

Oakland Unified School District  
Writing Proficiency Project

**Process Writing Assessment**  
**(PWA)**

**Second Grade**

**Winter**

**Narrative Fiction:  
Camouflaged!**

## Second Grade Fall Prompt Narrative fiction: Camouflaged!

### Overview of week\*:

### Suggested time:

Day One	<i>Build Background Knowledge:</i> --Generate interest	20-40 minutes
Day Two	<i>Generate Story Ideas:</i> --Silent brainstorm and partner share --Draw	30-45 minutes
Days Three and Four	<i>Pre-Write–Plot Development:</i> --Storyboard graphic organizer	30-60 minutes
Day Five	<i>Assessment Day–Write!:</i> --First draft for assessment	45 minutes

\* You may distribute the time allotted to each activity differently across the days, combine or split lessons as seems appropriate, taking up to two weeks to complete them all. You may also wish to pause a lesson at a natural break, and then resume the lesson after a recess.

### ***Summary of Activities:***

Students participate in a teacher-led class discussion to activate their ***prior knowledge*** and ***oral language*** about animal camouflage. The focus of the conversation guides students to share what they know about ***why*** and ***how*** animals hide themselves. The teacher then ***generates interest*** in the writing project by introducing the question: ***What if people could camouflage themselves?***

Students develop story ideas through ***silent brainstorm*** and ***partner sharing***, then ***draw*** pictures of their main characters in the story setting.

Students further develop their story ideas through ***pre-writing***; each student completes a storyboard that will help them organize their first draft.

Finally, students are invited to ***write*** a first draft of their story about a human character with the capacity for camouflage.

# CA Standards Addressed by the 2<sup>nd</sup> Grade Winter PWA

## 1.0 Writing Strategies

### *Organization and Focus*

1.1 Group related ideas and maintain a consistent focus.

### *Penmanship*

1.2 Create readable documents with legible handwriting.

## 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.

## 1.0 Written and Oral English Language Conventions

### *Sentence Structure*

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 writing materials (including a Writing Folder)
- Think-pair-share
- Silent writing time

### ***Mini-Lessons on Conventions of Print***

- Ending punctuation for sentences: . ? !
- Capitalization: proper nouns, titles, initials, beginning of sentences, etc.
- Using quotation marks to enclose speech
- Using commas in a series
- Indentation of paragraphs
- 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***

- Notetaking to record ideas in brief form
- Description: Show (not tell)
- Hook: Writing (or finding) a great first sentence
- Transitions: Using time/place words to orient your reader
- Character development: Descriptive details
- Setting: Descriptive details
- Plot development: Beginning, middle and end of stories
- Plot development: Every story has a problem to be solved
- Plot development: Adding detail
- Revision: Does my writing make sense?
- Revision: Crossing out to delete text
- Revision: Using carats to add text
- Editing: How to correct spelling errors on a draft
- Editing: How to correct capitalization errors on a draft

## **Materials and Photocopies:**

### Day One: BUILD BACKGROUND KNOWLEDGE

Collection of books about animal camouflage (see Suggested Books on page 26)  
(optional)

### Day Two: GENERATE STORY IDEAS

Blank white paper for drawing  
Drawing materials (crayons, markers, etc.)  
One copy of class record on page 14 (optional)

### Days Three and Four: PRE-WRITE—PLOT DEVELOPMENT

Chart of “Important Parts of a Good Fiction Story” on page 19  
Transparency or chart of “Storyboard Organizer for *Hungry Little Hare*”  
on page 22  
Overhead projector  
Class supply of blank “Storyboard Organizer for *Hungry Little Hare*” on page 21  
Pencils  
Drawing materials  
Student notes and drawings from Day Two  
Writing folders for each student (opt.)  
Copies of pages 19 and 21 for each student’s writing folder (optional)

### Day Five: ASSESSMENT DAY—WRITE!

Class supply of prompt paper: (2-sided copies of pages 27-28 and 29-30;  
plus 2-sided copies of pages 31-32 and 33-34)  
Pencils with no erasers  
Erasers  
Students’ completed storyboards  
Familiar spelling resources  
Materials for sponge activities for early finishers

For Scoring: 6 copies each of scoring rubric and  
completed half-page Cover Sheet page 35

## 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 page 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 anchor papers to guide scoring.

