GRADE 2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (**2017**)

"What should good student writing at this grade level look like?"

The answer lies in the writing itself.

The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

Writing Standards *in Action*

Grade 2
English Language Arts

Opinion/Argument
(Persuasive Essay)

Everyone Should Go to All About Birds.com

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Massachusetts Department of Elementary and Secondary Education
Writing Standards *in Action* Project
www.doe.mass.edu/candi/wsa

Background Information

GRADE 2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (2017)

Writing Sample Title: Everyone Should Go to All About Birds.com

Text Type and Purpose: Opinion/Argument

Grade level/Content area: Grade 2 English Language Arts

Type of Assignment: Persuasive Essay

Standards Addressed: (W.2.1), (W.2.4), (W.2.8), (RI.2.1), (L.2.1), (L.2.2), (L.2.3), (L.2.6)

See descriptions of these standards in the right column of the next page.

Highlights:

This sample of student work meets grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Presents a clear opinion in an effective introduction
- Groups pertinent reasons and relevant information in a mostly clear and logical manner appropriate to the task and the persuasive purpose
- Uses linking words and phrases effectively to connect opinion, reasons, and evidence
- Provides a concluding statement to reinforce the opinion
- Indicates an emerging ability to create sentences of varying types and sophistication
- Incorporates general academic and domain-specific words
- Demonstrates the writer's enthusiasm for the stated opinion

CONTINUED

STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary found in this column describes how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks when applicable.

Understanding the Standards-Based Commentary

1. Grade-specific standards addressed are:

- Listed in the column to the right of the student work by strand, grade, and number (or number and letter, where applicable)
- Marked by a colored block with a letter code, also in the column to the right of the student work

EXAMPLE: A

2. Colored blocks beneath each standard in the right column:

- Are of the same color and letter code as the block that marks the standard being addressed
- Mark standards-based commentary related to the standard being addressed
- Appear in alphabetical order

EXAMPLE: A1

3. Corresponding colored arrow blocks within the text:

- Set off sections of student work to which commentary applies
- Do not necessarily appear in alphabetical order—but where evidence of a particular standard exists

EXAMPLE: (begin) A1 section A1 (end)

Background Information

GRADE 2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

Instructional Practices:

The teacher used the following practices:

- Making provisions for a daily routine of bird identification
- Teaching the concept of cause and effect and encouraging thinking, reasoning, and sequencing, with an emphasis on organization, while supporting and preserving the individual voice
- Expecting and encouraging students to practice stating opinions both orally and in writing
- Providing opportunities for every student to become an "expert" on a bird, using digital resources, books, and observations
- Setting an environment for students to share what they learn

Assignment Description:

Students were immersed in an interdisciplinary project that began with identifying birds. Each child chose a particular bird to learn about through research and created a model of the bird. Students used what they learned about their chosen bird to give an oral performance. This could have been a student-written poem, haiku, or informational piece. Students produced four types of writing (poetry, narrative, opinion, and informational) over the course of six months as each was becoming an expert on a bird.

Intended Audience:

Students as an expert community, classroom parent community on Bird Night at school

Writing Standards:
Grade 2, Standard 1 (W.2.1)

Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, and, *also*) to connect opinion and reasons, and provide a concluding statement or section.

EXAMPLE: A

Writing Standards:
Grade 2, Standard 4 (W.2.4)

Produce writing in which the development and organization are appropriate to task, purpose, and audience.

EXAMPLE: B

Writing Standards:
Grade 2, Standard 8 (W.2.8)

Recall information from experiences or gather information from provided sources to answer a question.

EXAMPLE: C

Reading Standards for Informational Text:
Grade 2, Standard 1 (RI.2.1)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

EXAMPLE: A

CONTINUED

STANDARDS ADDRESSED LIST, CONTINUED

Background Information

GRADE 2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

Time:

1 to 2 writing sessions

Writing Process:

Alone; in class; pre-writing; cut-and-paste organization of notes; drafting; revising; self-editing; teacher feedback; production of a final draft

Materials:

Online tools, books, spelling resources, writing checklists, access to computers for research and typing

Note:

While the student writer uses a '.com' URL in both the title and the narrative, the actual website address is **www.allaboutbirds.org**. This is an online resource from the Cornell Lab of Ornithology.

Please note:
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■

Language Standards:
Grade 2, Standard 1 (L.2.1)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

EXAMPLE: D E

Language Standards:
Grade 2, Standard 2 (L.2.2)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: F

Language Standards:
Grade 2, Standard 3 (L.2.3)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXAMPLE: E

Language Standards:
Grade 2, Standard 6 (L.2.6)

Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

EXAMPLE: G

END OF STANDARDS ADDRESSED ■

Opinion/Argument

GRADE 2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

In this sample...

The writer provides an effective example of persuasive writing that states a clear opinion and develops it with relevant reasons. Purposeful organization and mostly clear focus advance the sample's persuasive purpose. The writer creates sentences of varying types and sophistication using carefully chosen language to enhance clarity and to impart an authoritative tone. A compelling concluding statement provides an explicit call to action.

Understanding the Standards-Based Commentary

The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks, when applicable. Where they apply, sub-standards marked by letters are included.

