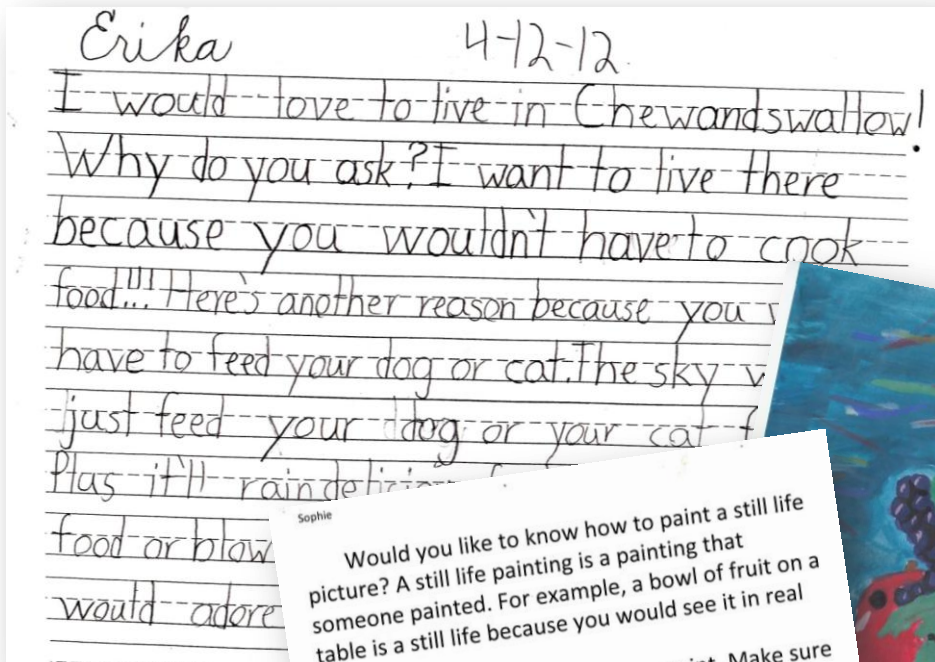


SECOND GRADE

This is a collection of writing samples collected from second grade students at the end of the fourth 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.



Sophie

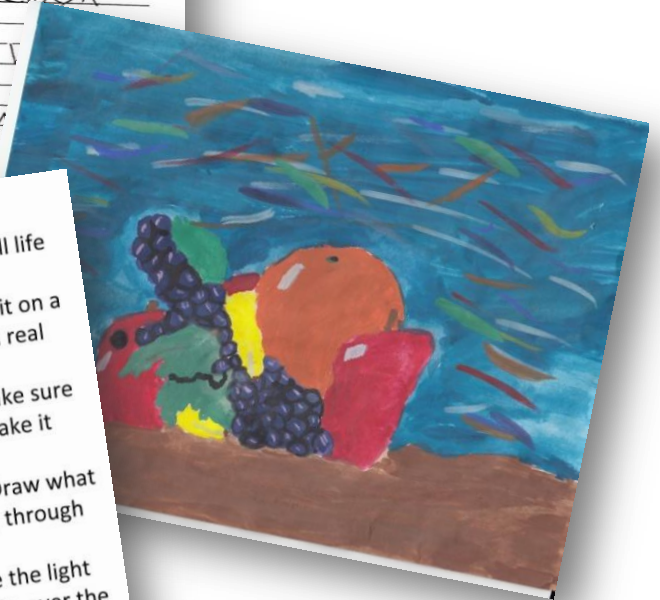
Would you like to know how to paint a still life picture? A still life painting is a painting that someone painted. For example, a bowl of fruit on a table is a still life because you would see it in real life.

First, set up what you want to paint. Make sure to mix up objects you are painting. Don't make it perfect.

Next, sketch what you want to paint. Draw what you see. Make the picture about half-way through the page.

Then, paint your still life. Show where the light hits your drawing. Don't put any words! Go over the sketches with paint. Last, the painting is beautiful. Mine has a dark blue back ground with stripes. The grapes have a tan, pink, back and light on them.

In conclusion, a still life painting is a painting that looks realer than real. Remember to follow all these steps to make a still life painting. Don't draw small and don't get paint on your clothes. Do you think you know how to paint a still life painting?



4th 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.

OREO Opinion Writing Plan

- O**- State an **opinion**
- R**- Give **reasons** to support your opinion
- E**- **Elaborate/Explain** to support your reasons
- O**- Restate your **opinion** and provide closure



The Real story of stone soup
- I think the best story of stone soup was the Real story of Stone Soup.