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

**NOTE:** Throughout the week, you may find that your students need more or less time than indicated to complete the included activities. Please use your judgment in ending or extending lessons. You may schedule lessons in two parts, complete them over a couple of days, or overlap lessons.

 **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 writing 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.


3. *This assessment may be conducted entirely in students' primary language.* Student writing in the 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.

 If guidelines for a silent writing time have not already been established, be sure to establish them before beginning. Talk about how to get help and materials without disturbing other writers.


 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.


## Day One: BUILD BACKGROUND KNOWLEDGE (20-40 minutes)

Academic language that students may need to know for this lesson: *camouflage, fiction, non-fiction, mimicry, imitate, blend, protective coloration, disguise, avoid, invisible, pattern, predator, prey, hunt, enemy, fade, decorate, escape, transform, jungle, swamp, desert, forest, pond, city, mountain, grassland, habitat,* \_\_\_\_\_


 **Teaching Tip:** If your school follows the Open Court pacing guide, the topic and timing of this prompt coincide with the teaching unit currently in use—Grade 2, Unit 3: Look Again. In this case, select Option 1 below to proceed. If you have not been teaching OCR Unit 3, select Option 2 below to proceed. Read aloud from the Suggested Books on page 27 throughout the week. Make the collection of books available to students during sustained silent reading, center/choice time, Workshop, or to check out and take home.

### **Generate interest**


#### 1) Introduce Topic

 **Say:** *Today we are going to begin working on a special writing project that will give each of you the opportunity to write your own made-up story. Another word for made-up stories is “fiction.”*

**Option 1**—If your class has already studied animal camouflage, continue as follows:

 **Say:** *We have been studying a lot about animal camouflage. We’ve read **non-fiction** books about animal camouflage to learn facts about it (show some examples), and we’ve read **fiction** stories which feature animals that camouflage themselves (show examples). We’re going to use everything we’ve learned about camouflage to help us write our stories.*

**Option 2**—If you think your class does not have very much shared knowledge about animal camouflage, continue as follows:

 **Say:** *For this particular writing project, we are going to need to really understand how and why animals hide themselves. I am going to read you this book about animal camouflage, and then we’ll talk more about our writing project.*

## 2) Read Aloud (optional)

Read aloud *Hungry Little Hare*, by Howard Goldsmith, from the Student Anthology, or another book from the list of Suggested Books (see page 26) that will refresh or advance students' understanding of animal camouflage.

## Activate Background Knowledge

3) After referring to past studies of animal camouflage (Option 1) or finishing a read aloud about animal camouflage (Option 2), use the following questions to invite students to share what they know about animal camouflage:


*What are some of the different ways that animals can hide or camouflage themselves?*

- change color with habitat or season
- mimicry—imitative pattern, color or shape
- change shape
- be still
- hide behind or inside something else


*What are some of the reasons animals hide?*

- to escape from predators
- to be a more effective hunter
- to be able to rest safely

Students take turns sharing what they know about animal camouflage.


 **Teaching Tip:** During this discussion, your aim is to discover what students already know and understand about animal camouflage, rather than to supply missing knowledge or correct misunderstandings. An excellent way to guide this discussion is using a KWL chart. Invite the students to identify “What We Think We Know” about camouflage. As the week progresses, help students identify “What We Want to Learn” and “What We’ve Learned.”

<b>Camouflage</b>		
<b>K</b>	<b>W</b>	<b>L</b>
What We Think We <b>K</b> now	What We <b>W</b> ant to Learn	What We've <b>L</b> earned

 **Teaching Tip:** During any group discussion, you can use name sticks to promote broader participation among ELL students. Simply write every student's name on a wooden clothespin or popsicle stick and keep in a can. To choose the next speaker,

pick one name from the can. Keep choosing different names until all students have had an opportunity to speak.

## ***Introduce Writing Project***

4)  *Say: So we know a lot of different ways and reasons why animals use camouflage. (Pause to build drama and allow students to think between the following questions.)*

*What if people could use camouflage too?...*

*What if you could camouflage yourself?...*

*What if your parents could camouflage themselves?...*

*What would be the best kind of camouflage for people?*


Students may erupt spontaneously and excitedly into conversation at this point.

