

Oakland Unified School District
Writing Proficiency Project

Process Writing Assessment
(PWA)

Second Grade

Fall

**Narrative Letter:
If Animals Could Write**

<p>Second Grade Fall Prompt Narrative Letter: IF ANIMALS COULD WRITE</p>

Overview of week*: Suggested time:

Day One	<p><i>Introduce Project:</i> --Read Aloud</p>	30 minutes
Day Two	<p><i>Genre Study:</i> --Structure of a friendly letter</p>	30 minutes
Day Three (optional)	<p><i>Pre-Write—Character Development:</i> --Thought Bubbles</p>	45 minutes
Day Four	<p><i>Plan:</i> --Shop Talk --Story Outline</p>	45-60 minutes
Day Five	<p><i>Assessment Day—Write!</i> --First draft for assessment</p>	45 minutes

* You may distribute the time allotted to each activity differently across the days, combining or splitting lessons as seems appropriate, taking up to four weeks to complete them all.

Summary of Activities:

The teacher and students *read aloud* and *discuss* a *mentor text* that models the use of letters within a narrative structure to tell a story.

Using the mentor text and other models as a guide, students *analyze the genre* of a friendly letter, identifying the purpose and *conventions* of each structural component.

In a fun optional *pre-writing* activity, students *develop ideas* about what animals might have to say if they could write letters.

Then, through *Shop Talk* within the classroom *writing community*, students begin to *plan* their stories using a story outline *graphic organizer*.

Finally, students *write* a letter from the point of view of an imagined animal character with a problem. After initial attempts at revision and editing, this first draft is collected for assessment.

CA Standards Addressed by the Fall 2nd Grade PWA

1.0 Writing Strategies

Penmanship

1.2 Create readable documents with legible handwriting.

Evaluation and Revision

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.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Pre-Teaching: SUGGESTED MINI-LESSONS

If your writing program has not already included these mini-lessons so far this school year, you may want to take some time in the weeks preceding Assessment Day to teach any of the following lessons you think would be most beneficial to your students' success as writers.

Mini-Lessons on the Management of Writers' Workshop

- **How to use materials:** including where to find them, when they are available, how to share them, how to take care of them (cap pens, sharpen pencils, etc.), how to put them away
- **Think-pair-share**
- **Silent writing time**

Mini-Lessons on Conventions of Print

- **Parts of a Friendly Letter:** date, salutation, body, closing, signature, appropriate punctuation
- **Indentation of paragraphs**
- **Ending punctuation for sentences:** period, question mark, exclamation point
- **Writing the date:** commas
- **Capitalization:** proper nouns, titles, initials, beginning of sentences, greetings, months, days
- **Sight words**
- **How to use a Word Wall**
- **How to use spelling resources:** Word Wall, dictionary
- **Spelling demons**
- **Word Study**

Mini-Lessons on the Writer's Craft

- **Everyone is a writer**
- **Adding detail**
- **Character development**
- **Plot development**
- **Every story has a problem to be solved**
- **Note-taking to record ideas in brief form**
- **Crossing out to delete text**
- **Using carats to add text**

Teacher Instructions: GETTING READY


1) Review all introductory material and instructions in this manual, and prepare materials for the lessons prior to beginning assessment. For all PWA lessons preceding Assessment Day, feel free to make any modifications that seem appropriate to the needs and abilities of your current class. This might mean adding, skipping or changing lessons/materials, according to your expert judgment as classroom teacher. See page 4 for some suggested mini-lessons you may wish to teach prior to beginning the assessment.


IMPORTANT: On Assessment Day, be sure to follow instructions exactly, with NO modification of materials or procedure. See pages 6-7 for details.

2) During your regular Writers' Workshop or Language Arts time, introduce the lessons over the course of one to four weeks.

3) After Assessment Day, collect assessments and evaluate in grade level teams, using the included rubric and forthcoming anchor papers to guide scoring.

4) SUGGESTED-Continue the writing process with the students, helping them revise, edit and publish or present their work.

