

# Oakland Unified School District Writing Proficiency Project



## Process Writing Assessment

### 2<sup>nd</sup> Grade Annotated Anchor Papers Winter Prompt: Narrative Fiction: Camouflaged!

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 Fiction Winter Anchor Paper—Camouflaged!

Score Level: 4

The Invisible Door

Descriptive language develops setting: stormy, dark, cold night.

Once upon a time on a cold wet, and rainy day, four friends were playing hide and seek in the dark. Their names were Flash

Commas not used correctly in series.

Chipper, Tristan, and Ruby. One day,

Selection of transition word inconsistent with story.

they heard a flash of lightning and

a door lit up against the wall! Flash

Immediate introduction of hook or problem.

was the first one to see it and then

Dialogue not enclosed in quotes.

Flash yelled door! And every one came

to see. And sure enough there was a

little door right in the corner. Lets go

! suggested Tristan. I wonder if its safe?

Most letters correctly and neatly formed, with the exception of the lower-case "r."

Author attempts to correctly punctuate dialogue.

said Ruby, "Maybe?" said Tristan. "Do you think it's haunted?" asked Chipper. "We have little chance that it's not," replied Flash. "Well there is only one way in, to find out," said Ruby. "That's right," said Tristan. Chipper was trembling with fear. "Good—um good thinking," said Chipper. "Who's teeth were chattering wildly." Then they went in. "They came out and saw big white shapes drifting toward them!" Then crash!!! they were trapped! Then they spotted the key to the haunted-door! But just then Tristan stuck out

Dialogue develops character—Chipper established as fearful, Tristan established as a bold leader.

Some text incorrectly enclosed in quotations.

Good descriptive details.

Short sentence effectively conveys urgency.

her finger and the watch dog saw  
it and Tristan moved her finger  
and just in time for! The watch dog  
bit open the cage door! Hey! yelled Tristan.  
I got the key! All the other girls  
climbed out of the cage! And they  
unlocked the door! They scrambled out  
just in time for diner to!

Plot complication  
introduced.

Lively verb.

Resolution of  
immediate  
problem—getting  
trapped behind  
door.

## Second Grade PWA: Narrative Fiction Annotated Anchor Paper

### Winter—Camouflaged!

#### Score Level 4

*“The Invisible Door”*

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

The author develops a clear, complete story, including attention to setting and character. Plot development is sophisticated for this grade level: a hook in the third sentence reveals the major plot agent—a mysterious door. Dialogue establishes and develops character. Complications are introduced in the form of an unreachable key and a watchdog, culminating in the resolution of the problem in a satisfying and creative way, when Tristan tricks the dog into biting open the cage. Descriptive language enlivens the story throughout the text: cold, wet, rainy, dark, flash, trembling, chattering wildly, drifting, scrambled, etc. Sentence length, type and structure contribute an engaging narrative voice, and dialogue introduces even more variety to the writing. Throughout most of the piece the author demonstrates a clear and deliberate sense of audience in her careful introduction of setting, character and problem. The slight lack of clarity and detail in the plot toward the end of the piece is consistent with a first draft produced in a limited amount of time.

Author uses conventional spelling for most words, and most spelling errors (agenst, sugested, etc.) are undoubtedly first-draft in nature, as demonstrated by the correct use of common spelling patterns in other places. Printing is legible and correct, with no capitalization errors. The author takes some risks by attempting to correctly punctuate the dialogue; although she makes some errors, it's clear that she is already attending to some of the finer details of this challenging convention. Her primary convention error is the incorrect use of commas in a series, but overall the preponderance of evidence indicates a score of 4.

2<sup>nd</sup> Grade PWA: Narrative Fiction  
Winter Anchor Paper—Camouflaged!

Score Level: 3

Invisible Four

First paragraph properly indented.

One spooky, scary, silent night four invisible friends were reading the newspaper. The oldest said, "Look at what those robbers stole!" "Yah! Seven paintings from the California world-famous museum." replied Ruby. "This is a case for the... DAAH DAAH DAAH! Invisible Four!" shouted Mimi, loudly. Mira, a moment later said, "We need transportation!"

Sentences are correctly capitalized and punctuated, including dialogue.

Dialogue develops character and establishes tone of story.

Dialogue moves plot forward.

Look a taxi! Free ride!" Alie declared. Then they jumped on.

Transition introduces tension.

Little did they know Mr. Clug and Bobby and Joe ~~the~~ thieves were watching with Gharfa-Ray

glasses! "Those rascals will find us out! Stop them!" sneered Mr. Clug.

Lively, specific descriptive language.

"Yes, Master!" said hypnotised Bobby and Joe. But soon,

the four friends were in

Transition helps reader follow plot.