## ***Introducing Assigned Writing Topics***

There are times when instructional goals—such as providing adequate scaffolding for a difficult or new writing genre—supersede the importance of offering topic choice to young writers. Whenever writers are asked to write about assigned topics, it is critical to inspire motivation. Here are some ideas for this project:

- Lead up to the topic with great fanfare and drama.
- Share examples of quality fiction writing about topic (see Suggested Books on page 26).
- Create an atmosphere that supports imaginative thinking (lots of time to draw, paint, dramatize, read good literature, etc.).
- Accept *every* student idea enthusiastically.
- Teach students how to listen openly to their classmates' ideas without criticism.
- Give students plenty of opportunities to develop their own ideas about the topic through discussion with the class, with writing partners, and with you in writing conferences.
- Be prepared to help writers get started by listening carefully to their fledgling ideas and helping them to develop them more fully.
- All week, demonstrate using everyday reality to generate story ideas about the topic (e.g. when heading out to recess, say: *What if we were all camouflaged right now? What would it be like to be camouflaged on the recess yard?*).

## **5) Conclusion**


 *Say: We're going to think about this idea a bit, and then each of you will get to write a story about a human character that can use camouflage to hide. Tomorrow*

*we will start talking about and planning our stories. You may want to spend some time tonight imagining what it would be like if a person could use camouflage.*

## Day Two: GENERATE STORY IDEAS (30-45 minutes)

Academic language that students may need to know for this lesson: *brainstorm, take notes, sketch, record, working title*, \_\_\_\_\_  
\_\_\_\_\_

### **Silent Brainstorm**

1)  *Say: Let's think about this idea of human camouflage a little bit more, and start recording some ideas that might become stories we can write.*

Ask if any student would like a piece of blank paper on which to record their initial ideas, and emphasize that the next part of the activity will be silent. Remind students that they should write their ideas down only in quick sketches or 1-2 word notes. If you have not modeled the skill of brief notetaking, do not provide paper.

2) Ask any selection of the following questions slowly, pausing between questions to give students time to think and write notes or draw on their papers if desired.

*What if you could camouflage yourself?*

*Who would you hide from? Why?*

*Imagine one or two places where you often wish you could hide?*

*What are those places?*

*Imagine one or two times when you often wish you could be hidden?*

*What might happen if you could camouflage yourself at those times?*

*How could people camouflage themselves?*

*What if there were only one person on the whole planet who had the ability to use camouflage?*

*What could you name that person?*


*What kind of problems might s/he have?*

*What kind of problems might s/he be able to solve with his/her special ability?*

*What if everyone could use camouflage? What would the world be like?*

### **Partner Sharing**


3) Pair students quickly with each other. Invite them to share their ideas about what human camouflage would be like. Be prepared to circulate and ask follow-up questions to help extend students' conversations.


 **Teaching Tip:** If your students are unfamiliar with doing a partner share during class discussions, be sure to establish clear guidelines before beginning. These include: taking turns, listening, staying on topic, and responding to the signal for teacher attention. ELL students may be partnered with English-speaking students for partner sharing to provide them with language models.


## **Draw**

4) Distribute blank drawing paper and drawing supplies. Invite students to draw a character or situation involving human camouflage that they think would make a good story. Encourage conversation at tables so that students can share ideas.

## **5) Conclusion**

 **Say:** *You all have a lot of creative ideas about what human camouflage would be like! You may have more than one idea about a story that you can write or you may still be trying to think of an idea. Both are okay. Tomorrow we will begin to plan the stories we will write.*


 **Teaching Tip:** Because this report has an assigned topic, some children may be slow to get excited about the project. Be sure to check in with any students exhibiting disruptive classroom behavior—which may be a sign of feeling stuck with the project or intimidated by the writing process—and be prepared to offer one-on-one assistance. Later, try to showcase these students’ ideas and work to the class, so that they begin to see themselves as accomplished writers.

 **Teaching Tip:** At this point, you might want to schedule brief 1-3 minute Writing Conference with students to check in about their ideas. See page 14 for a Class Record of Progress that you can use to record student story ideas and track their progress throughout the week on this writing project. Some students may need extra time and assistance to formulate a story idea. It’s a good idea to meet with each student if possible, which will give you a quick assessment of who needs help. Do not allow students to become obsessed with the idea of finding a title for their story at this stage of the writing process. Emphasize that many authors give their pieces a “working title” in the beginning in order to describe it to others in their writing community. They often change the title later as part of revising their story.  
**NOTE:** Some students may be able to make the leap to create a fiction story about a human character with the capacity for camouflage. Other students may end up creating stories about animal characters (which is modeled in most of the mentor texts). Either kind of story is fine for the purposes of this assessment.




