests that the writer is relying too heavily on source material. The response includes some transitional devices between ideas.

**Support**—The writer attempts to supply adequate information with elaborating details in parts of the response. Word choice is usually adequate.

**Conventions**—The writer generally demonstrates mastery of conventions of spelling and capitalization, although some frequently-used words are misspelled. Sentence fragments are noted.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic with some extraneous information. The paper lacks a unifying sentence such as “Do you know where most of Earth’s fresh water is?” but generally maintains focus.

**Organization**—There is some evidence of an organizational pattern. Facts and supporting details may be loosely positioned in the writing. Organization is overall weaker than in a Score Point 4 paper.

**Support**—Word choice is adequate but may seem immature or simplistic. Response offers fewer details than does the Score Point 4 paper and would include minimal supporting details, such as “A glacier is really a montain (mountain) made of ice.” A Score Point 3 paper may not accomplish a sense of wholeness.

**Conventions**—Knowledge of the conventions of spelling and capitalization is demonstrated, with occasional errors. Commonly-used words are generally spelled correctly. The writer attempts to use a variety of sentence structures, although most are simple constructions. Sentence fragments are noted.

## Grade 2 Unit 4 Writing: A Report

### Score Point 5

#### The Welth of Rainforests

by Paul Chu

The rainforests are important for the earth. That is why we should save them. Lots of rair animals live there. Half of the animals in the world live in these places. Rainforests are found around the world. Also many helpful plants from these places.

Rainforests get their name because a lot of rain falls there. The hot wet air is good for many plants and animals. That is why so many kinds can grow well there. It is a very rich envirement for living things.

Not just animals and plants benifet from rainforests. People get what they need from these forests too. For example we get medicen from plants. We also get cinamin and fruits like pine apples. The rainforest is only 6% of the earth. But as you can see it is a very important 6%.

**Focus**—The response demonstrates adequate understanding of the purpose for factual writing. Information included is directly related to the topic, and the focus is consistently maintained.

**Organization**—An organizational pattern is apparent with some lapses that do not distract too much from the flow. There is evidence of a logical progression of main ideas. A sense of wholeness is evident.

**Support**—The writer uses verifiable facts to support main ideas throughout the response. Word choice is adequate but sometimes lacks precision. Supporting details give authority to some sections of the writing.

**Conventions**—Frequently used words are usually spelled correctly. Misspellings may be found with above-level words. Conventions such as capitalization and punctuation are generally observed. Sentences are mostly complete and grammatically correct.

## Grade 2 Unit 4 Writing: A Report

### Score Point 6

#### What Causes an Earthquake?

by Austin C.

Even though we usually can't tell, the Earth is changing all the time. The Earth is very hot inside. The heat needs to be released. When the heat leaves Earth it can make the surface of Earth move.

An earthquake is caused by how Earth's surface moves. The surface is made of plates. They fit together like very big puzzle pieces. Between the plates are faults. They are big cracks in Earth's crust. When the plates bump together at the faults, they cause that part of Earth to shake. That is an earthquake.

Earthquakes can be big or small depending on how hard the plates hit each other. When there's an earthquake we can feel how Earth changes.

**Focus**—The writer stays on topic and remains focused and purposeful throughout.

**Organization**—The writing is well organized and has a clear introduction, middle, and conclusion. Transitional devices are well employed. The writer successfully returns to the opening idea in the last sentence of the paper.

**Support**—The writer supports the main idea with appropriate details and includes all the authoritative information necessary for understanding the topic at this level of complexity. Most decisions of word choice are precise and appropriate.

**Conventions**—Grammar, sentence structure, and punctuation and capitalization conventions are generally error-free. There is some misspelling of above-level words.

## Grade 2 Unit 5 Writing: Realistic Fiction

### Score Point 2

#### Fun in the rane

by Haley F.

They wanted to play. it was a beautiful day.  
Let's play in the yard! There was a dog barking. The naybers dog.  
There were no clouds. Go far to the trees. All of Sudden they herd a  
loud noise. thunder!

"Run!! Were going to get wet!"

They run toward garden ched. The rane came down, but they  
stayed dry. Played Garden Shop. One was gardner and one was custermer.  
Until mom calls them.

**Focus**—The writer has not made any attempt to identify the story characters or who is speaking. This makes it hard to follow the events. The writer also occasionally strays from the important events and details of the story.

**Organization**—Story events are more or less told in order, though a lack of detail and absent event information makes the story incomplete and hard to follow. There is a vague sense of beginning, middle, and end.