 Teaching Tip: Throughout the instructions, look for teaching tips marked with this symbol.

 Say: Throughout the instructions, look for the words you will say aloud to students marked with this symbol. Except on assessment day, feel free to modify the language you use with your students to suit their vocabulary, interest and understanding.


Teacher Instructions: ASSESSMENT DAY


1. *The assessment must be completed in one sitting.* You may wish to schedule the assessment before recess or lunch to accommodate students who need more time to finish the prompt (whether because they write slowly, want to complete very detailed drawings, have a lot to write, or have an IEP indicating extended time for assessments). Students who have not finished may get up, get their food, then return to their table to finish drawing and writing. Midway through the writing time, reassure students who are worried about running out of time about the plan to give them more time.


2. *It is essential that you transcribe all emergent student writing for later assessment.* Students who are not yet writing phonetically to create decipherable text should be asked to read their work aloud to you. Record what the student says below the text, even if it does not match. Use both the student writing and the transcription for assessment. See teaching tips on next page for management ideas.

3. *This assessment may be conducted entirely in students' primary language.* Writing in primary language may be assessed using the grade level rubric by a teacher literate in that language.

Teaching Tips for Assessment Day

 Have the children complete the assessment at a time when they normally write.

 Be sure children know what to do when they finish writing. It should be an independent, silent activity that is commonly available (so as not to provoke undue motivation to finish writing quickly in order to get to the second activity). Suggestions: silent reading or coloring a take-home book.

 Some students may need regular reminders about time elapsed or a time deadline in order to finish their writing. A timer may be helpful.

☞ You may wish to allow time for students to share their writing with each other or the class at the end of the activity or later in the day.

☞ You may want to administer the assessment to small groups of six children at a time while the rest of the class works on their journals. This will make it easier for you to transcribe student writing. Or, you may choose to transcribe & score only six samples altogether. To determine which six samples to collect, do an alternate ranking of your students' writing ability. See below for an example.

Alternate Ranking Example: For a class of 20, number a sheet of blank paper from 1-20. Write the name of the student who most excels in writing in the #1 spot. Then write the name of the student most challenged in writing in the #20 spot. Continue by listing the second-best writer in the #2 spot, and the second-worst writer in the #19 spot, and so on until every child has been assigned a "rank." Divide the list into thirds, and choose two students from the top, middle, and bottom third. Be sure to transcribe those student stories, make copies, and bring those six samples only to the collaborative scoring session. Keep in mind that an alternate ranking is a subjective assessment, and that collaborative scoring of a writing sample using a common rubric will produce a more accurate picture of each student's strengths and weaknesses in writing, as well as provide information about strengths and weaknesses in your writing program.

☞ Give students the opportunity to finish their stories by writing more letters in the fictional sequence, or the rest of the story in standard narrative format. Help them revise, edit and publish their work. In individual writing conferences, help students identify ways to improve their pieces by adding more detail or description, clarifying their story, identifying missing words or text, deleting unnecessary or uninteresting material, improving word choice, or creating an intriguing beginning and a snappy ending. With each student individually or in small groups, reread what they have written together and invite them to correct errors in

spelling, capitalization or punctuation. Focus on no more than 1-2 types of error, and use a color pen to correct them on the draft. Students can then rewrite their stories using their best printing and spacing, making the corrections indicated on the draft. Alternatively, parent volunteers can type up the finished stories for students to illustrate. Bind published stories in a book, post them outside the classroom, or include them in students' writing portfolios.

