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Georgia Performance Standards Task for English Language Arts – GRADE 2

Grade: 2

Title: End of Writing Composition

Task Annotation:

At the end of the unit, the teacher will need to assess the students' knowledge and application of the writing standard. The teacher will assess the following elements within the students' end of unit products:

1. Did the student write a text that was of a length to tell a story?
2. Did the student write his/her story with an organized structure?
3. Did the student use transition words in his/her story?
4. Did the student use a variety of pronouns in his/her story?
5. Did the student use appropriate spelling?
6. Did the student use appropriate capitalization and punctuation?

Focus Standard:

ELA2W1 The student demonstrates competency in the writing process. The student

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.
- j. Rereads writing to self and others, revises to add details and edits to make corrections.
- o. Uses singular and plural personal pronouns.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).

Task:

Students will choose a narrative story from their writing folder. Throughout the Narrative Writing Unit, the students have been working on personal narratives. The students will need to choose their best narrative that may contain all or some of the elements that have been taught. An example of those elements are: organized structure, having enough details, correct use of a variety of pronouns, dialogue, transition words, etc.

Students will revise their narrative using the attached checklist. Students will self-evaluate their pieces based on their narrative rubric constructed through the unit. A sample is included with this task. *(This rubric is a sample. This rubric can be changed to fit the needs of an individual class.)* Students may have peer conferences or student-teacher conferences.

Students will apply second grade conventions to their piece of writing through the editing process. Students may have peer conferences or student-teacher conferences.

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Students will publish their narratives.

Students will practice using appropriate speaking and listening skills to prepare for presenting their published piece author's celebration. Self-assessment sheet is provided for appropriate speaking and listening skills.

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Second Grade Narrative Writing Rubric

Student Name: _____ Date: _____

Score Point 4 Meets the Standard	Score Point 3 Needs Revision	Score Point 2 Needs Instruction	Score Point 1 Needs Substantial Support
<p>The student effectively creates a believable world by:</p> <ul style="list-style-type: none"> Introducing the main character Using specific details about the character Using details to describe the setting Showing a character’s motive for writing the story Developing the character’s mood to help the audience understand the story <p>The student incorporates some literary language to add interest and feeling to their story.</p> <p>The student effectively includes enough external details in his/her piece with the audience in mind. (Can we close our eyes and picture...)</p> <p>The student adds internal events such as thoughts and hopes into their writing.</p> <p>The student writes in first and third person using the correct pronoun.</p> <p>The student uses a variety of pronouns.</p> <p>The student uses a variety of strategies such as dialogue, transitional phrases, time cue words, etc...</p> <p>The student has written their story in chronological order with a completely developed:</p> <ul style="list-style-type: none"> Beginning Middle End 	<p>The student has created a story that has a simple but believable world that may have:</p> <ul style="list-style-type: none"> A setting that is mentioned but not fully described Introduce the main character Mention the mood or feelings <p>Organizes with a beginning, middle and end; includes most of the relevant information; and recounts a chronology of events through a loosely structured series around a place, object, person, animal, etc...</p> <p>The student may have included a few transitional words and/or statements to help move the story along.</p> <p>Endings make sense, but end abruptly without the natural sense of closure.</p>	<p>Has a sense that a story is beginning or uses only a rote beginning such as “One day” or “Once upon a time”</p> <p>Contains a sequence of events, includes some of the relevant information and is loosely organized:</p> <ul style="list-style-type: none"> With a weakly developed beginning, middle and end In the order that the event occurred most of the time The details are more lists of ideas that do not fit together to support the main idea <p>Endings use rote phrases or lines that end abruptly</p>	<p>Has not sense that the story is beginning.</p> <p>Does not contain a sequence of events that is loosely organized.</p> <p>Beginning, middle and end are not developed.</p> <p>Order of event may not make sense.</p> <p>Needs more information and/or details.</p> <p>No sense of ending. Story just stops.</p>

Commentary:

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Second Grade

Revising Checklist

(Narrative Writing)

1. ____ Do I have an organized structure? (Beginning, Middle and End)
2. ____ Have I added enough details? (Can the reader close their eyes and visualize my story?)
3. ____ Did I include dialogue in my story?
4. ____ Did I use the correct punctuation with my dialogue?
5. ____ Did I use a variety of pronouns in my story?
6. ____ Did I use transition words in my story?
7. ____ Have I used the word wall and other print around the room to edit my spelling?
8. ____ Have I edited my story to check for correct punctuation?