

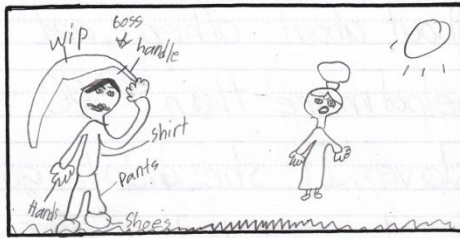
## SECOND GRADE

This is a collection of writing samples collected from second grade students at the end of the third quarter of 2011-2012. Teachers were asked to submit *point in time* examples of proficient performance of the second grade writing standards.

Although the style, sentence formation, usage, and mechanics covered in the language standards were considered, the primary focus for selection was the content covered in the writing standards. Annotations are included.

### The North Star

I think that slavery is totally wrong. Here are a few reasons why. First, think this is wrong to whip a slave when they make a simple mistake. If a slave misses a piece of cotton, their master would whip them immediately because they missed the piece of cotton. Second of all, it is not right to have slaves. Slaves don't have a choice. They don't have a boss. They can't be punished. They can't be free. It's wrong!



I think Harriet Tubman was the bravest because she went back to get her family and did not just think about her self and

The Happiest Time in my Life was when I went to kfc. I got chicken, corn, and a Free slice of cake. The food was Delicious. The cake was sweet. Next I got a car from a clown. The car was Blue. It was tang. Then I went to my house. We traded FootBall. I played Foot Ball, and made ball's. Finally I got the coolest day Life!!!!

## 3rd Quarter Second Grade Samples of Proficient Writing

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

# The North Star

I think that slavery is totally wrong. Here are a few reasons why! First, I think that it is wrong to whip a slave when they make a simple mistake. If a slave misses a piece of cotton, their master would whip them immediately because they missed the piece of cotton! Second of all, it is not right to have slaves do all the work and their master doesn't have any work. The master is lazy and slaves have to work the whole day! The last reason I think slavery is wrong is that slaves can't read and write! If they can't read and write then what's the purpose in having them? As you can see, I think slavery is horribly wrong!

### Annotation

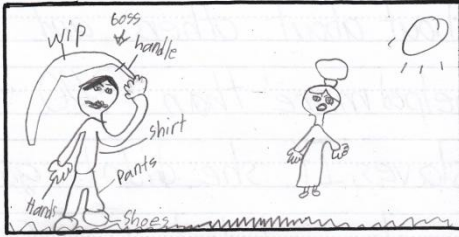
The writer of this piece

- **introduces a topic and states an opinion.**
  - *I think slavery is totally wrong.*
- **supplies reasons that support the opinion.**
  - *Here are a few reasons why! First, I think that it is wrong to whip a slave when they make a simple mistake. If a slave misses a piece of cotton, their master would whip them immediately because they missed the piece of cotton! Second of all, it is not right to have slaves do all the work and their master doesn't have any work. The master is lazy and slaves have to work the whole day! The last reason I think slavery is wrong is that slaves can't read and write! If they can't read and write, then what is the purpose in having them?*
- **provides a concluding statement.**
  - *As you can see, I think slavery is horribly wrong.*

**NOT EVIDENT YET-** uses linking words to connect opinion and reasons.



### 3rd Quarter Second Grade Samples of Proficient Writing



I think Harriet Tubman  
was the bravest because  
she went back to  
get her family and  
did not just think  
about her self and

thought about others and  
helped more than 300  
slaves. If she didn't go  
back and help her family  
then she would be lonely.  
And she would be  
thinking all about her  
self, but she didn't she  
went back. She was  
brave when she was

doing it. She was brave  
the whole time and she  
had very smart plans.  
Here's some of the  
plans she made. She dressed  
in disguise. There was a  
poster that said Harriet  
Tubman could not read  
and then she got a  
news paper and pretended

that she was reading  
and then her boss  
was walking by her  
and she was afraid that  
he might recognize her  
but then she started  
to chase a chicken  
so that he would  
think that she  
was a slave for

### 3rd Quarter Second Grade Samples of Proficient Writing

someone. and She was  
a verry kind nice  
and beautiful loving  
heart. and If this  
woman was not  
alive then slavery

and sickness would  
probably gone on forever  
but she was a woman  
who was strong  
and brave and  
did not give up.  
She trusted God  
and she never ever  
gave up. That's  
why I think she was  
brave.

#### Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
  - *I think Harriet Tubman was the bravest...*
- **supplies reasons that support the opinion.**
  - *...because she went back to get her family and did not just think about herself and thought about others and helped more than 300 slaves. If she didn't go back and help her family, then she would be lonely and she would be thinking all about herself. But she didn't. She went back. She was brave when she was doing it.*
  - *She was brave the whole time and she had very smart plans. Here (are) some of the plans she made. She dressed in disguise. There was a poster that said Harriet Tubman could not read and then she got a newspaper and pretended that she was reading and then her boss was walking by her and she was afraid that he might recognize her but then she started to chase a chicken so that he would think that she was a slave for someone.*
  - *She was a very kind (and) nice and she had a beautiful loving heart. If this woman was not alive, then slavery and sickness would probably (have) gone on forever. But she was a woman who was strong and brave and did not give up. She trusted God and she never ever gave up.*
- **uses linking words to connect opinion and reasons.**
  - *because, and, but*
- **provides a concluding statement.**
  - *That is why I think she was brave.*



The people from black history that I admire the most are the Greensboro 4. They are brave because they helped stop segregation. They sat at a lunch counter at Woolworth's even though they got food thrown at them. The waitress told them to go but they didn't move they just sat. Then the owner called the police but they didn't move at all. The owner had to close Woolworth's to get them out. After that bunches of people joined in and segregation at restaurants was stopped. And that is why I admire the Greensboro 4.

#### Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
  - *The people from black history that I admire the most are the Greensboro 4.*
- **supplies reasons that support the opinion.**
  - *They are brave because they helped stop segregation. They sat at a lunch counter at Woolworth's even though they got food thrown at them. The waitress told them to go but they didn't move. They just sat. Then the owner called the police but they didn't move at all. The owner had to close Woolworth's to get them out. After that bunches of people joined in and segregation at restaurants was stopped.*
- **uses linking words to connect opinion and reasons.**
  - *because, but, and*
- **provides a concluding statement.**
  - *And that is why I admire the Greensboro 4.*

## 3rd Quarter Second Grade Samples of Proficient Writing

I can write an opinion.

Chinese fable

Topic Sentence (This is my opinion):  
My favorite Chinese fable was The Empty Pot.

Reason to support my opinion:

1 One reason I thought  
The Empty Pot was the best  
because it taught me a  
lesson that you should be honest.

2 If you are not be honest  
you won't get anything you  
want to get.

I think

3 Being honest is a  
very good lesson.

Closing Sentence:  
Would you be honest or not?

Another reason I liked the  
Empty Pot was when Ping  
was being patient like  
me. I can be patient  
being patient is a  
very good lesson so  
Ping was patient and  
got to be the emperor.

So when Ping was  
emperor he gets to  
do anything he  
wanted to do.

Empty Pot

My favorite Chinese fable  
was the Empty Pot.  
One reason I thought  
the Empty Pot was the  
best because it taught  
me a lesson that you  
should be honest. If you  
are not honest you won't  
get anything you want  
to get. I think being  
honest is a very good  
lesson. Would you be honest or  
not? Another reason I liked  
the Empty Pot was when  
Ping was patient like me.  
I can be patient sometimes.  
Being patient is a very  
good lesson so Ping was  
patient and got to be emperor.  
So when Ping was emperor he  
got to do anything.