Materials & Photocopies:

Day One: INTRODUCE PROJECT

Copy of the book *Dear Mrs. LaRue: Letters from Obedience School*, by Mark Teague, or other selection from the booklist on p. 24

Day Two: GENRE STUDY

Overhead transparency of a letter photocopied from the read-aloud or other children's literature selection featuring letters

Overhead marker

Overhead projector or similar technology

Pre-made chart of the Friendly Letter Format (see p. 13)

(Optional) Copies of Friendly Letter Format (p. 13) for each student's Writing Folder

(Optional) Selection of books from the booklist on p. 25

Day Three: PRE-WRITE—CHARACTER DEVELOPMENT

Selection of children's books featuring illustrations/photographs of animals

Supply of photocopied Thought Bubbles (p. 17)

12" x 14" white construction paper

Glue

Pencils and Writing Folders

(Opt.) Silly greeting cards with animal photographs and/or animal puppets

Day Four: ORGANIZE

Copies of Story Outline (p. 20) for each student

Pencils and Writing Folders

Day Five: ASSESSMENT DAY—WRITE!

Class supply of prompt paper: (2-sided copies of pp. 30-31 and 2-sided copies of pp. 32-33 and pp. 34-35 for prolific writers)

Pencils with no erasers

Erasers

Writing Folders

Familiar spelling resources


For Scoring:


6 copies each of Scoring Rubric & completed half-page Cover Sheet (p. 36)

Day One: INTRODUCE PROJECT (30 minutes)

Generate interest

1) Introduce read aloud

 *Say: I have here a funny book that shows an unusual way to tell stories. Hold up a read aloud that uses friendly letters to tell a story from an animal's perspective (see Suggested Books on p. 24 for ideas). Read the title & author.*

 *Say: Let's read this story together. See if you can notice what this author does to tell the story in a really creative way.*


2) Read aloud

Read the book aloud to the class. Throughout the story, use the ***think-aloud strategy*** to notice and describe the way the author uses friendly letters to develop characters and plot. Invite students to comment throughout the read-aloud.

Students raise their hands to share thoughts about and responses to the text.

Activate Background Knowledge


3) Ask children to make a show of hands in response to the following questions:

 *Say: Have you ever gotten a letter before?*

Have you ever written a letter?


Have you ever read another book that has letters in it?

A few students take turns sharing experience with letters and letters in literature.

 ***Teaching Tip:*** Challenge the students to search the classroom library and their readers for other examples of fiction books featuring letters written by animal characters. You may want to introduce a special collection of books featuring letters (see Suggested Books on p. 28) for independent reading time.

Introduce Writing Project

4) Conclusion


 *Say: This is a pretty special writing technique: using letters to tell a story. This week we will study the technique and learn how to do it ourselves. Each of you will get to write your own fiction story featuring a letter. Start imagining what it would be like if animals could write, and tomorrow we'll get started!*


NOTE: Academic language that children may need to know for this lesson—
technique, fiction, friendly letters, vocabulary from read aloud.

Day Two: GENRE STUDY: FRIENDLY LETTERS (30 minutes)


Introduce Friendly Letter Genre

1) Direct the students' attention to a copy of a letter from the read-aloud, projected on an overhead screen. Be sure the selected letter follows the friendly letter format.

 ***Teaching Tip:*** English Learners and students below grade level in reading may benefit from analyzing a letter drawn from a familiar text. You may even wish to draft your own letter, using vocabulary and content suited to the class' overall reading level. For more advanced students, you might select a letter written by an animal character from an unfamiliar text, giving students more exposure to the variety of ways that letters can be used to develop character or advance plot within works of fiction.


 ***Say:*** *Whenever we write a friendly letter, we follow a special format, which you may already know something about. This format is different from the way we write other things, like lists or stories. For example, notice that the date is written here at the top of the page, a little to the right. All friendly letters have the date written in that special place.*

2) Think-Pair-Share

 ***Say:*** *Everybody look carefully at this letter and see if you can notice something special about the way it is written. Now turn to the person sitting next to you and take turns whispering one thing you noticed about the letter. When I give you the signal, stop talking and look at me.*

For two minutes, students discuss what they notice about the format of the friendly letter with a partner.
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While the students talk, circulate to facilitate partner discussions and identify students with key ideas. Signal for the students' attention. Then call on several students to make key points about the format of a friendly letter.

 Say: What do you think this part of the letter is for?

