

# Oakland Unified School District Writing Proficiency Project



## Process Writing Assessment

### 2<sup>nd</sup> Grade Annotated Anchor Papers Fall Prompt: Narrative Letter, If Animals Could Write

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

2<sup>nd</sup> Grade PWA: Narrative Letter  
Fall Anchor Paper—If Animals Could Write...

Score Level: 4

Mayo 15 del 2009

Querido Kanguro,

Por favor ayúdame salir de esta prision. le lo ruego, porque hoy en la noche dieron la comida más asquerosa de todo el mundo. Me enferme y la enfermedad duro más de tres semanas. Oh y hoy en la mañana me quitaron mi maquina de escribir entonces tengo que escribir a mano. Sabes que escribir a mano es mucho trabajo? Y no es tan divertido como escribir en una maquina de escribir. Pero tambien me estan dando muchisimos golpes tu sabes boxiar tu les puedes pegar más fuerte que un monstruo ataguan do la ciudad con

First paragraph properly indented.

Salutation correctly written and punctuated.

Date correctly written and placed.

Powerful word choice immediately invokes a clear sense of audience as well as compellingly introduces the character's problem.

Sophisticated detail evokes a clear sense of setting.

Author builds tension by describing plot complications.

For most of first page, sentences are correctly capitalized and punctuated.

Errors in conventions of print such as missing periods and capitals are very first-draft in nature—they appear only later in the draft at the same time that penmanship starts to look rushed.

ayuda de un tiburón, una ballena, un "lobster" y un pulpo,

Commas incorrectly used in a series this late in the draft may simply be a first draft error.

Lo único que quiero es que que me ayudes a salir de esta horrible, espantosa, y

Specific, precise adjectives.

horroroso <sup>o</sup> prisión. Si me muera dile a mi dueña que yo e muerto.

Pero tienes que escribir porque si te oye hablar ella te va


a mandar a la cárcel y yo te voy a tener que ayudar

y yo no voy a saber como entonces no le hables a mi dueña. Solo escríbele

para no meterte en la cárcel.

Spelling errors are rare and fairly sophisticated for this grade level.

Closing properly placed and punctuated.

Atentamente,  
Princesa 

*Translation:*

May 15, 2009

Date correctly written and placed.

Salutation correctly written and punctuated.

Dear Kangaroo,

First paragraph properly indented.

Powerful word choice immediately invokes a clear sense of audience as well as compellingly introduces the character's problem.

Please help me get out of this prison. I beg you because today at night they gave us the most disgusting food in all the world. I got sick and the illness lasted more than three weeks. Oh and today in the morning they took away my typewriter so now I have to write by hand. Do you know that writing by hand is a lot of work?

Sophisticated detail evokes a clear sense of setting.

Author builds tension by describing plot complications.

For most of first page, sentences are correctly capitalized and punctuated.

Effective variation in sentence structure invokes a clear sense of audience, and is also properly punctuated.

And it's not as much fun as writing on a typewriter. But also they are hitting me a lot, you know how to box you can hit harder than a monster attacking a city with the help of a shark, a whale, a "lobster," and an octopus. The only thing I want is for you to help me get out of this horrible, frightful, horrifying prison. If I die, tell my owner that I have died. But you

Errors in conventions of print such as missing periods and capitals are very first-draft in nature—they appear only later in the draft at the same time that penmanship starts to look rushed.

Commas incorrectly used in a series this late in the draft may simply be a first draft error.

Specific, precise adjectives.

have to write because if she hears you speak she will send you to jail and I will have to help and I will not know how so don't talk to my owner. Just write her so you don't have to go to jail.

Yours faithfully,  
Princess

Closing properly placed and punctuated.

## **Second Grade PWA: Narrative Letter Annotated Anchor Paper**

### **Fall—If Animals Could Write...**

#### **Score Level 4**

*“Querido Kanguro...”*

#### **What makes it a 4?**

This second-grade author has successfully used a sophisticated fictional technique—a letter written by one character to another—to present a clear, complete and compelling story. She provides a series of rich details (the food, the illness, the loss of the typewriter, and the beatings) that serve to describe the setting, elaborate character and complicate the plot. Her writing is prolific—two full pages—and includes sophisticated and precise verbs and adjectives. She varies her sentence structure in effective ways to establish a clear sense of audience.

Grade-level standard conventions are firmly in place; errors are rare and often first draft in nature (as evidenced by their slightly increased frequency as the draft progresses and the penmanship becomes slightly rushed). With the exception of a handful of spelling errors, a few run-on sentences, and the misuse of commas in a series, the author’s conventions are otherwise flawless. She even spells challenging words like “asquerosa” correctly. She is not yet demonstrating some of the more sophisticated (and optional) conventions of Score Level 4, such as indentation of paragraphs or use of dialogue, but it is still early in the year.

The preponderance of evidence indicates a score of 4.

2<sup>nd</sup> Grade PWA: Narrative Letter  
Fall Anchor Paper—If Animals Could Write...

Elements of Level 3

First paragraph properly indented.

Second person address underlines accusatory tone of first sentence and establishes character of the letter-writer.

Sentences are correctly capitalized and punctuated.

Salutation correctly written and punctuated.

Date correctly written and placed.

Only two spelling errors.

Switching to present tense and quick, short sentences an effective way to introduce tension.

Messy penmanship could introduce confusion for reader here.

Closing and signature not properly aligned.