**Support**—The story is lacking details as to events, setting, and characters. There is a clear problem, but without richer story elements the problem and solution are weak.

**Conventions**—There is alternation between verb tenses. The writer is mostly consistent with subject and verb agreement, though inconsistent with capitalization and punctuation. Sentence constructions are simple and there are some sentence fragments. Some frequently-used words are misspelled.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writing shows no sense of purpose. There seems to be no attempt to write a story or to establish a problem and solution. The writing may wander far off topic or neglect the establishment of character or sequence of events.

**Organization**—A Score Point 1 paper would have the barest hints at a beginning, middle, and end, and would not contain much detailed information such as “They wanted to play...All of Sudden (sudden) they herd (heard) a loud noise. thunder! (Thunder!)...The rane (rain) came down, but they stayed dry. (They played) Played Garden Shop.” No transitional devices are used, or they are used ineffectively.

**Support**—The writing is so disorganized that any details supplied of characters, setting, or events would not be very helpful in illuminating the story. Supporting ideas may appear as a list or be characterized by immature word choice.

**Conventions**—The many errors in grammar, spelling, punctuation, and capitalization would impede any understanding of the story. Sentence structure may be very simple.

## Grade 2 Unit 5 Writing: Realistic Fiction

### Score Point 4

#### Paper Flowers

by Emi H.

Sunday Yuki was going to go to Aunt Aki's house. It was pretty there. It was in the contry. Aunt Aki had a new baby and a dog. She sent lots of presents to her neeces. But Yuki's sister Hana got sick. So they couldnt go. Yuki felt sad. She felt bord too. Then it started raining. Even worse! Mama said "I will show you girls something nice." She had some clam shels in her hand. "Those are just ordrany shels" Yuki said.

"Wait and see" Mama told Yuki. She put the shels in a bole of water. They waited. Slowly the shels opened. Something was inside them. First they saw something green. Like a string. Then a bright color. The string popped up. A pink flower! Then another flower! It was a garden. It seemed like majic to Yuki and Hana. Yuki forgot all about being bord. The next day Hana felt better and they played on the swing.

**Focus**—The writer understands the purpose for writing the narrative. Some sentences seem loosely related to the main story line. The writer establishes characters and who is speaking.

**Organization**—Some attempt is made at an organizational pattern. The writer uses a limited number of transitional devices such as time-order words. Story exhibits a general sense of completeness and of problem and solution.

**Support**—The writer attempts to support his or her ideas with elaborative details in parts of the response. Word choice is generally adequate although sometimes repetitive.

**Conventions**—Basic knowledge of conventions is demonstrated. The writer does not effectively combine sentences in the story. Some common words are misspelled.

### What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic with some extraneous information. The story may lack the kind of sentences that set up the conflict, such as

“Sunday Yuki was going to Aunt Aki’s house....so they couldnt (couldn’t) go.” On the whole the paper succeeds in presenting and maintaining a unifying idea.

**Organization**—Organizational pattern is somewhat undeveloped. Events are not always presented in a chronological order. The story line is composed of loosely related details and would not demonstrate the logical sequence of a Score Point 4 narrative.

**Support**—Word choice is adequate but predictable and at times immature. The narrative does not contain many details such as “First they saw something green” or “a pink flower!”

**Conventions**—Knowledge of the conventions is demonstrated. Most frequently-used words are spelled correctly. The writer has made some attempt to work with a variety of sentence structures, although related sentences are not effectively combined. More errors of syntax occur than in the Score Point 4 response.

## Grade 2 Unit 5 Writing: Realistic Fiction

### Score Point 5

#### Leaf Pile

by Sam R.

One morning Dad said "I need help raking the leaves."

Joey said, "But I don't know how. And the rake is so big." Joey did not want to work in the yard. It was cold outside. He wanted to watch tv. insted.

Dad said, "I got a small one just for you." They went outside and there were hundrids of red and yellow leaves on the ground. How could Dad and Joey pick them all up? "Little by little," Dad told his son. Joey raked and raked. His arms got tired and hurting. They took a break for cookies and milk. They were cookies that the naybor gave them yesterday. They were good. Then they went back to work.

By lunch time Joey and Dad had a really big pile. "Now for the fun part! Dad said.

And Dad jumped right in the pile of leaves! So did Joey. They both laughed and laughed. Joey tossed leaves high in the air. They fell down on him like it was raining. Joey was happy.

**Focus**—The writer understands the purpose for writing a fictional narrative. There is adequate development of the story line and a clear unifying idea.