R It was funny. It was the best one at the end. It was funny they say that the stones are fish stones egg stone and vegetable stones.

E

O And that was the best story stone soup I read.

Plan

The Real Story of stone soup
I think the best story of stone soup was The Real Story of Stone Soup. First, I think it was funny. It's funny because the uncle said I always have to do all the work and the nephews were doing all the work. Next, I think it was the best one. I think it was the best one because it was different from all the others. It was different from all the others because they said they that there was a fish stone and an egg stone and a vegetable stone.

Draft

4th Quarter Second Grade Samples of Proficient Writing

Maddie

The Real story of stone soup
I think the best story of stone soup
was The Real Story of Stone Soup.
First, I think it was funny. It's
funny because the uncle said
I always have to do all the work
and the nephews were doing all
the work. Next, I think it
was the best one. I think it
was the best one because it
was different from all the
others. It was different from all
the others because they said
that there was a fish stone and an
egg stone and a vegetable stone.

Then I think it was a good version.
I think it was a good version
because the nephews were sneaking
in the actual ingredients
while they kept the uncle busy.
Finally I think it was funny
at the end. I think it was funny
at the end because the uncle told
every one in the village how to
make soup out of a stone
but every one knew he was
tricked. That was the best
story of stone soup I read.

Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
 - I think the best story of stone soup was The Real Story of Stone Soup.
- **supplies reasons that support the opinion.**
 - First, I think it was funny...
 - Next, I think it was the best one. I think it was the best one because it was different from all the others...
 - Then, I think it was a good version...
 - Finally, I think it was funny at the end...
- **uses linking words to connect opinion and reasons.**
 - because
- **provides a concluding statement.**
 - That was the best story of stone soup I read.

Erika

4-12-12

I would love to live in Chewandswallow!
Why do you ask? I want to live there
because you wouldn't have to cook
food!!! Here's another reason because you wouldn't
have to feed your dog or cat. The sky would
just feed your dog or your cat for you!
Plus it'll rain delicious food or snow delicious
food or blow delicious food. That's why I
would adore to live in Chewandswallow!



Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
 - *I would love to live in Chewandswallow!*
- **supplies reasons that support the opinion.**
 - *I want to live there because you wouldn't have to cook food!!!*
 - *...you wouldn't have to feed your dog or cat.*
 - *Plus, it'll rain delicious food, or snow delicious food or blow delicious food,*
- **uses linking words to connect opinion and reasons.**
 - *because*
- **provides a concluding statement.**
 - *That's why I would adore to live in Chewandswallow!*

4th Quarter Second Grade Samples of Proficient Writing

I think a garden would improve our playground. Let me tell you why. We could pick food and take it home. The teachers could pick food for our snacks. If there were flowers we might see butterflies. So we could study the butterfly life cycle. We would eat healthy because you can't grow chips!

Plan

I think a garden would improve our playground. Let me tell you why. We could pick food and take it home. The teachers could pick food for our snacks. If there were flowers we might see butterflies. So we could study the butterfly life cycle. We would eat healthy because you can't grow chips!

Draft

That is why I think a garden would improve our playground.

Annotation

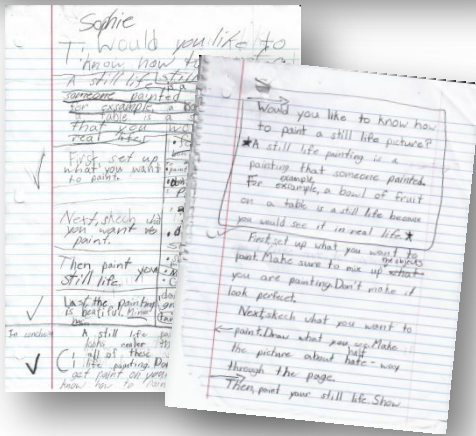
The writer of this piece

- **introduces a topic and states an opinion.**
 - *I think a garden would improve our playground.*
- **supplies reasons that support the opinion.**
 - *We could pick food and take it home.*
 - *The teachers could pick food for our snacks.*
 - *If there were flowers, we might see butterflies. So we could study the butterfly life cycle.*
 - *We would eat healthy because you can't grow chips!*
- **provides a concluding statement.**
 - *That is why I think a garden would improve our playground.*

Not evident- uses linking words to connect opinion and reasons.

4th Quarter Second Grade Samples of Proficient Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



Sophie

Would you like to know how to paint a still life picture? A still life painting is a painting that someone painted. For example, a bowl of fruit on a table is a still life because you would see it in real life.