## Days Three and Four: PRE-WRITING—PLOT DEVELOPMENT (30-60 minutes)

Academic language that students may need to know for this lesson: *storyboard, organizer, pre-write, plot, chart, hook, setting, obstacles, action, resolution, \_\_\_\_\_*

 **Teaching Tip:** If not already posted in your classroom, you may wish to create a Word Bank of vocabulary words about camouflage and/or fiction. Encourage students to refer to the chart/s throughout the week as they develop their stories.

### ***Graphic Organizer: Storyboard for Plot Development***

#### **1) Generate Interest**

 **Say:** *Many authors take time to organize their stories before they begin writing. Sometimes they do this in their heads, but more often they write notes or draw pictures about their ideas. I'm going to show you some tools you can use to help you organize your ideas about your story before you begin writing. That way you'll have a guide to follow while you're writing your first draft, and you'll be sure to remember to include all the important parts of a good story.*

#### **Important Parts of a Good Fiction Story**

*A well-written story includes:*

**A problem**—What is the story about?

*And also answers a reader's questions...*

#### ***Beginning:***

**Hook**—Why should I read this story?

**Characters**—Who is this story about?

**Setting**—Where is this story happening?

#### ***Middle:***


**Obstacles and actions**—What happens in the story?

#### ***End:***

**Resolution**—How does the problem get solved?

**So what?**—And why should I care?


**2)** Read the chart, “Important Parts of a Good Fiction Story” on page 19, or a similar chart of your own design. Your students may already be familiar with some of the concepts presented, or not. **DO NOT FEEL LIKE YOU NEED TO EXPLAIN THE WHOLE CHART TO THEM.**

 **Say:** *This first tool reminds us of some of the important parts of a good story. We talk about these things a lot when we discuss the stories we read. As authors, we're going to learn how to write stories with all these important parts by the end of the year. For our camouflage stories, we are going to focus on the plot.*


 **Teaching Tip:**

You may want to use a chart-maker to make the charts in this unit.

### 3) Define “Plot”


 *Say: Plot is what happens in a story. At the beginning of the story, the author tells us what the problem is. In the middle, the author tells us what happens to make the problem worse, or how the main character tries to solve the problem. At the end of the story, the author tells us how the problem got solved.*  
As you speak, highlight the elements of plot indicated on the chart.

**NOTE:** You may want to split the lesson here and continue with Step 4 at another time or on another day.

 *Say: The next time we work on this project I will show you another pre-writing tool we can use to help us include all the important parts of a plot in our stories.*

### 4) Introduce Storyboard Organizer


Hold up a copy of the Storyboard Organizer on page 20.

 *Say: Here is the tool we’re going to use to organize our thoughts about our camouflage stories. This will help us include all the important elements of a good plot—a problem at the beginning, some obstacles or action in the middle, and a solution to the problem at the end. It’s called a **storyboard**, and it shows sketches of what happens in a story, in order.*

### 5) Demonstrate


Using the familiar text, *Hungry Little Hare*, by Howard Goldsmith (from the Student Anthology), demonstrate how to complete the storyboard. Use a transparency or large chart version of the Storyboard Organizer for *Hungry Little Hare* on page 22. Read each section of the storyboard aloud, and allow the students time to think quietly about how to complete it. Then invite students to confer quickly with a partner, and finally share their ideas aloud with the class. Continue until the storyboard is complete, using the Sample Storyboard Organizer on page 23 as a guide. Be sure to model using notes *and sketches* to complete the storyboard (as opposed to only words or complete sentences). For some classes, you may choose to use *only* sketches.

Students confer with partners about how to complete the storyboard, then work together to help the teacher fill in the sample.
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 **Teaching Tip:** Use the storyboard organizers to analyze other stories the class is reading together.

### 6) Complete Storyboards for camouflage stories

Review expectations for use of materials, movement, noise level and signals for attention, then distribute blank copies of the Storyboard Organizer on page 21 to each student. Make sure they have access to their preliminary notes, ideas and drawings about their camouflage stories. Also emphasize that the Storyboards students are using have just three spaces in the middle for “actions or obstacles” because they will be writing shorter stories than *Hungry Little Hare*.