5/15/09  
Dear Mama,  
You accidentally left me in the jungle with the tigers. They are trying to eat me. They are going to trap me. I hope you come to rescue me. If you plant a seed I can climb on it, and the tigers won't catch me. I also want you to bring a police so he can shoot the tigers. The tigers were also nice to me. They let me sit on their back. Oh no here comes a police. The police has a gun. He shot the tigers. Thank you for sending a police. Next time when you live me in the jungle give me a juice and a out. Don't forget bring me a gun so no one could mess with me.

Sincerely,  
Baby Monkey

## Second Grade PWA: Narrative Letter Annotated Anchor Paper

### Fall—If Animals Could Write...

#### Score Level: Elements of Level 3

*“Dear Mama...”*

#### **What elements of Level 3 does this writing exhibit?**

In this writing sample, the student correctly uses almost all elements of the friendly letter format—date, greeting and body—to tell a logical story. The author includes many details to enrich the story, and maintains a consistent focus even when the story jumps quickly from one event to the next. Character and setting are primarily described through action (i.e. the tigers are “trying to eat me,” “If you plant a seed, I can climb on it, and the tigers won’t catch me.”). Sentences are nicely varied, beginning with the direct address to establish audience, and switching to the present tense to describe the resolution of the problem. Although the plot is not fully developed or explained, the spare, action-oriented storytelling style is quite appropriate for this grade level in the Fall. There are very few mistakes in convention, all of which can be ascribed to first draft errors. The only misspelling is the word “accidentally.” All sentences are properly capitalized and punctuated.

#### **Why doesn’t this paper merit a score of Level 3?**

The detail noting that “the tigers were also nice to me” points to an interesting but unexplored depth of character. The author manages to evoke clear images by describing what happens; the idea of the planting a seed and climbing the resulting plant to escape is particularly imaginative. However, to score at Level 3, students should be including “detailed, descriptive language such as adjectives or adverbs.” Some sentences—especially “Oh no here comes a police”—could have used an exclamation point for emphasis and interest. The penmanship is a bit sloppy, leading the reader to potentially confuse the word “nut” for “net” in the penultimate sentence. It’s unclear whether the author’s failure to align the closing and signature at the end of the letter is a first-draft error or not. In all, this writing sample is *very close* to a score of three. The inclusion of descriptive language and correct use of all elements of the letter format would propel the preponderance of evidence into a Score Level of 3.

2<sup>nd</sup> Grade PWA: Narrative Letter  
Fall Anchor Paper—If Animals Could Write...

Score Level: 2

Salutation correctly written and punctuated.

Proper noun not capitalized.

Date correctly written and placed.

April 24, 2009

Dear Supermonkey,

First paragraph properly indented.

I am lost in the

jungle. There is a tiger

here and it is a scary

tiger. It's trying to

hunt me. Help!

Correct use of apostrophe in a contraction.

Adjectives are few, common, and repetitive.

Nice ending—variation in sentence type and length adds impact.

No spelling errors.

Your scared friend,

Luke

Sentences are correctly capitalized and punctuated.

Closing properly placed and punctuated.

## **Second Grade PWA: Narrative Letter Annotated Anchor Paper**

### **Fall—If Animals Could Write...**

#### **Score Level 2**

*“Dear supermonkey...”*

#### **What makes it a 2?**

The author clearly and directly communicates the problem of the storyline. The four sentences show some good variety in structure; ending with a short imperative is especially effective. The inclusion of a few adjectives—“scary” and “scared”—though repetitive, do add to the sparseness of the text. The author uses all the elements of a friendly letter correctly, and the only error in conventions is his failure to capitalize the proper noun, “Supermonkey.” Penmanship is neat and legible.

#### **What keeps it from being a 3?**

The minimal amount of writing does not allow the author to expand on the story with interesting details or description. The language is very simple and takes no risks, possibly explaining the lack of spelling or conventional errors. The attempt to engage the reader’s interest through tone and word choice is very minimal and would have benefited greatly from added details. Although the author clearly presents the problem behind the story, there is no plot movement. The brief text leaves the setting undescribed and the characters undeveloped.

The preponderance of evidence indicates a score of 2.

# 2<sup>nd</sup> Grade PWA: Narrative Letter

## Fall Anchor Paper—If Animals Could Write...

**Score Level: 1**

Annotations:

- Date correctly written and placed.
- No salutation or comma.
- Fails to use grade-level spelling patterns such as -ed or -ir.
- Body of letter not indented.
- Using letter-sound correspondence consistently to spell.
- No closing or signature.
- Penmanship neat and legible.

Handwritten text:

5-15-04

Steven

I am scared because I am  
lost and hungry and thirsty  
and I need water and food and  
a tent.

## **Second Grade PWA: Narrative Letter Annotated Anchor Paper**

### **Fall—If Animals Could Write...**

#### **Score Level 1**

*“Steven...”*

#### **What makes it a 1?**

This author begins by presenting a clear problem to a story. However, the minimal amount of writing—one sentence only—does not allow for any development of plot. Language is very simple and the author shows only a beginning awareness of the elements of a friendly letter. Short grade-level sight words (I, am, and, need) are spelled correctly, but the author misspells the word “because” and is not yet using patterns such as the ending –ed to help her spell. The sentence is correctly capitalized and punctuated. Although the author is beginning to show some evidence of Level 2 writing, such as presenting a clear idea, using neat penmanship, and fairly strong conventions, the preponderance of evidence indicates a score of 1.