San Francisco, C.A. "Let's go to California Academy of Sciences!" shouted Ruby.

"Yes," agreed Ellie, "But be careful  
Q-U-I-T!" But in a  
matter of seconds Mira  
said "Look at this newspaper!"

Spelling errors first  
draft in nature.

Robbers!

Plot speeds up—  
exclusion of  
important details  
may disorient  
reader.

In Oakland, C.A. something

was stolen! ? Mystery?

Oakland away!" shouted Mira.

Single-word,  
interrogative  
sentence maintains  
story tension—  
effective use of  
sentence variety.

So when they got there...

they caught the thieves

and lived... HAPPILY

INVISIBLE

AFTER!

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

### **Winter—Camouflaged!**

#### **Score Level 3**

*“Invisible Four”*

#### **What makes it a 3?**

This substantial piece moves the story through a somewhat logical sequence of events, including a number of details to enhance the narrative (e.g. the use of the taxi, the mention of the Ghosta-Ray glasses, and the description of the henchmen as “hypnotized”). The author establishes a clear setting in the first sentence. Although individual characters are not well-developed and the reader craves more description and detail about the nature of their invisibility, dialogue serves to clearly illustrate the relationships between characters by establishing a real sense of camaraderie among the four heroines. Plot shifts are sometimes a bit difficult to follow but earmarked by changing locales, indicating a sense of audience that is basic rather than clear and deliberate. Printed letters are correctly formed and legible, demonstrating proper use of lines and spacing. Sentences and proper nouns are correctly capitalized, and commas are used correctly in a series.

#### **Elements of Level 4**

In language the author stretches into level 4 writing, with lively description and effective word choices scattered throughout the piece: spooky, scary, silent, declared, rascals, sneered, etc. Sentence variety is clever and deliberate, especially with the inclusion of interrogative sentences and the creative “happily invisible after!” The author correctly spells most words; errors are first draft in nature. Some paragraphs are indented, and the author correctly employs ending punctuation within quotation marks for dialogue.

2<sup>nd</sup> Grade PWA: Narrative Fiction  
Winter Anchor Paper—Camouflaged!

Score Level: 2

Sentences are correctly capitalized and punctuated.

Author includes only two common adjectives: fast, strong.

Title: Invisible Man

Evil Man is takeing over the world. Invisible Man is here to stop him. Invisible Man has two asistints. One has a very fast car. The other one has a veryer stroge net. ~~They~~ They set up a trap for Evil Man. When Evil Man was on the spot one of Invisible's asistints will drop the net ontop of Evil Man onto catch him. Enilly they brote Evil Man to jail.

Spelling error does not demonstrate use of basic spelling pattern: drop "e" to add "ing."

Spelling error does not demonstrate use of basic spelling pattern: "ng."

Spelling error does not demonstrate use of basic spelling pattern: "tch."

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

### **Winter—Camouflaged!**

#### **Score Level 2**

*“Invisible Man”*

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

The author of this piece creates a clear but basic storyline relating to the prompt topic: the writing consists mostly of plot description and does not include many details or any attention to setting or character development. A few nouns and adjectives create specific images for the reader (i.e. “very strong net” and “assistants”) but overall the language is simple rather than descriptive. CVC and sight words are spelled correctly, but author is still not incorporating basic spelling patterns into his approximated spelling (e.g. drop “e” and add “ing” in “takeing”). Letters are printed correctly and neatly but spacing between sentences is sometimes inadequate.

Capitalization of sentences and proper nouns is correct and consistent; however, the preponderance of evidence indicates a score of 2.

2<sup>nd</sup> Grade PWA: Narrative Fiction  
Winter Anchor Paper—Camouflaged!

Score Level: 1

First sentence not capitalized.

Title: Me and my two cousins

one big cousin at my aunt's house

The big cousin was chasing us

Then a middle cousin

came. Play with us.

Then he was chasing us

camouflage we. So, a white

house then we had

white shirts then we

camouflage white.

Then he walk by

Then he was calling

he did not see us

Then we run to

his house

Missing words interfere with meaning.

Sight words misspelled.

Repetitive use of the word "then" to begin sentences.

Missing period.

Unclear ending—is the problem solved?

**Second Grade PWA: Narrative Fiction  
Annotated Anchor Paper**

**Winter—Camouflaged!**

**Score Level 1**

*“Me and My Two Cousins”*

**What makes it a 1?**

The writing shows clear relation to the prompt topic, but the story is underdeveloped and sometimes unclear. Lack of ending punctuation makes the story more difficult to read. Vocabulary and sentences are extremely simple and repetitive. Letters are correctly and neatly printed with no reversals, although one sentence is not capitalized and capital letters appear in the middle of sentences several times.

The preponderance of evidence indicates a score of 1.