 **Teaching Tip:** Use established systems for the distribution of papers, involving students in the set-up, clean-up, and care of writing/drawing materials. Lucy Calkins suggests having materials helpers distribute materials to work spaces *before* gathering the class for the introductory lesson, so that students can get straight to work once you have given the final instructions for the writing activity.

Students work individually on completing storyboards for their stories.
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 **Teaching Tip:** Some students may want to plan for longer stories. They can add post-its to the back of their storyboards and number them appropriately to include more obstacles or actions in the middle parts of their story.

**NOTE:** Many students may need more than one session to complete their Storyboards. You may want to plan for an additional session.

### 5) Conclusion

 **Say:** *We're ready to write, and tomorrow's the day!*

Collect all drawings, notes and Storyboards, or make sure students keep them safe in their writing folders.

 **Teaching Tip:** If students are not already using writing folders, you may want to introduce them for this project. Teach them to keep works-in-progress in the left hand pocket of a dual-pocket folder with center prongs. Tools such can be three-hole punched and stored in the center section of the folder. When a project is completed, all prewriting and drafts can be stapled together, and the entire project stored in the right hand pocket to make room for the next writing endeavor. You may wish to

provide students with copies of “Important Parts of a Fiction Story” on page 19 or the Sample Storyboard Organizer for *Hungry Little Hare* on page 22 to keep in the center section of their writing folders.

# IMPORTANT PARTS OF A GOOD FICTION STORY

*A well-written story includes:*

**A problem—***What is this story about?*

*And also answers a reader's questions...*

## **Beginning:**

**Hook—***Why should I read this story?*

**Characters—***Who is this story about?*

**Setting—***Where is this story happening?*

## **Middle:**

**Obstacles and action—**

*What happens in the story?*

## **End:**

**Resolution—***How does the problem  
get solved?*

**So what?—***And why should I care?*

Author's Name:

Working Title:

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## Storyboard Organizer

Use quick sketches or brief notes to show the parts of your story.

<b>1. BEGINNING</b>	<b>Main character/s:</b>  <b>Setting:</b>  <b>Problem:</b>		
<b>MIDDLE</b>	<b>2. Action or Obstacle:</b>	<b>3. Action or Obstacle:</b>	<b>4. Action or Obstacle:</b>
<b>5. END</b>	<b>Resolution of the Problem:</b>		

## Storyboard Organizer for *Hungry Little Hare*

<b>1. BEGINNING</b>	<b>Main character/s:</b> <b>Setting:</b> <b>Problem:</b>					
<b>MIDDLE</b>	<b>2. Action or Obstacle</b>	<b>3. Action or Obstacle</b>	<b>4. Action or Obstacle</b>	<b>5. Action or Obstacle</b>	<b>6. Action or Obstacle</b>	<b>7. Action or Obstacle</b>
<b>8. END</b>	<b>Resolution of the Problem:</b>					

**SAMPLE Storyboard Organizer– *Hungry Little Hare***

<b>1. BEGINNING</b>	<p><b>Main character/s:</b> Little Hare</p> <p><b>Setting:</b> The forest</p> <p><b>Problem:</b> Little Hare is hungry and wants to find some raspberries, but she keeps stepping on camouflaged animals.</p>						
<b>MIDDLE</b>	<p><b>2. Action or Obstacle</b></p> <p>frog</p> <p><i>sketch here</i></p> <p>same color as habitat</p>	<p><b>3. Action or Obstacle</b></p> <p>walking-stick</p> <p><i>sketch here</i></p> <p>shape and color mimic twigs</p>	<p><b>4. Action or Obstacle</b></p> <p>grass-hopper</p> <p><i>sketch here</i></p> <p>shape and color mimic leaves</p>	<p><b>5. Action or Obstacle</b></p> <p>moth</p> <p><i>sketch here</i></p> <p>shape and color mimic bark</p>	<p><b>6. Action or Obstacle</b></p> <p>woodcock</p> <p><i>sketch here</i></p> <p>color blends with ground</p>	<p><b>7. Action or Obstacle</b></p> <p>crab spider</p> <p><i>sketch here</i></p> <p>changes color to match habitat</p>	
<b>8. END</b>	<p><b>Resolution of the Problem:</b></p> <p>Little Hare learns about all the different kinds of camouflage so she can watch out for hidden animals. She finds her mother at the raspberry patch and discovers that she, too, has camouflage in the winter.</p>						