### Annotation

The writer of this piece

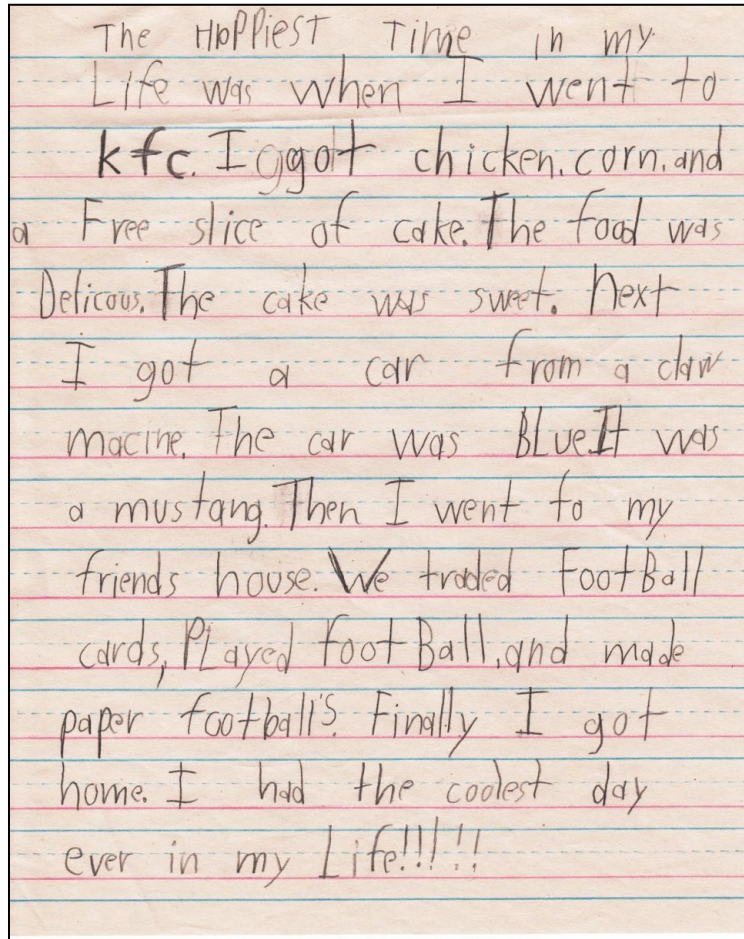
- **introduces a topic and states an opinion.**
  - *My favorite Chinese fable was The Empty Pot.*
- **supplies reasons that support the opinion.**
  - *One reason I thought The Empty Pot was the best (was) because it taught me a lesson that you should be honest. If you are not honest, you won't get anything you want to get. I think being honest is a very good lesson. Would you be honest or not?*
  - *Another reason I liked The Empty Pot was when Ping was patient like me. I can be patient sometimes. Being patient is a very good lesson. So Ping was patient and got to be emperor. So when Ping was emperor, he got to do anything.*
- **uses linking words to connect opinion and reasons.**
  - *because*

**NOT EVIDENT YET- provides a concluding statement.**



## 3rd Quarter Second Grade Samples of Proficient Writing

**W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.**



### Annotation

The writer of this piece

- **writes a narrative and recounts a short sequence of events.**
  - *The happiest time in my life was when I went to KFC. I got chicken, corn, and a free slice of cake. The food was delicious. The cake was sweet. Next I got a car from a claw machine. The car was blue. It was a mustang. Then I went to my friend's house. We traded football cards, played football, and made paper footballs. Finally, I got home.*
- **includes details to describe thoughts and feelings.**
  - *The happiest time in my life... coolest day ever in my life!!!!*
- **Uses temporal words to signal event order**
  - *Next, Then, Finally*
- **provides a concluding statement.**
  - *I had the coolest day ever in my life!!!!*
  -

**NOT EVIDENT YET- includes details to describe action.**

### 3rd Quarter Second Grade Samples of Proficient Writing

Tyson (1)

The happiest and best week of my life was on spring break <sup>going to Washington D.C.</sup> On Monday, I woke up in a hotel room and I got ready. We went in a taxi to the subway station and we went around to places. Then we got off, ate lunch and walked around to places. We tried to find our way around then we ate supper and found our way to the subway. We went back got on a taxi and went back to the hotel. On Tuesday we knew what to do so we got ready. We took a taxi, got on the subway went around. We saw a lot of monuments. Mainly we spent our time in

2-0 Tyson (2)

The grave yard we went up we saw speeches on stage. Then we went over to the unknown soldiers we saw the guard marching then we went back to the hotel. On Wednesday we had to wait a long time for the subway, then it came. This time we went around the Washington Monument and to the new World War 2 Memorial then to the Lincoln. It was a loooooong walk then we came back the same way. On Thursday we went to the top of the bell tower. It was soooooo high then we went back down and went to many places and I'm just gonna name em

Tyson (3)

Capitol, White House, Supreme Court with Declaration of Independence, Thomas Jefferson Memorial and the Memorial of a president that was elected 4 times. On Friday we visited every thing again that we could like we couldn't visit the White House and we got so close to the Washington Monument that you couldn't see the top. Then we went back to the hotel. The next morning we went home.