**Organization**—The organizational pattern is sound and exhibits few lapses. The writer uses transitional devices such as time-order words to move the story forward. Response exhibits a sense of wholeness and a movement from problem to solution.

**Support**—The writer supports events in the story with details in many parts of the response. Word choice is generally adequate although sometimes repetitive.

**Conventions**—Basic knowledge of conventions is demonstrated. The writer effectively combines related sentences in some parts of the story. Most commonly-used words are spelled correctly.

## Grade 2 Unit 5 Writing: Realistic Fiction

### Score Point 6

#### Alex Makes a Discovery

by Fernando R.

Alex sat in the kitchen snacking on a cookie. The telephone rang. Alex went to answer it. When he got back, the cookie was gone. He thought maybe he left it by the phone. He went to look, but it wasn't there. Alex shrugged his shoulders. He took another cookie from the jar.

Then he heard his mom calling him. She said, "Alex! Can you help me for a minute?"

He covered his cookie with a napkin and went to help his mom. When he got back, the cookie was gone! But the napkin was still there!

"What's going on here?" Alex asked.

Then he got a fantastick idea. Alex put out another cookie and hid behind the door. He watched a squiril come in through the window and take the cookie!

Alex rushed to look out the window. Three squirils were eating cookies on the lawn! Alex decided to close the window. Then he ate a cookie.

**Focus**—The writing is clear and stays on topic. There are no irrelevant details and all of the information provided serves the movement of the story and plot. It is clear that the writer planned out the story elements before writing.

**Organization**—The pattern of organization is apparent and very logical. The story has a fluidity and even a measure of suspense due to appropriate sequencing. The paper has a satisfying sense of wholeness.

**Support**—Details provided supply direct support to the story line and are developed enough to sustain reader interest.

**Conventions**—The writer successfully uses a variety of sentence structures. There are almost no lapses in correct use of punctuation, word choice, grammar, and capitalization. Above-level words may be misspelled.

## Grade 2 Unit 6 Writing: A Compare and Contrast

### Article

#### Score Point 2

##### On the Road to School

by Brandon T.

I take the bus to school. but my big brother rides a bike. A bus and a bike are different.

Many people ride in a bus. It has a driver that lets you get on and drives you to school. The bus engine and the big wheels gets you there fast. A bike has thinnest wheels.

My brother rides a bike. Its green. He rides real fast. Mom makes him ware a helmitt. You need to ware a helmitt. if you are real fast, you don't go as fast. Because there is no engine. You use you're legs. A bus and a bike are different.

**Focus**—The writer for the most part stays on task and on topic. The writing occasionally strays from the topic and does not always make direct comparisons and contrasts. However, the subject matter being compared is clear.

**Organization**—The topic-related writing displays minimal organization. There is a small amount of movement in the text and a feeling of blurriness or choppiness to the writing.

**Support**—Key words and phrasing for comparison and contrast are under-utilized. Wording is imprecise and repetitive. Details are given but not developed enough to fully support the topic.

**Conventions**—The writer inconsistently follows writing conventions such as punctuation, sentence structures, and syntax. Some on-level words are misspelled. Errors do not significantly impede understanding of the paper.

#### What Does a Score Point 1 Paper Look Like?

**Focus**—The writer has minimal understanding of the task at hand and may not address any aspects of comparison and contrast. The writer may describe one object

without contrasting it to another, or may describe two separate objects without comparing or contrasting each to the other.

**Organization**—There is no sense of organization or pre-planning. There may be a hodge-podge of unrelated information or a flat description of one object with wandering details and extraneous information.

**Support**—Word choice may be immature and repetitive, or inappropriate to the topic. Compare and contrast words and supporting details may be entirely absent.

**Conventions**—Frequent errors in spelling, punctuation, and syntax may obstruct the writer's message or understanding of the topic. The writer may attempt more complex sentence structures, though not yet successfully.

## Grade 2 Unit 6 Writing: A Compare and Contrast

### Article

### Score Point 4

#### Earth and Mars

by Gregory J.

Some people think there is life on Mars. But Mars is not just like Earth. In some ways they are alike but in some ways they are very different. I would like to visit Mars.

Like Earth, Mars has four seasons like our spring summer fall and winter. Days on the two planets are about the same length, 24 hours for Earth and 24 hours and 37 minutes for Mars. Scientists say their axis tilt is almost the same. That means the way we point to the sun. So some people think people or animals could live on Mars. Mars is smaller than Earth. It's further from the sun, it looks like rust from where we are.