Students briefly share ideas about the friendly letter format.
Underline the parts discussed on the transparency as you define them.

3) Review

Reveal the following chart.

 Say: You have really done a good job analyzing the important parts of the friendly letter format. Quickly read the chart to the students, naming its parts (including the commas and indentations) and identifying the purpose of each part—

Date: Tells when the letter was written

Salutation: Tells whom the letter is written to

Body: Communicates the message of the letter

Closing: Conveys emotional connection between author and recipient

Signature: Identifies the author of the letter

Commas and indentations: Conventions

If there is time, you can invite the children to share alternate closings to “sincerely.” Write them on post-it notes and stick them next to the chart.


For example:

Yours Truly,
Hugs and kisses, etc.

<u>Friendly Letter Format</u>	
	Date
Dear <u>Name of Recipient</u> , (comma)	
(indent) _____	


(indent) _____	

	Sincerely, (comma)
	<u>Name of author</u>

 Teaching Tip: If students are computer literate, you may wish to ask: What are some of the differences between letters and emails?


Define the differences between letters and emails if students are unclear about them.

4) Conclusion



 *Say: We can use this chart to help us write letters of our own. Tomorrow we will begin to work on our own stories featuring letters from animals who can write.*

NOTE: Academic language that children may need to know for this lesson: letter, email, salutation, recipient, comma, indentation, closing, sincerely, signature, convention, analyze, format, genre. Leave the Friendly Letter Format chart (from p. 15) posted in an accessible place throughout assessment week.

Friendly Letter Format

	Date
 <i>salutation</i>	
Dear <u>Name of Recipient</u> , (<i>comma</i>)	
<i>(indent)</i>	_____

<i>(indent)</i>	<i>body of letter</i>


<i>closing</i> 	Sincerely, (<i>comma</i>)
	<u>Name of author</u>
	 <i>signature</i>

Day Three (Optional): PRE-WRITE— CHARACTER DEVELOPMENT (45 minutes)


Mini-Lesson—Humor (optional)

1. Connection


Post several humorous greeting cards featuring animals with speech or thought bubbles on the front board.

 *Say: We're getting ready to write some stories about animals that write letters. The authors of these greeting cards have also imagined that animals can think, speak or write. Let's see what ideas we can get for our own stories from these cards. Read the greeting cards aloud to the class.*


2. Inquiry

 *Say: What makes these cards funny? Share your opinion with a partner.*


Students share their ideas with each other briefly.

 *Say: I heard a lot of good ideas from all of you. Mention one or two ideas, then continue: One of the things that makes these cards funny is that they show animals saying or thinking these things. This is very unexpected, and people often find unexpected things funny.*

3. Active Engagement


 *Say: What are some of the things that made the book we read yesterday funny? Call on a few students and challenge them to give very specific examples. Have a few examples ready yourself and share them by showing the relevant part of the book.*

4. Link

 *Say: One of the things that make the story funny is that it's about an animal who writes letters. Tomorrow we're going to start planning our own stories about animals that write letters. Some of your stories might be serious, but many of them will probably be funny, because the idea of animals writing letters is pretty silly.*

Character Development

5. Think...


 *Say:* Let's start imagining what our stories might be about. Show the class a photograph of an animal in a book or magazine. Take a minute to imagine what this animal might be thinking about. If this animal were a character in a story, what would its personality be like? What would its name be? To whom might this animal write a letter? What would the letter be about?

6. Pair-Share

Tell students to share ideas about the animal in the photograph with a partner.


Students discuss their ideas with partners.

Post a blank Thought Bubble (photocopy from p. 19) on the board. Choose one of the ideas that you overheard and use **modeled writing** to write a sentence reflecting that idea in the thought bubble. Cut out the thought bubble and post it near the photograph of the animal.

 **Teaching Tip:** This is a great opportunity to feature the ideas of a student who may not be fluent in academic English or known as a great writer in the class. Be sure to credit the student and say one specific thing that impressed you about the idea and led you to want to share it with the class. Throughout the week, look for other opportunities to elevate the status of struggling writers in the eyes of the writing community.