## 3rd Quarter Second Grade Samples of Proficient Writing

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### Annotation

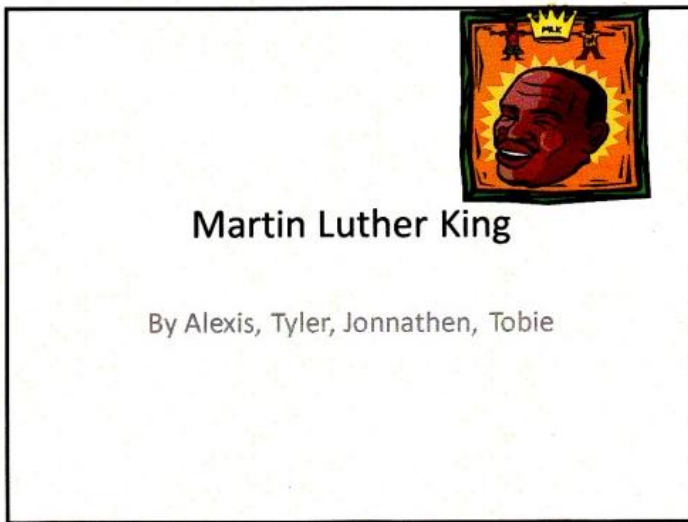
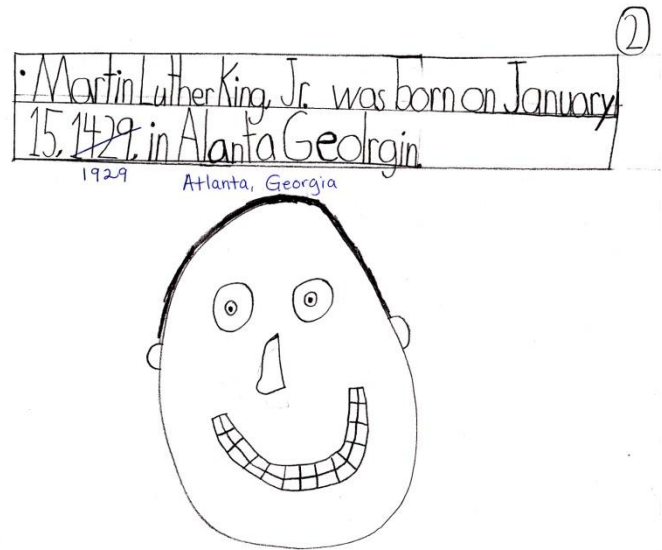
The writer of this piece

- **writes a narrative and recounts a short sequence of events.**
  - *The happiest and best week of my life was on spring break going to Washington D.C. On Monday, I woke up in a hotel room and I got ready. We went in a taxi to the subway station and we went around to places. Then we got off, ate lunch and walked around to places. We tried to find our way around then we ate supper and found our way to the subway. We went back got on a taxi and went back to the hotel. One Tuesday, we knew what to do so we got ready. We took a taxi, got on the subway (and) went around. We saw a lot of monuments. Mainly we spent our time in the grave yard. We went up. We saw speeches on stone. Then we went over to the unknown soldiers. We saw the guard marching. Then we went back to the hotel. On Wednesday, we had to wait a long time for the subway, then it came. This time we went around the Washington Monument and to the new World War 2 Memorial, then to the Lincoln. It was a loooong walk, then we came back the same way. On Thursday, we went to the top of the bell tower. It was sooooo x2 high. Then we went back down and went to many places and I'm just gonna name 'em: Capitol, White House, Supreme Court with Declaration of Independence, Thomas Jefferson Memorial, and the memorial of a president that was elected 4 times. On Friday, we visited everything again that we could, like we couldn't visit the White House and we got so close to the Washington Monument that you couldn't see the top. Then we went back to the hotel.*
- **includes details to describe actions, thoughts and feelings.**
  - *Looooong walk, sooooo X2 high, The happiest and best week of my life...*
- **Uses temporal words to signal event order**
  - *On Monday, On Tuesday, On Wednesday...*
- **provides a concluding statement.**
  - *The next morning we went home.*

## 3rd Quarter Second Grade Samples of Proficient Writing

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)



MLK was born on Jan. 15, 1929 in Atlanta, Georgia.





### 3rd Quarter Second Grade Samples of Proficient Writing

when Martin was young He Listened ③  
to his dad preach, that was why  
he wanted to be a preacher.



Alexis

Martin met a beautiful girl named  
Coretta Scott.