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

Academic language that students may need to know for this lesson: *approximated spelling, sound it out, penmanship, capitalize, upper-case letters, lower-case letters, Word Wall, sight words, period, question mark, exclamation point, quotation marks, apostrophe, comma, character, setting,* \_\_\_\_\_

**NOTE:** Leave all charts, Word Banks, and other posted resources up throughout assessment week. Make sure that the students have access to all their notes and pre-writing, including the storyboards, 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 activity**

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


### ***Introduce Materials***

#### **2) Introduce prompt paper**


Show samples of the prompt paper to the class. Indicate where to write first and last names and where to begin writing the story (some students may comment about the need to indent the beginning of a paragraph). Explain that students can choose either of the paper types from pages 27-30 or 31-34, depending on whether or not they think the dotted lines will help them write legibly. Review expectations about use of drawing and writing materials.

### ***Give Directions***


#### **3) Give prompt**

 *Say: Each of you is going to write your own camouflage story on this special piece of paper. Later we will publish all of these stories!*

Read the prompt aloud to the students:

 **Prompt:** Write an imaginary story about a character with the ability of camouflage. Be sure to describe the setting of the story. Include a problem that gets solved by the end of the story.

#### 4) Give guidelines

 **Say:** *This is a first draft. The most important thing is to get your ideas down on paper. But you will be publishing this eventually, so it's important that you and other people be able to read your writing. Do your best work on spelling, punctuation and handwriting, without erasing. If you don't know how to spell a word try sounding it out. You can also use the Word Wall or our chart about Camouflage as spelling resources.*

## **Write!**


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

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


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

#### 6) Give prompts for writing and revision

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

 **Say:** *Look at your Storyboard to make sure you included all the important parts of a good fiction story. See if you can add a few more descriptive details to your story.*


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. Make erasers available.

 *Say: Before you turn your 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 use quotation marks around the words characters say? Did you check your spelling?*

## 5) Conclusion

 *Say: I can't wait to read these stories!*

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

 After Assessment Day, give students the opportunity to revise, edit and publish their work. In individual writing conferences, help students identify ways to improve their pieces by adding more detail or description, or correcting errors in spelling, capitalization or punctuation. With each student individually or in small groups, reread first drafts together and invite students to notice what they can do make their writing more interesting or readable. Focus on no more than 1-2 types of error, and use a color pen to correct them on the draft. Invite students to 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.

## Suggested Books: Animal Camouflage

### ***Open Court Selections from Level 2, Unit 3:***

Fiction:

*They Thought They Saw Him*, Craig Kee Strete

*Hungry Little Hare*, by Howard Goldsmith

*How the Guinea Fowl Got Her Spots*, Barbara Knutson

Non-fiction:

*Animals in Camouflage*, by Phyllis Limbacher Tildes

*How to Hide an Octopus and Other Sea Creatures*, by Ruth Heller

*Animal Camouflage*, by Janet McDonnell

### ***Selections from the Open Court Leveled Library:***

Fiction:

*A Color of His Own*, by Leo Lionni

*The Trek*, by Ann Jonas

*The Mixed-Up Chameleon*, by Eric Carle

Non-fiction:

*Who's Hiding Here*, by Yoshi

*What Do You Do When Something Wants to Eat You?*, by Steve Jenkins

*Hiding Out: Camouflage in the Wild*, by James Martin

### ***Other Suggestions:***

Fiction:

*Cantsee: The Cat Who Was the Color of the Carpet*, by Gretchen Shields

*Crafty Chameleon*, by Mwenye Hadithi

Non-fiction:

*If At First You Do Not See*, by Ruth Brown

*How to Hide a Crocodile*, by Ruth Brown

*Disguises and Surprises*, by Claire Llewellyn



**Prompt:** Write an imaginary story about a character with the ability of camouflage. Be sure to describe the setting of the story. Include a problem that gets solved by the end of the story.

**Title:** \_\_\_\_\_

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times for writing the story.

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

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

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

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**  
**Winter**  
**Narrative Fiction: Camouflaged!**

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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***Cover Sheet***  
**Second Grade Process Writing Assessment**  
**Winter**  
**Narrative Fiction: Camouflaged!**

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: \_\_\_\_\_