Evidence for the commentary is normally noted in the text of the student writing using color-coded, numbered 'begin' and 'end' arrows.

For example:

A1 marks the beginning and A1 marks the end of the relevant section in the text.

Please note that labeled arrows in the text do not necessarily appear in alphabetical order.

Everyone Should Go to All About Birds.com

A1 I have been on All About Birds.com and I have noticed there are stuff you may not know about birds. A1 A2 And you can

begin section end

WRITING SAMPLE CONTINUES

Writing. Grade 2, Standard 1 AND **Reading/Informational Text. Grade 2, Standard 1**

A W.2.1 AND **A RI.2.1**

W.2.1
Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, and, *also*) to connect opinion and reasons, and provide a concluding statement or section.

RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

learn about the birds G habitat, G what they eat, where they G migrate G and how to G identifey G them A6 also A6 you can watch videos of the bird and you can here there sound. A2 A3 And I belive you should go to All About Birds.com. A3

begin section end

WRITING SAMPLE CONTINUES

Writing. Grade 2, Standard 1 AND **Reading/Informational Text. Grade 2, Standard 1**
(continued)

A1 **A1 Examples: 1**

The writer introduces the sample's topic and its source *(I have been on All About Birds. com and I have noticed there are stuff you may not know about birds.)*.

A2 **A2 Examples: 1**

To stimulate reader interest, the writer identifies categories of information available on All About Birds.com *(And you can learn about the birds habitat, what they eat, where they migrate and how to identifey them also you can watch videos of the bird and you can here there sound.)*.

A3 **A3 Examples: 1**

The writer states a clear opinion based on preceding information *(I belive you should go to All About Birds.com.)*.

A4 **A4 Examples: 1**

The writer supplies reasons that support the opinion *(First of all you can learn about any bird you want. So it is great for research or just for fun. I used it for research. Another is that if you like screens or like playing games on a screen All About Birds.com is way more educational then a game that pepole play mostly every day. Finaly other pepole may like to learn about birds and you can teach them about birds.)*.

A5 **A5 Examples: 1 · 2**

The writer develops some reasons *(So it is great for research or just for fun. I used it for research... you can teach them about birds.)*.

A6 **A6 Examples: 1 · 2 · 3 · 4 · 5 · 6**

The writer uses linking words and phrases to connect opinion and reasons *(Here are some reseasons, First of all, Another is that, Finaly)* and evidence *(also, so)*.

A6 Here are some reseasons A6 why I think you should go to All About Birds.com. E A4 A6 First of all A6 you can learn about any bird you want. A5 A6 So A6 it is great for research or just for fun. I used it for research. A5

begin section end

WRITING SAMPLE CONTINUES

Writing. Grade 2, Standard 1 AND **Reading/Informational Text. Grade 2, Standard 1**
(continued)

A7 **A7 Examples: 1**

The writer provides a concluding statement that suggests a plausible course of action *(Therefore, I hope you go to All About Birds. com and teach pepole about birds.)*.

Writing. Grade 2, Standard 4

B W.2.4

Produce writing in which the development and organization are appropriate to task, purpose, and audience.

B **Overall text reference**

The writer develops the opinion in a manner appropriate to persuasive writing. The result is an opinion essay that maintains a mostly clear focus and that is organized in a purposeful manner to persuade the reader of the merits of visiting All About Birds.com.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

Writing. Grade 2, Standard 8

C W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

C **Overall text reference**

The writer uses experiences doing research on All About Birds.com and information gathered from the website to convince the reader of the website's value.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

A6 Another is that A6 if you like screens or like playing games on a screen All About Birds.com is way D2 more D2 D1 educational D1 then a game that pepole play D2 mostly D2 D1 every D1 day. E A6 Finaly A6 other pepole may

Language. Grade 2, Standard 1

D L.2.1.b

Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

D1 **D1 Examples: 1 · 2**

The writer uses adjectives in proper contexts *(educational, every)*.

D2 **D2 Examples: 1 · 2**

The writer uses adverbs in proper contexts *(more, mostly)*.

Language. Grade 2, Standard 1 AND **Language. Grade 2, Standard 3**

E L.2.1.a AND **E L.2.3**

L.2.1.a

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

E **E Examples: 1**

The writer produces a series of simple and complex sentences that add variety to the text *(First of all you can learn about any bird you want. So it is great for research or just for fun. I used it for research. Another is that if you like screens or like playing games on a screen All About Birds.com is way more educational then a game that pepole play mostly every day.)*.

begin section end

WRITING SAMPLE CONTINUES

like to learn about birds and A5 you can teach them about birds. A5 A4

A7 Therefore, I hope you go to All About Birds.com and teach pepole about birds. A7

begin section end

END OF WRITING SAMPLE ■

Language. Grade 2, Standard 2

F L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

F Overall text reference

The writer demonstrates in effective and sophisticated sentences mostly consistent command of the conventions of standard English.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

Language. Grade 2, Standard 6

G L.2.6

Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

G G Examples: **1 · 2 · 3**

The writer uses accurately domain-specific and general academic words associated with the study of birds *(habitat, migrate, identifey)*.

END OF COMMENTARY ■