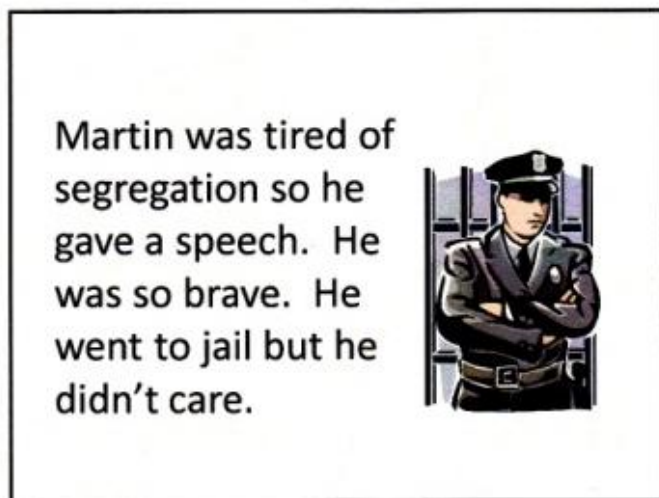
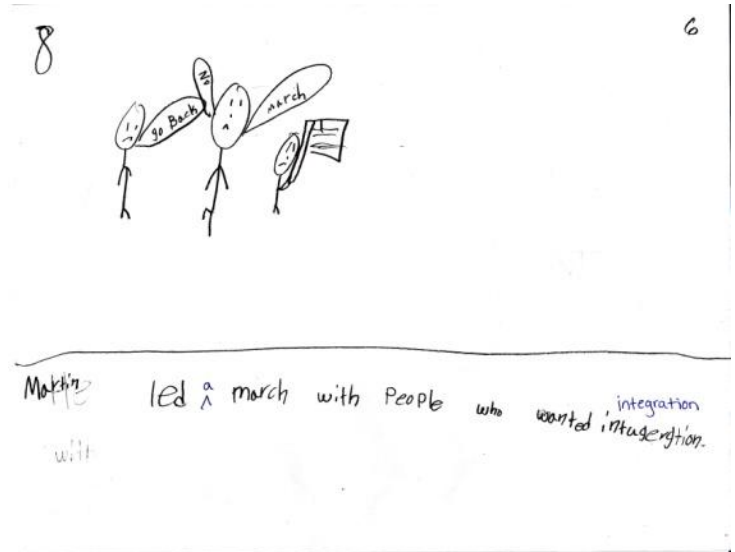
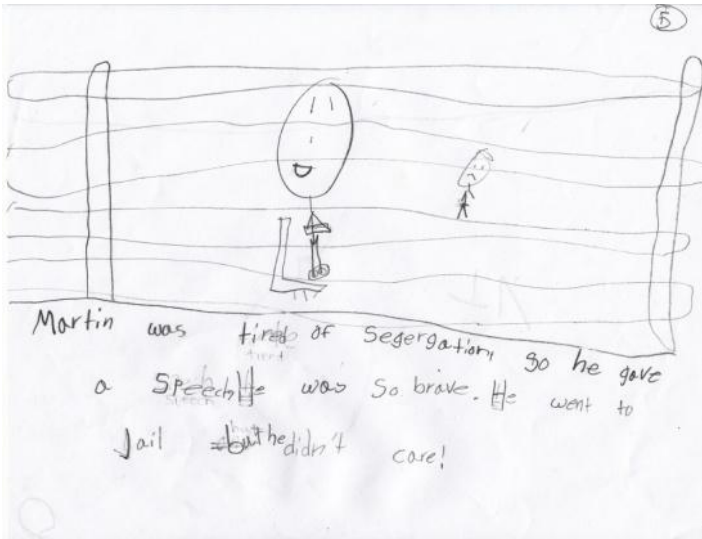
- He listened to his dad preach. That made him want to be a preacher too.



Martin met a beautiful girl  
named Coretta Scott.