Not like Earth, Mars might not have water. Maybe it did a long time ago. Instead it has a lot of dust covering it. We can't breathe dust. Also, Earth has more oxygen, but Mars has more carbon dioxide. Also Earth has one moon and Mars has two.

So there might be life on Mars, but maybe not. All though they are alike in some ways, they are importantly different.

**Focus**—The response demonstrates an understanding of the purpose for writing. Some information not relevant to the comparison/contrast is included. Overall, focus is maintained.

**Organization**—The writing shows some appropriate comparison/contrast organization but is repetitive. In some areas, the response includes transitional devices between points.

**Support**—The paper supplies adequate information with additional details in some areas. Word choice is generally adequate. The writer supplies supporting details, but

could be more thorough with them and more systematic with comparing and contrasting.

**Conventions**—The writer generally demonstrates mastery of conventions, although he or she fails to use serial commas as needed. Some frequently-used words are misspelled. Some errors of syntax are noted.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic, with some extraneous information. The paper lacks a unifying sentence such as “In some ways they are alike but in some ways they are very different.” but generally maintains focus.

**Organization**—There is some evidence of an organizational pattern to support comparison and contrast. Facts and elaborative details may not directly support specific points. Organizational pattern is overall weaker than in a Score Point 4 paper.

**Support**—Word choice is adequate but sometimes vague. The response offers fewer details than in the Score Point 4 paper, such as “...Earth has more oxygen, but Mars has more carbon dioxide.”

**Conventions**—Knowledge of the conventions is demonstrated, although the writer fails to consistently indent paragraphs or follow other formatting conventions. Commonly used words are generally spelled correctly. The writer attempts to use a variety of sentence structures, although most are simple constructions. Syntactical errors occur more frequently than in the Score Point 4 paper.

## Grade 2 Unit 6 Writing: A Compare and Contrast

### Article

### Score Point 5

#### Frogs and Toads

by Lilianna K.

Frogs and toads may be cousins, but they are not just alike. Here are some ways they are the same and different.

Frogs have long webbed feet that help them swim quickly. They can also jump around. They live in water like ponds and lakes mostly. Their skin is smooth and they can be green or brown.

Unlike frogs, toads have short back legs. They walk, they also hop but don't jump. Their skin is brown, bumpy, and dry. You find them on land in the country.

But both frogs and toads are able to live on land or in water. Both of them have short bodies. They do not have tails. Frogs and toads both lay eggs. They both can make their voices heard under the water or on land.

So though they look alike in many ways, frogs and toads are different animals. They belong to two separate animal families. Now you can tell them apart when you see them.

**Focus**—The response demonstrates a clear understanding of the purpose for factual writing. Information included is directly related to the points of the comparison/contrast, and the focus is consistently maintained.

**Organization**—The appropriate organizational pattern for comparison/contrast is apparent with some lapses. There is evidence of a logical progression of main ideas.

**Support**—The writer uses facts and relevant details to support main ideas throughout the response. Word choice is adequate but may lack specificity.

**Conventions**—Commonly-used words are usually spelled correctly. Conventions such as capitalization and punctuation are generally observed. Serial commas are used correctly. Adverbial forms are correct. Sentences are mostly complete and grammatical, and sentence combining strategies are used.

## Grade 2 Unit 6 Writing: A Compare and Contrast

### Article

### Score Point 6

#### Getting Around

by Marisa K.

Boats and planes are kinds of transportation, but they are different.

A boat takes you across water. It floats. You can stand on deck and look down at the sea, lake, or river. Even though most boats are big and heavy, they bob lightly up and down.

A plane is also big and heavy. Unlike a boat, it can fly. A plane takes you up in the air to high altitudes. It has wings and engines to help it move through the sky. You can look out the window and see clouds. The ground is far underneath the plane. A plane is much speedier, too.

Boats and planes both take you to where you want to go. You use a boat or plane to go across water, but you can only use a plane to go across land. You can compare them to see how you want to get around.

**Focus**—The writer fully understands the topic and stays on track throughout. Pertinent ideas are clearly accessible to the reader.

**Organization**—The writer has a clear sense of the logic behind comparison and contrast and organizes the supporting details in a fluid way.

**Support**—The writer provides ample support for the comparisons and contrasts using facts and relevant details throughout the response. Word choice is precise and a command of the language is evident.

**Conventions**—Commonly-used words are usually spelled correctly. Conventions such as capitalization and punctuation are well observed. Serial commas are used correctly. Adverbial forms are correct. Sentences are mostly complete and grammatical, and sentence combining strategies are used appropriately.