First, set up what you want to paint. Make sure to mix up objects you are painting. Don't make it perfect.

Next, sketch what you want to paint. Draw what you see. Make the picture about half-way through the page.

Then, paint your still life. Show where the light hits your drawing. Don't put any words! Go over the sketches with paint. Last, the painting is beautiful. Mine has a dark blue back ground with stripes. The grapes have a tan, pink, back and light on them.

In conclusion, a still life painting is a painting that looks realer than real. Remember to follow all these steps to make a still life painting. Don't draw small and don't get paint on your clothes. Do you think you know how to paint a still life painting?

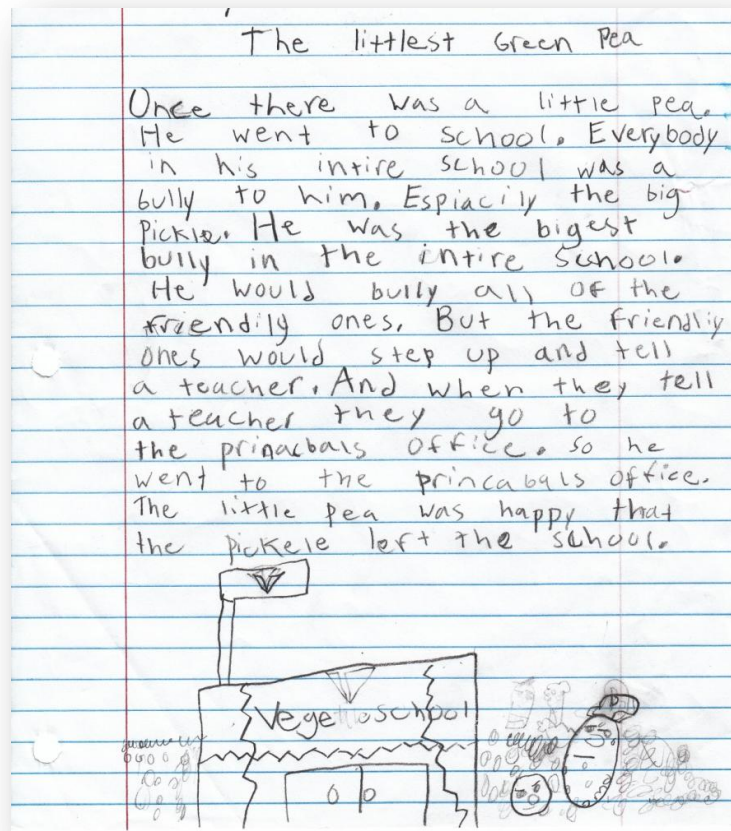
Annotation

The writer of this piece

- **introduces a topic.**
 - *Would you like to know how to paint a still life picture?*
- **Uses facts and definitions to develop points.**
 - *A still life is a painting that someone painted. For example, a bowl of fruit on a table is a still life because you would see it in real life.*
 - *First, set up what you want to paint...*
 - *Next, sketch...*
 - *Then, paint...*
- **Provides a concluding statement or section.**
 - *In conclusion, a still life painting is a painting that looks realer than real. Remember to follow all these steps to make a still life painting. Don't draw small and don't get paint on your clothes. Do you think you know how to paint a still life painting?*