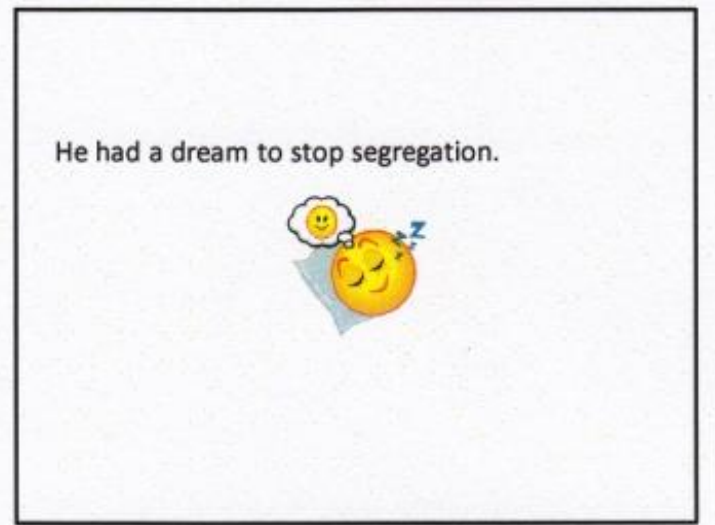
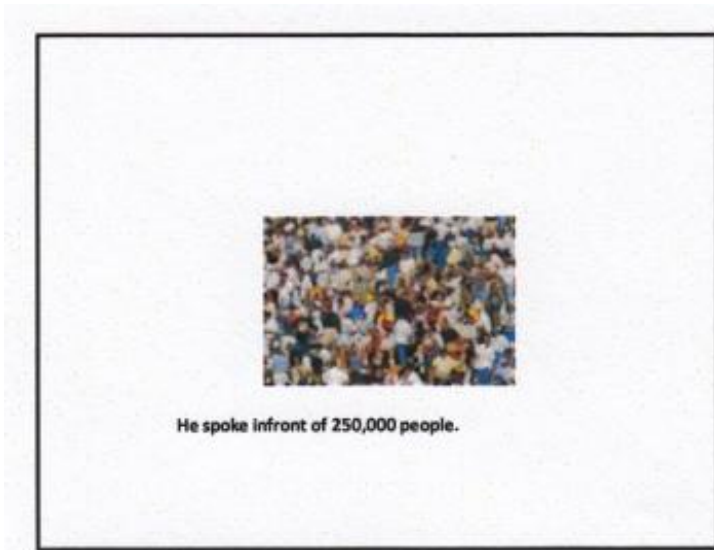
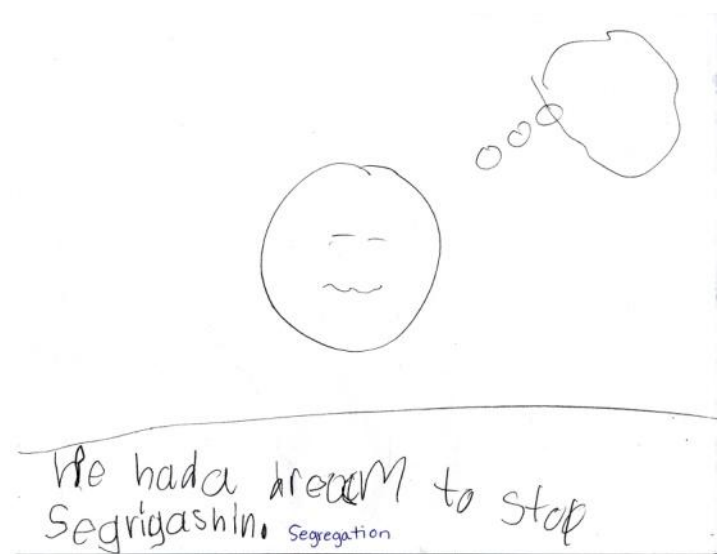
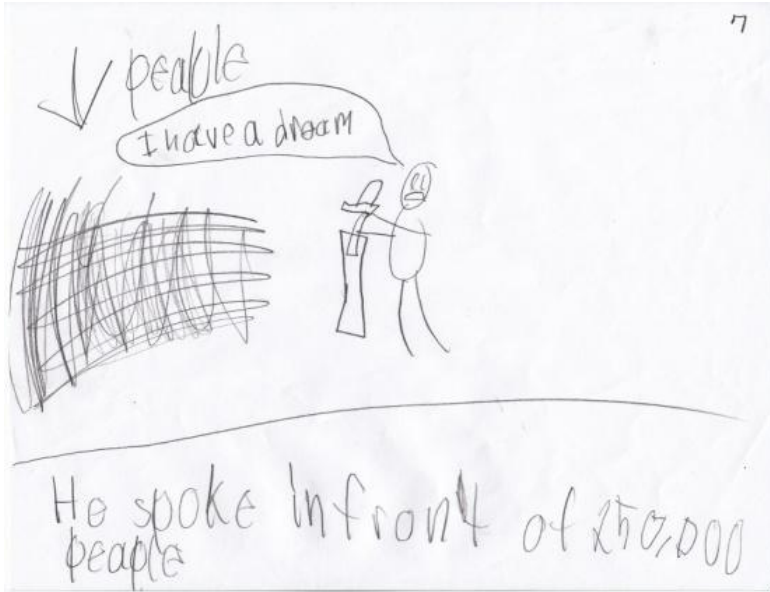