7. Give Directions for Collage

Point out to students the supply of animal photographs (in books, magazines or calendars) and blank Thought Bubbles on each table. Instruct the students to complete 2-3 Thought Bubbles each. They may either write all the Thought Bubbles for one animal, or they may write Thought Bubbles for several different animals. Supply 12"x18" construction paper so that students then cut out animals and Thought Bubbles and glue them onto the paper to make a character collage.

 **Teaching Tip:** Make explicit provisions for how the students are to share the materials, and set clear expectations for conversation during the activity.

8. Conclusion

Invite students to share one of their Thought Bubbles with a partner or with the whole class. Post Thought Bubbles in the classroom next to the photographs that generated them and leave them up all week. Say, *These are great ideas for characters for your stories. Tomorrow we will plan our stories even more.*

NOTE: Academic language that children may need to know for this lesson—humor, character, personality.

Name: _____

Thought Bubbles



Day Four: PLAN (45-60 minutes)


Story Outlines


1. Introduce outlines


Show the students a copy of the Story Outline on p. 23 and tell them that they will use these outlines to plan their stories. Emphasize the definition of an “outline”: a few brief notes about something you plan to write (NO complete sentences).

2. Model


Using the picture of an animal you have chosen for your main character, walk the students through the worksheet. Read out loud the parts in boldface in the top box, filling in your animal name and character name. Define the terms “appearance,” “personality” and “history” for the students. Then, model completing these sections with a few brief notes about your character.

 ***Teaching Tip:*** You may wish to distribute the Story Outlines and have students complete them as a group, one section at a time. For this approach, introduce and model each part of the Story Outline before giving students time to complete their own Outlines with details about their individual stories. Then move on to the next section as a class.


 ***Teaching Tip:*** Place great emphasis on using notes instead of complete sentences to record your ideas. Challenge students to list 5-8 words to describe the Appearance and Personality of their characters. Model summarizing the history of your character in a few brief phrases. Redirect students filling in the outline with complete sentence by inviting them to give their responses verbally and then asking, *How could you say that in just a few words?*


 ***Teaching Tip:*** You might wish to create a story together with the class and used modeled writing to complete an enlarged version of the worksheet. Students can help brainstorm character names, details, and problems.

3. Using letters in fiction

 *Say: There are lots of ways that authors can use letters in fiction. Can you think of some different ideas for ways I could use letters in my story?*

Students take turns sharing their ideas with each other or with the class.

 *Say: The main character of a story might write a letter to another character to tell about a problem or try to solve it. Or maybe the main character receives a letter from a character that creates a problem. Finally, with great drama, reveal the problem of your story and the role the letter will play by reading the boldface in the bottom box, verbally filling in the blanks.*

 **Teaching Tip:** If you have a collection of books featuring letters, share several different examples of the role that letters can play in fiction.

4. Complete Story Outlines


Give instructions for the distribution and use of materials, collaboration and noise level, then dismiss students to work independently on their Story Outlines.


Students work independently on their Story Outlines.

Shop Talk

5. When everyone has completed their story outlines, pair students for Shop Talk.


In partners, students share their Story Outlines with each other by reading the sections in the upper and lower boxes aloud to their partners.

 **Teaching Tip:** If your class is not used to working with writing partners to share and develop ideas in Shop Talk, you may wish to demonstrate the process by inviting two students to model part of the process with each other and with you. Then pair these students with new partners to share privately.

 **Teaching Tip:** If the Story Outline on p. 23 looks too complicated for your students, you can instruct the students to ignore the unboxed “Introduce your character below” segment in the center of the page. Alternatively, you can use a piece of blank paper to cover that section

when you photocopy the Story Outline, and tell students to use the empty space to draw a picture of their main character if they like. As always, feel free to modify materials or create your own.