4th 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

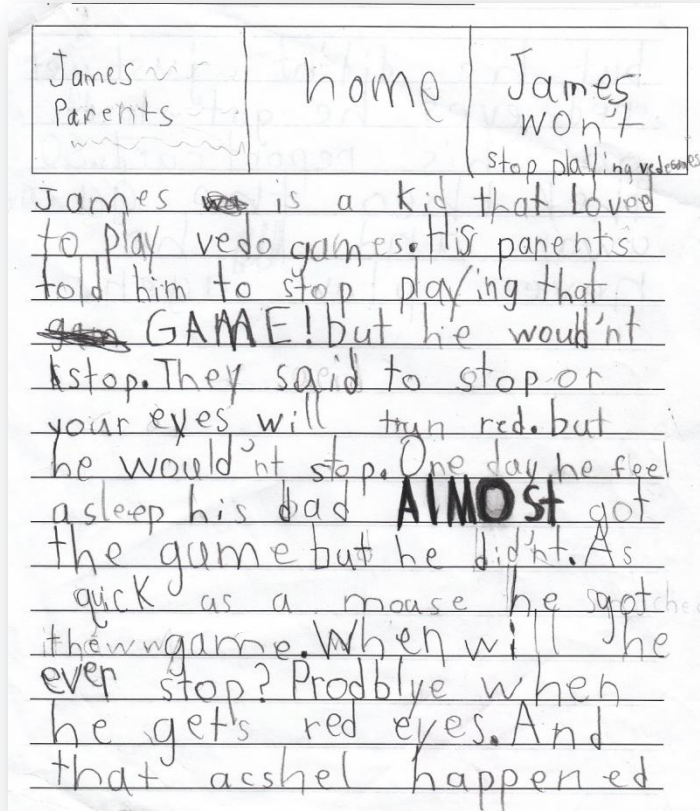
The writer of this piece

- **writes a narrative and recounts a short sequence of events.**
 - *Once there was a little pea. He went to school. Everybody in his entire school was a bully to him. Especially the big Pickle. He was the biggest bully in the entire school. He would bully all of the friendly ones. But the friendly ones would step up and tell a teacher. And when they tell a teacher, they go to the principal's office. So he went to the principal's office. The little pea was happy that the pickle left the school.*
- **includes details to describe thoughts and feelings.**
 - *The little pea was happy that the pickle left the school.*
- **provides a concluding statement.**
 - *The little pea was happy that the pickle left the school.*

NOT EVIDENT- includes details to describe action.

uses temporal words to signal event order

4th Quarter Second Grade Samples of Proficient Writing



but he didn't just get red eyes he got tardies on his report card. SO they threw the game away and he never play again.

Annotation

The writer of this piece

- **writes a narrative and recounts a well-elaborated or short sequence of events.**
 - *James is a kid that loves to play video games. His parents told him to stop playing that GAME! But he wouldn't stop. They said to stop or your eyes will turn red. But he wouldn't stop. One day he fell asleep and his dad ALMOST got the game, but he didn't. As quick as a mouse he got the game. When will he ever stop? Probably when he gets red eyes. And that actually happened but he didn't just get red eyes, he got tardies on his report card. So they threw the game away and he never played again.*
- **includes details to describe actions, thoughts and feelings.**
 - *His parents told him to stop playing that GAME!*
 - *As quick as a mouse he got the game.*
- **provides a concluding statement.**
 - *So they threw the game away and he never played again.*
 -

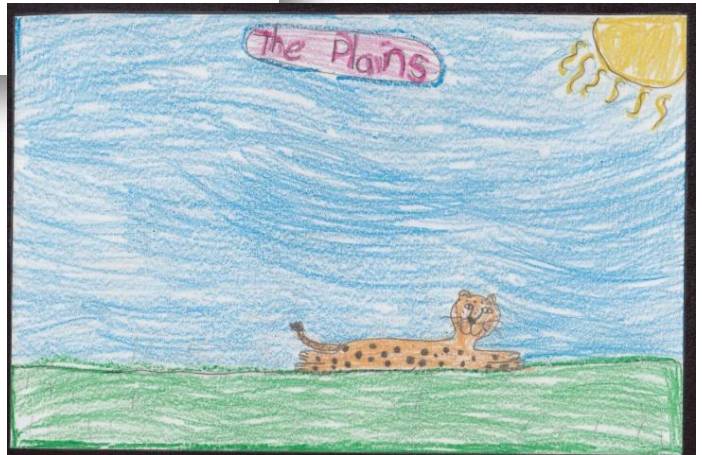
NOT EVIDENT- Uses temporal words to signal event order

4th Quarter Second Grade Samples of Proficient Writing

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)

Cheetahs

Today I am researching about cheetahs one of the most popular wild cats. First, most cheetahs are found in Africa, Asia and in India. Sometimes cheetahs are found in jungles. Cheetahs are native to Africa and Asia. The common habitats are grasslands, forests, the desert, and the plains. The diet of a cheetah is a zebra, antelopes, gazelles, birds, rabbits, ostriches, wild pigs, wilderbeasts, and rodents. The cheetah is a carnivore. Next, a female cheetah is called a she-cheetah. A baby cheetah is called a cub. The cheetah spots help it camouflage for protection. Cheetahs are endangered animals. The anatomy of a cheetah has spots all over it's body and weighs about 70-100 pounds. reproduction, first it is a cub, then an adult, then a parent, and then it's death. Last, cheetahs look like leopards. A cheetah is a warm-blooded mammal. Cheetahs are the fastest runners in the world. In conclusion, learning about cheetahs was amazing, fantastic, and very interesting. I also never knew that cheetahs can be by a human without even hurting them.



Annotation

The writers of this piece

- participates in shared research.
 - research animals
- participates in a writing project.
 - Each class member chose a different animal to research.