

Grade 2 First Prompt

Narrative Writing an "All About Me" Story

English/Language Arts Content Standards:

- 1.0 Writing Strategies
 - 1.1 Group related ideas and maintain a consistent focus.
 - 1.2 Create readable documents with legible handwriting.
 - 1.4 Revise original drafts to improve sequence and provide more descriptive detail.
- 2.0 Writing Applications (Genres and Their Characteristics)
 - 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

Writing Situation

All of us have had something special happen in our lives. It may have been a weekend in the mountains with our family, a sleep over at Grandma's, a day at Magic Mountain, or a birthday party in our backyard. These special times become memories we keep for a lifetime. When we share these memories with others, we get to relive those experiences. (Allow an opportunity for discussion.)

Directions for Writing

Write about a special experience you have had with someone that you would like to share with others. As you write your story, be sure to include where and with whom you had this experience. Add enough details to your story so all readers will be able to enjoy this experience with you. When you have finished writing, read your story over carefully to be sure that it tells the readers what you want them to know. Then be sure to go back and check your story for capitals, punctuation marks, and spelling.

Writing and Convention Standards

For this task, students will write an essay that will:

- a. describe an event using detail.
- b. move through logical sequence of events.
- c. maintain a consistent focus.
- d. use complete sentences.
- e. use capitals at the beginning of sentences and the pronoun *I*.
- f. use accurate spelling of frequently used words.
- g. use correct punctuation for sentence endings.

Resources:

Reading/Language Arts Framework for California Public Schools, pp. 78-79

Write Away: Lesson Plans and Assessments, pp. 2-5

Write Away Handbook, pp. 76-79

Write Away Program Guide: Reading-Writing Connection, p. 5

Grade 2 First Prompt Rubric

Narrative An "All About Me" Story

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence.▪ Clearly groups related ideas and maintains a consistent focus.▪ Has complete, coherent sentences that use a variety of patterns.▪ Has effectiveness and variety of word choice.▪ Has expressive language that describes the setting, others involved, objects, and events in detail.▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has legible handwriting with appropriate spacing.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence.▪ Groups related ideas and maintains a consistent focus.▪ Has mainly complete sentences that use more than one pattern.▪ Has some variety in word choice.▪ Has some expressive language that describes the setting, others involved, objects, and events in detail.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible handwriting with appropriate spacing and most letters formed correctly.
2	<ul style="list-style-type: none">▪ Attempts to respond to the prompt.▪ May lack a logical sequence of events.▪ May lack grouping of ideas and/or consistent focus.▪ May have incomplete or incoherent sentences that follow one sentence pattern.▪ Vocabulary may be limited to basic sight words or grade-level appropriate sight words.▪ Tells about the setting, others involved, objects, and events in detail.▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.▪ Handwriting is mostly legible, but reader needs assistance to understand the meaning.

1	<ul style="list-style-type: none">▪ May not respond to the prompt. (May be off topic.)▪ Lacks a logical sequence of events.▪ Randomly presents ideas and has no focus.▪ Has mainly incomplete or incoherent sentences.▪ Lacks the setting, others involved, objects, and events in detail.▪ Vocabulary will be limited to basic sight words with no descriptive language.▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.▪ Handwriting may be illegible.
BP	<ul style="list-style-type: none">▪ Blank Paper

Grade 2

First Prompt – Student Page

Narrative

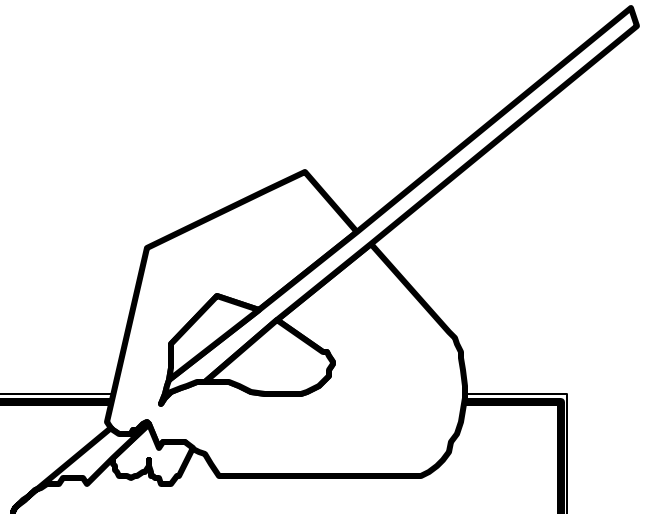
Writing an “All About Me” Story

Writing Situation

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Directions for Writing

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Writing and Convention Standards

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- a. describe an event using detail.
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- e. use capitals at the beginning of sentence and the pronoun *I*.
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- g. use correct punctuation for sentence endings.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Focuses on the prompt.
- b. Complete coherent sentence with supporting details in logical sequence,
- c. Expressive language that describes setting, others involved, and objects.
- d. Grade level appropriate spelling, capitalization, and punctuation.
- e. Uses outstanding descriptives and sensory words.
- f. Summarize sentence at end of story.
- g. Uses a title to give the reader an understanding of what the story will be about..

