Second Grade Writing and Editing In Context

“A Special Person In My Life”
Writing and Editing in Context  
2nd Grade – Peer Response

DIRECTIONS:

You will have approximately 20 minutes in which to respond to the writing topic below.

The scoring guide that is used to score your response is on the page following the writing piece.

You may want to review it prior to writing your response.

WRITING TOPIC:

Look over the piece of writing provided on the next page.

Imagine that you were going to give some advice to your peer about revising his piece of writing. **Revise lines 10-12 so that this piece’s ending is more effective.** This revision should represent what you know about writing and show what the best advice that you might give your peer would look like.

As you write your response, think about the following:

_____ Does my revision support ideas with details and examples?

_____ Is my revision organized?

_____ Does my revision use words or phrases that keep the reader interested?

Your audience will be interested readers.
“A Special Person in My Life”

DIRECTIONS:

Read the following text and answer the following questions. Circle the letter of the BEST answer for each of the multiple-choice questions. You may look back at “A Special Person in My Life.”

1. Even though my favorite person can’t talk cant play games with
   
2. me or even run around with me she is lovable. Her name is Kylee and
   
3. she is my sister. She is only 3 weeks old. Becase she is so little she
   
4. needs my help. There isn’t another baby like her in the whole world.
   
5. Even though I do not like to change her diaper I have to do it. It
   
6. is very fun to feed her. When I come home and she is there I rub her
   
7. head in her sleep. When I burp her so she doesn’t get a stomachache.
   
8. Having my sister Kylee at our house has made me more joyful
   
9. and responsible. Being a big brother is a big job.
   
10. It doesn’t matter if your old or young you can be a good big
   
11. brother. I’ve learned you should be gentle with a baby. You have to
   
12. work hard too when you’re a big brother.
# Sample Student Rubric - Grade 2

<table>
<thead>
<tr>
<th>Points Scored</th>
<th>Criteria</th>
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| 4             | • My writing shows the ability to think about strengths and weaknesses of my piece.  
• My ideas are supported by specific examples or details.  
• My writing is organized to help the reader make sense of the text and read it easily.  
• My voice and tone are real and interesting. There may be mistakes, but you can still understand the story. |
| 3             | • My writing shows the ability to think about my piece.  
• My ideas are somewhat supported by examples or details.  
• My writing is organized and easy to understand.  
• My voice and tone support the ideas in the writing.  
• My mistakes are noticeable. |
| 2             | • My writing shows a little bit of thinking about my piece.  
• I included few details and examples.  
• My voice and tone don’t match the content.  
• My mistakes make it awkward to read. |
| 1             | • My writing shows I am trying to think about my writing.  
• My ideas are presented with few or no details.  
• I included little to no organization.  
• I included little voice or tone.  
• My mistakes make it hard to read. |
MULTIPLE-CHOICE QUESTIONS

DIRECTIONS:

Circle the letter of the BEST answer for each of the multiple-choice questions.

You may look back at “A Special Person in My Life.”

1. How does the author use details to show he cares about his sister?
   
   A. He says in Line 1-2 that she can’t talk or play games with him.  
   B. He says in Line 5 that he changes her diaper, even though he doesn’t like to.  
   C. He says in Lines 11 that you have to be gentle with a baby.

2. What might the author do to expand his writing while staying focused on his topic?
   
   A. In Line 8, he could give more examples of what makes him joyful.  
   B. In Line 4, he could compare her to all the other babies he has known.  
   C. In Line 6, he could describe what each room in his house looks like.

3. How could the fragment in Line 7 be re-written to make it a complete sentence?
   
   A. When I burp her, so she doesn’t get stomachache.  
   B. When I burp her so she doesn’t get stomachache.  
   C. When I burp her, she doesn’t get a stomachache.

4. In line 3, “becase” is spelled wrong. The correct spelling is:
   
   A. beecase  
   B. because  
   C. becuase
<table>
<thead>
<tr>
<th>Item #</th>
<th>Answer</th>
<th>GLCE Assessed</th>
<th>Cognitive Domain</th>
<th>GLCE</th>
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<tbody>
<tr>
<td></td>
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<td>Writing Process Students will...</td>
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<td>W.PR.02.01 Consider audience and purpose for writing [Core]</td>
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<td>W.PR.02.05 Write in first and third person based on genre type and purpose [Core]</td>
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<td>W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea [Core]</td>
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<td>W.PR.02.07 Use a sequenced organizational pattern with grade level appropriate grammar, usage, mechanics.</td>
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<td>W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience [Core]</td>
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<td>W.PR.02.11 Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist [Core]</td>
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<td>Personal Style Students will...</td>
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<td>W.PS.02.01 Develop personal style in oral, written, and visual messages —narrative - descriptive language, use of imagination, varying sentence beginnings —informational – facts, effective conclusions [Core]</td>
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<td>Grammar and Usage Students will...</td>
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<td>W.GR.02.01 Correctly use —complete and compound sentences —nouns and verbs —commas —contractions —colons to denote time —capitalization [Core]</td>
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<td>Spelling Students will...</td>
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<td>W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists) [Core]</td>
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<td>Handwriting Students will...</td>
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<td>W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet [Core]</td>
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Holistic Scorepoint Descriptions

Here is an explanation of what readers think about as they score your writing.

4 The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be surface feature errors, but they do not interfere with meaning.

3 The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.

2 The written response demonstrates limited ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Surface feature errors may make the writing awkward to read.

1 The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about the writing sample. There is little discernible shape or direction. There is little control over voice and tone. Surface feature errors may make the writing difficult to read.

Condition codes for unratable papers:

A Copies and/or revises student sample, making no connection to the question asked.
B Insufficient, Off-topic, Illegible
C Written in a language other than English
D Blank/refused to respond
E Summarizes the student sample, making no connection to the question asked.

For the Writing and Editing in Context, Grades 2-7, the Grade Level Content Expectations Assessed include:

- Writing Process
- Writing Style (Narrative and Informational)
- Grammar and Usage
- Spelling
- Handwriting

Please review your grade level GLCE to see the specific genres, aspects of grammar and usage, and spelling expectations for your students as they complete this writing and editing in context task.