## 3rd Quarter Second Grade Samples of Proficient Writing

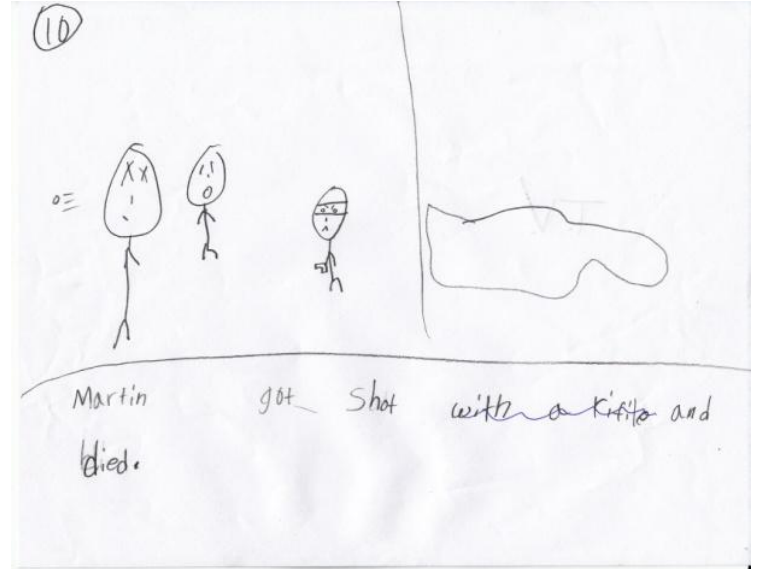
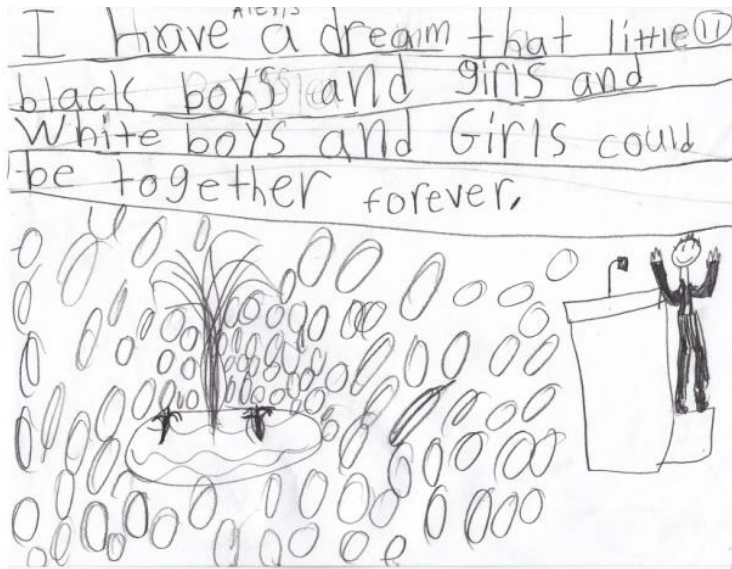




### 3rd Quarter Second Grade Samples of Proficient Writing



### 3rd Quarter Second Grade Samples of Proficient Writing



I have a dream that little black boys and girls  
and white boys and girls could be together  
forever.

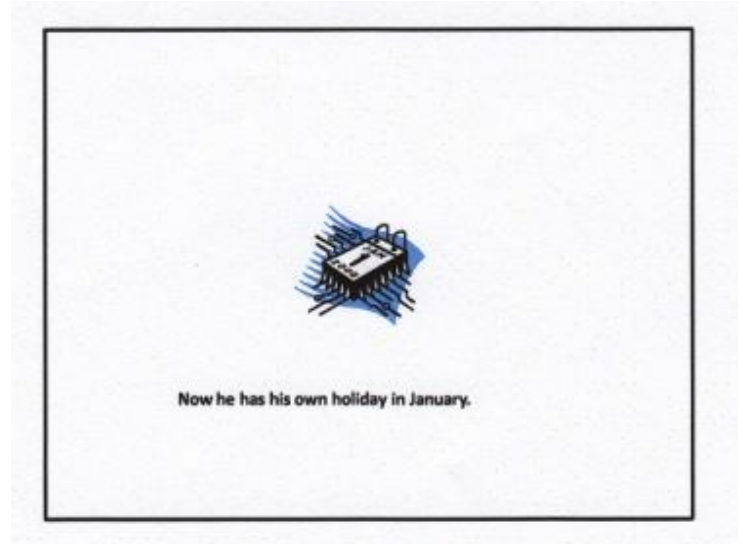


MLK got shot and died.