Additional instructional steps for the writer's growth would include:

- a. Providing paragraph instruction to start the expansion of ideas.
- b. Modeling how to add details to story.

Teacher Notes:

Six Flags

A special time was when I went to Six Flags Marine World. First, I was on the roller ride, it went around many times, it was scary. My aunt and cousin came with me, and drove these motor boats out of this maze. Next, we squirt water at the playing contest, I almost won. Last, I went on this huge boat ride, it was very scary. It went down the hill very fast, down the hill. I got all wet and soggy. It was last summer. I was 8 years old. As you can see, I had a super time at Six Flags Marine World.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Coherent sentences with supporting details that describe in a logical sequence.
- b. Expressive language that describes the setting and others involved.
- c. Legible writing with appropriate spacing.
- d. Stays on topic..
- e. Great use of description of what they saw on the trip to Sea World.
- f. Sequence of event was in a logical order. From morning until night.
- g. Inconsistent use of capitals.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student capitalization of proper nouns.
- b. Modeling a variety of sentence patterns.

Teacher Notes:

All About me

A special experience I had was
Last year we went to seaworld
We had been planning the trip
We got up really early in the
morning. On the way there we
saw all kinds of things. We saw
cows and horses. It was fun.

On the way there we stopped by
burger king. When we got

there me my cousin and
my brother and parents were
so happy. The guy at the
gate gave us a map. We
went everywhere we could.
I got to pet dolphins. We
got to see baby shamoo
and at the end of the day
we got to see mama
shamoo. When we were walking

around we saw Doney Osman.
We went home at night but
I'm Not sure what hotel we
stayed in. It was so much fun!

The End

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Focuses on the prompt.
- b. Grade level appropriate spelling and capitalization..
- c. Legible writing with appropriate spacing.
- d. Coherent sentences with supporting details.
- e. Overuse of “then” and “there” .
- f. Sequence of events is placed in a logical order.
- g. Great use of commas.

Additional instructional steps for the writer’s growth would include:

- a. Modeling a variety of sentence patterns.
- b. Teaching the student to use more descriptive words and ideas.
- c. Modeling how to expand main events.

Teacher Notes:

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I had my birthday at my house. It was fun. There was this man that was dressed like a chicken, handing out balloons. He gave me the most balloons. There was good yummy food like pizza, punch, chips, and more.

stuff that you like. There was a tiger jump house. I almost touched the top of the jump house. Then after all the fun things I opened the presents. Then we played games.

Then before they went home they
got a bag of treats. Then they

went home.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Contains information about the setting, others involved, and objects.
- b. Variety of word choice.
- c. Grade level appropriate capitalization and punctuation.
- d. Misspells grade-level appropriate words.
- e. Appeals to the senses (watching the water, blow my hair.)
- f. Spells unknown words phonetically (ocean = oshin).
- g. Punctuation – commas between names of people involved.

Additional instructional steps for the writer's growth would include:

- a. Developing ideas to better describe the situations and settings.
(Example: what else did they see while standing on the docks?)
- b. Teaching the student the use of commas between names.

Teacher Notes:

Last summer my mom, uncl, brother and cousin

Grandpa and Grandma and I went on vacation.

We stayed in a hotel with stairs.

We played on the stairs a lot. and when
we went out side we played with sticks.

in We were close to the ocean and

at night My Grandma and I would stand out

side at the deck and watch the water.

The wind would blow my hair

I went to Las Vegas
for New Years. I went
with my mom, dad and my aunt.

My uncle took us to Circus
Circus. I rode a roller coaster
and went on the water ride.

I had so much fun. I like to
go to Las Vegas.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to the prompt.
- b. Contains setting, other involved (his dad), objects (surfboard).
- c. More than one sentence pattern.
- d. Good capitalization and punctuation.
- e. Has a logical story sequence.
- f. Spelling and spacing of writing is inconsistent.
- g. Lacks story content and descriptive detail.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student how to organize a paragraph.
- b. Demonstrating how to add more detail to writing.

Teacher Notes:

A trip to Hawaii.

