

Grade 2 Writing Prompt

FRIENDLY LETTER

Day 1

Prompt:

Explain to the students that they will be writing a letter to their principal describing their favorite place at school. Tell students to include:

- What the place looks like
- What you do there
- Why you like it

Process:

1. Have students pair share for several minutes about their favorite places at school.
2. Have students share out to the whole class about their discussion. If the students aren't including details about the places in their sharing, prompt them to do so.
3. DO NOT list any words on the white board. The warm up discussion should be all oral.
4. Pass out a sheet of blank paper and lined paper.
5. Tell the students to use the blank paper to pre-write. Their pre-writing may include: drawing a picture, using a graphic organizer, a web, or making a list.
6. Give the students 10-15 minutes to pre-write.
7. Tell the students to begin writing their first draft of their letter. Remind them orally to include what the place looks like, what you do there and why you like it.
8. Provide the students with adequate time to write their first draft. (15-30 minutes).

Day 2

1. Pass out the writing checklist. Review this checklist orally with the students.
2. Pass back writing from day 1. Remind the students to use their writing checklist to reread, revise, and edit their writing.
3. When students are finished with this, give them a new sheet of lined paper and ask them to re-copy their letter into a final draft form. Give students time as needed to produce their final draft.



Score the papers using the rubric below. Compare your scores with your grade level teammates scores. Save several sample papers from each level on the rubric as anchor papers for the teachers and students.

Present the letters to the principal. Have the principal come to the class to acknowledge what the class shared with him/her.

Checklist for Writing a Letter

<p>Letter writing format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Date <input type="checkbox"/> Greeting <input type="checkbox"/> Body <input type="checkbox"/> Closing <input type="checkbox"/> Signature 	<p>Step 1 Reread your writing</p> <p>Step 2 Revise</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add details <input type="checkbox"/> Choose interesting words <input type="checkbox"/> Look for missing words or ideas and add them 	<p>Step 3 Edit Check for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitals at the beginning of sentences and for proper nouns <input type="checkbox"/> Punctuation: (end points) . ! ? commas , quotation marks " " <input type="checkbox"/> Spelling <input type="checkbox"/> Complete Sentences
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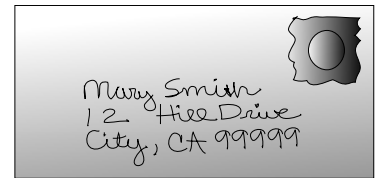
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Standards Based
Writing Samples Rubric
SECOND GRADE – Friendly Letter



Performance Level	Writing Applications	Writing Strategies	Written & Oral Language Conventions
4 ADVANCED (Exceeds Grade Level Standard)	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The letter is concise, clear, and written appropriately for the intended audience 	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a clear and consistent focus throughout the letter 	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a number of different sentence types appropriately <input type="checkbox"/> Has few or no errors in spelling, grammar, punctuation, and capitalization
3 PROFICIENT (Meets Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a friendly, coherent letter <input type="checkbox"/> Uses date, salutation, body, closing, and signature in the correct order <input type="checkbox"/> Completes a rough draft, revises, and writes a final version 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a logical sequence of events <input type="checkbox"/> Considers the purpose and the audience in writing <input type="checkbox"/> Groups related ideas together <input type="checkbox"/> Maintains a consistent focus <input type="checkbox"/> Writes legibly with appropriate spacing 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses complete sentences in correct order and uses quotation marks correctly <input type="checkbox"/> Uses parts of speech and commas when appropriate <input type="checkbox"/> Has occasional errors in spelling, capitalization, punctuation, or grammar that do not interrupt understanding
2 BASIC (Approaches Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a friendly letter <input type="checkbox"/> Misses the date, or uses the salutation or closing incorrectly 	<ul style="list-style-type: none"> <input type="checkbox"/> May occasionally write events out of sequence <input type="checkbox"/> May occasionally group together related ideas <input type="checkbox"/> Writes legibly for the most part 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses incomplete sentences or they are in incorrect order <input type="checkbox"/> Uses quotation marks, but maybe incorrectly <input type="checkbox"/> Has errors in spelling, capitalization, punctuation, or grammar that interrupt reader's understanding
1 BELOW BASIC (Below Grade Level Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Misses or incorrectly uses two or more of the following elements: <input type="checkbox"/> Date, salutation, body, closing, or signature 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes ideas that are not logically sequenced <input type="checkbox"/> Does not group together related ideas <input type="checkbox"/> Writes illegibly 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes sentences that are incomplete or not in correct order <input type="checkbox"/> Uses capitalization, punctuation, grammar, and spelling incorrectly which interrupt reader's understanding

Adapted from materials from the San Diego County Office of Education www.sdcoe.net