## 3rd Quarter Second Grade Samples of Proficient Writing

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### Annotation (W.2.6)

The writer of this piece

- **uses digital tools to publish writing.**
  - *Microsoft PowerPoint*
  - *Google Images*
- **collaborates with peers.**
  - *work in groups to research people*

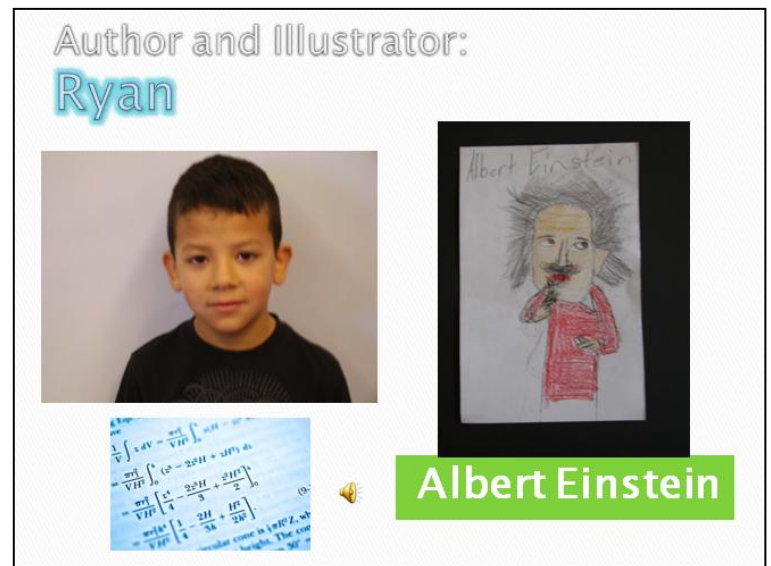
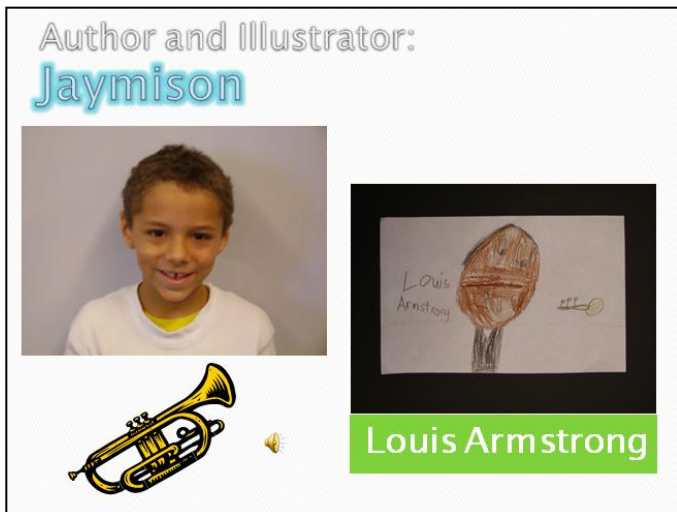
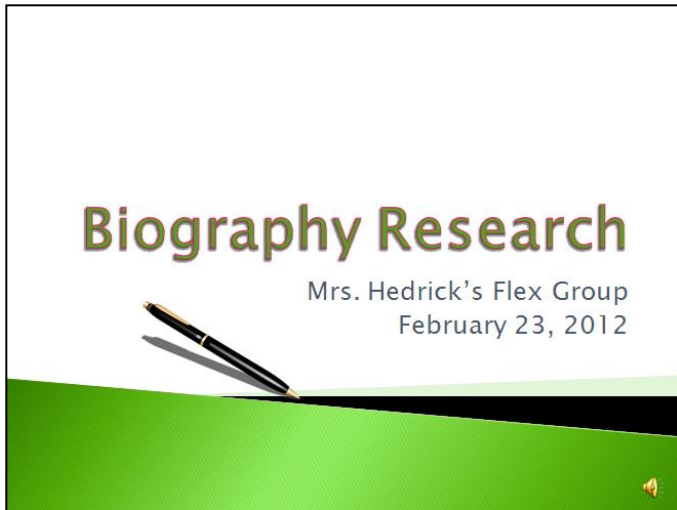
### Annotation (W.2.7)

The writers of this piece

- **participates in shared research.**
  - *research Martin Luther King*
- **participates in a writing project.**
  - *design PPT slides to publish writing*

## 3rd Quarter Second Grade Samples of Proficient Writing

Click on the link on our webpage to hear the students read their research reports. (click on the speaker icon on each slide)





## 3rd Quarter Second Grade Samples of Proficient Writing

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### Annotation (W.2.6)

The writer of this piece

- **uses digital tools to publish writing.**
  - *Microsoft PowerPoint*
  - *Google Images*
- **collaborates with peers.**
  - *class PowerPoint*

### Annotation (W.2.7)

The writers of this piece

- **participates in shared research.**
- **participates in a writing project.**
  - *research famous person*
  - *draw portrait*
  - *record report*