It was my Birthday and I
went to Hawaii.

My grandmas and grandpas came
with us.

We got there in my grandmas car.
When we got to Hawaii:
my dad bot me a surf board for
me to surf.

I went on Nov., 2000

And we went home
and I had a dream about
surfing.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Tells of a “special experience” – attempts the prompt.
- b. Random capitalization and punctuation.
- c. Uses basic sightwords.
- d. Handwriting legible.
- e. Well-written paragraph with an indentation.
- f. Phonetic spelling and closing statement, “it was fun – I like desneland”, to tie the paragraph together.
- g. Overuse of “and” which caused the story to be a long, run on sentence.

Additional instructional steps for the writer’s growth would include:

- a. Teaching capitalization and punctuation by reviewing sentence structure.
- b. Teaching the student how to use a word wall.
- c. Providing spelling instruction and teach spelling patterns.

Teacher Notes:

When I was 6 years old I went
to the beach and it was fun. I got on the cars
and I got a ~~car~~ from the cars and I went
to a water gun. The game was fun.
I met in a restaurant it was nice.
So I met many and ~~and~~ and
I was fine. I got bus and Pepsi
like the land my dry that ~~and~~ me
and it was good.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Tells about an experience of the writer.
- b. Uses random capitalization and punctuation.
- c. Contains incomplete sentences due to the placement of punctuation marks.
- d. Lacks grouping of ideas and a consistent focus.
- e. Handwriting and spacing is clear and legible.
- f. Writer put some detail into “their special experience”.
- g. Story does not follow a logical sequence.

Additional instructional steps for the writer’s growth would include:

- a. Providing lessons on basic grammar – spelling, punctuation, verb/noun agreement.
- b. Demonstrating the use of story organizers for sequencing of ideas and providing appropriate details.

Teacher Notes:



My favorite birthday was when
I was
one year old. I had a fun
birthday it was My Cousins.
birthday to we had a party
and had fun and watched cartoons
and had cake to.

and I went to sleep and

My Mom made the Sappi.

only my Cousin was still awake.

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Attempts the prompt but does stray from the topic.
- b. Contains random capitalization and punctuation.
- c. Handwriting is difficult to read.
- d. Uses incoherent and incomplete sentences.
- e. Uses a variety of sentence patterns.
- f. Student strays from the topic.
- g. Lacks grouping of ideas with an inconsistent focus.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating finger spacing between words.
- b. Providing instruction on sentence structure.
- c. Sequencing of related events: beginning, middle, and end details.

Teacher Notes:

My Dad got me a special pet it's wavy and a fan belt and a dog of three pet. Its was fun and my mom play with me. Its was dare we could see!

We got a flash lit and we went in side and went to sleep!

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Uses inventive spellings of frequently used sight words.
- b. Contains random, unrelated words.
- c. Random capitalization and punctuation.
- d. Very limited descriptive language.
- e. Handwriting is legible.
- f. Good inventive spelling of unknown words.
- g. Story contains one long, run on sentence that does not follow a logical sequence.

Additional instructional steps for the writer's growth would include:

- a. Instructing how to write in complete thoughts.
(Next step is to build complete thoughts/complete sentences.)
- b. Teaching sentence structure for capitalization and punctuation.

Teacher Notes:

This is My great story

When I was five I paid Saki

With my ten and I Dipt and

we got to see yob forms

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Does not respond to prompt.
- b. Has incomplete or incoherent sentences.
- c. Contains random, unrelated thoughts.
- d. Contains random capitalization and punctuation.
- e. Has legible handwriting.
- f. Contains frequent spelling errors.
- g. Interpretation of writing is necessary.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student to use period or end marks at the end of a sentence.
- b. Modeling the use of capitals at the beginning of a sentence.
- c. Using shared writing to demonstrate how to put thoughts into words.

Teacher Notes:

Handwritten text: ~~Handwritten scribbles~~ mom E m b e n h e

Handwritten text: S n i c i u c o n c o u

Handwritten text: f m h u .

District Writing Sample Scoring Rationale

First Prompt, Second Grade

Narrative

Writing an All About Me Story

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Does not respond to prompt.
- b. Contains random capitalization.
- c. Uses inventive spelling.
- d. No descriptive language.
- e. Limited sight words use and punctuation.
- f. Interpretation of words is necessary to formulate a logical meaning.
- g. Handwriting is legible but could be improved.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student high frequency words.
- b. Providing shared writing experience to show the student how to put thought on paper.
- c. Publishing student writing frequently to build writing vocabulary.

Teacher Notes:

A specific memory with

the look that is

kw's. They r also