6. Conclusion

 *Say: We are ready to write and tomorrow's the day. You have great story ideas, you have planned your characters and you know what the problem of your story is going to be, and you know about the format of a friendly letter. Tomorrow we will start writing these stories by writing a letter!*

NOTE: Academic language that children may need to know for this lesson—character, appearance, personality, history, problem, outline.

Author's name: _____

Story Outline: The Real Story

This looks like an ordinary _____.
(name of animal)

But really, this is _____.
(name of character)

Introduce your character below.

Appearance: _____

Personality: _____

History: _____

And the problem is _____

In my story, _____ will write a letter to
(name of one character)

_____ in order to _____
(name of another character)

And that's the real story!

Best Practices in the Teaching of Writing:

Writing Folders

All writers have systems for organizing their writing. As students develop their identity and maturity as writers, they will evolve their own systems for storing their ideas and writing. Writing Folders are an excellent way to help scaffold this process. For this project, students may want to keep their Thought Bubbles and animal photographs (if using magazine pictures) in their Writing Folders for the duration of the project. They might also keep a copy of p. 13, Friendly Letter Format, in the tools section of their folders. Read on for more tips about how to use Writing Folders.

- Double-pocket, three-prong report folders make ideal writing folders.
- Label the left-hand pocket “Stories-in-Progress” and the right-hand pocket “Past Work.”
- Designate the center three-prong as the “Tools Section.” Use it to store teacher-distributed materials reiterating mini-lessons on craft and convention. Examples of tools that might be included in the writing folder:
 - A graphic depiction of the stages of the writing process
 - A description of each stage of the writing process, including what to do,
 - materials used, special strategies and techniques
 - “How to get help in Writer’s Workshop”
 - A list of common, grade-level sight words
 - A personalized list of sight words
 - A list of editing symbols
 - Other graphic reminders about particular writing lessons
- Teach students to keep all their writing. Even abandoned projects should be stored in the “Past Work” pocket.
- Teach students how to organize the manuscripts of past works: published/illustrated copy on top, and behind it in order: the final draft, the rough draft with editing and revision checklists included, and all pre-writing in the back.


- You may wish to use different colors for different groups of students. This makes it easy to collect “all the yellow writing folders” for review and assessment.
- Writing folders displayed at students’ tables make an excellent showpiece for conferences and Open House nights.

Day Five: ASSESSMENT DAY—WRITE! (45 minutes)

NOTE: Leave the Friendly Letter Format chart and other posted resources up throughout assessment week. Make sure that the students have access to all their notes and pre-writing— including the Thought Bubbles, Story Outlines and Writing Folders—during the assessment. Remind students about the location of dictionaries, sight word lists and any other spelling resources they know how to use prior to beginning the assessment.

Generate Interest


1) Introduce prompt paper


 *Say: All week, we have been talking about and getting ready to write our stories about animals that write letters. Today we are going to put all those ideas together and actually write our first drafts of these letter-stories!*

Show the 2-sided samples of the prompt paper to the class. Post a sample of pages 30-31 on the board, and tell the students that they will use this paper if they plan to write a letter that will fit on one page. Indicate that students who think they will need more than one page for their letters should use pages 32-33 as the first page of the letter, and pages 34-35 as the last page of the letter. Post those two prompt paper samples on the board as well. You may want to give students an opportunity to discuss the features and differences between the papers, but *do not* tell them how to use the lines for the date, salutation and closing. Show writers the space for their names on the backs of the writing paper.


Give Directions

2) Give prompt

 *Say: You've each planned a story already. You have identified an animal as a main character and you have imagined that character's appearance, personality and history. And this character has a problem. For some reason, your character has decided to write a letter: maybe to describe the problem to a friend, maybe to confront an enemy, maybe to ask for help or try to solve the problem. Now it's time to write that letter.*

 **Prompt:** Imagine that YOU are the animal character in your story. Write a letter to another character. What will you say in the letter?

3) Give guidelines

 *Say: This is a first draft, so the most important thing is to get your ideas down on paper. But since you will be publishing this eventually, it's important that you and other people be able to read your writing. So do your best work on spelling, punctuation and handwriting, without erasing. If you don't know how to spell a word, use your spelling resources or sound it out. Remember that you can look at this Friendly Letter Chart to help you use the correct format for your letter.*

Write!


4) After setting expectations for the activity (time, noise level, materials, getting help), distribute the copies of prompt paper and pencils, and let the students begin.

Students work independently and silently on the first drafts of their letter-stories.


As students write, circulate through the classroom to assist and encourage. Do not correct children's errors or prompt them to remember directionality, punctuation or spacing as they work. Do not provide spelling but encourage children to sound out words or use spelling resources.

5) Give prompts for revision and editing

When students first indicate they are finished writing, individually give the following prompt for initial revision.

 *Say: See if you can add a few more details to your letter. Use your Story Outline to help you figure out what you haven't yet included.*


When most students are nearly finished and have already gone back to add details, give the following prompt for initial editing to the whole class.

 *Say: Before you turn your letter-story in, please reread it and check to make sure it will be easy for me to read. Did you use capital*

letters at the beginning of sentences? Did you put punctuation at the end of your sentences? Did you check your spelling? Did you use all the conventions of a friendly letter correctly? Make erasers and spelling resources available.

5) Conclusion

Collect all the papers and see instructions for scoring and reporting. Be sure to transcribe any emergent writing.

 *Say: Look at all this fabulous writing—I can't wait to read these stories!*

Suggested Books: Literature Featuring Letters

NOTE: Books featuring letters written by animals are indicated with an asterisk.*

Especially for Second Grade:

“The Letter,” from *Frog & Toad Are Friends*, by Arnold Lobel.*

A Letter to Amy, Ezra Jack Keats

Click, Clack, Moo: Cows That Type, Doreen Cronin*

Dear Bunny: A Bunny Love Story, Michaela Morgan*

Dear Mrs. LaRue: Letters from Obedience School, by Mark Teague.*

Dear Peter Rabbit, Alma Flor Ada*

Detective LaRue: Letters from the Investigation, by Mark Teague.*

First Year Letters, by Julie Danneberg and Judith Dufour Love.

Giggle, Giggle, Quack, Giggle, Giggle, Quack, by Doreen Cronin.

Letters from a Desperate Dog, by Eileen Christelow. * (email)

Letters from the Campaign Trail: LaRue for Mayor, by Mark Teague*

Love Letters, Arnold Adoff

One Monster After Another, by Mercer Mayer.

The Gardener, Sarah Stewart

The Jolly Postman, by Allan Ahlberg

Yours Truly, Goldilocks, Alma Flor Ada*

Other Books Featuring Letters:

Clementine's Letter, by Sara Pennypacker and Marla Frazee.

Dear Mr. Henshaw, Beverly Cleary

Dear Mr. President: Letters from a Slave Girl, Andrea Davis Pinkney

Dear Mrs. Parks: A Dialogue with Today's Youth, by Rosa Parks.

Harry Potter and the Sorcerer's Stone, J. K. Rowling
I Want to Go Home, Gordon Korman
Letters for our Children: Fifty Americans Share Lessons in Living, eds.
Hope Edelman and Cliff Arquette
Letters from Camp, by Kate Klise. Ill. M. Sarah Klise.
Letters from Rifka, by Karen Hesse.
Secret Letters from 0 to 10, by Susie Morgenstern.
The Beatrice Letters, by Lemony Snicket.
The Naked Mole-Rat Letters, by Mary Amato.
The Wide Window, Lemony Snicket

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

Cover Sheet

Second Grade Process Writing Assessment

Fall

Narrative Letter: If Animals Could Write

Teacher Name: _____

School Name: _____

Date administered: _____

Fill in the above information before photocopying. Fill in the score once the assessment has been completed and scored. Attach completed score sheet to each scored prompt with a staple or paperclip.

Score: _____

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