

Grade 2

Third Prompt

Friendly Letter

Writing to a Friend or Family Member

English Language/Arts Content Standard:

1.0 Writing Strategies

1.1 Group related ideas and maintain a consistent focus

1.2 Create readable documents with legible handwriting

2.0 Writing Application (Genres and Their Characteristics)

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Writing Situation

To make sure we don't lose contact with a good friend or family member, we write them a friendly letter. We let them know what we are doing in school, anything special that is happening in our lives, and that we miss them. We also have some questions we want to ask them. For example: "Do you like your school?", "Have you met any new friends?", "What is your home like?", "Who is your best friend?", or "Can you come and play sometime?" (Allow an opportunity for discussion.)

Directions for Writing

Write a letter to find out how your good friend or family member is doing. As you plan your letter, think about what you want to share with your friend. Be sure to include some questions you want answered in your letter. Don't forget, your letter must follow a special format. You need to include the date, salutation, body, closing, and your signature.

Writing and Convention Standards

For this task, students will write a friendly letter that will:

- a. go through the stages of the writing process.
- b. have a central focus.
- c. have enough detail to be interesting.
- d. be written in friendly letter form.
- e. use a comma in a friendly letter after the greeting or salutation.
- f. use capitalization in greetings, with proper nouns, and at the beginning of sentences.

Resources:

Reading/Language Arts Framework for California Public Schools, pp. 78-79

Write Away: Handbook, pp. 72-75

Write Away Program Guide: The Forms of Writing, pp. 13-16;

Reading-Writing Connection, pp. 4

Write Away: Lesson Plans and Assessments, pp. 34-37

Grade 2 Third Prompt Rubric

Friendly Letter Writing to a Friend or Family Member

4	<ul style="list-style-type: none"> ▪ Fully addresses the prompt. ▪ Is clearly organized in a logical sequence. ▪ Clearly groups related ideas and maintains a consistent focus. ▪ Contains all of the elements of a friendly letter; written in correct letter form. ▪ Has complete, coherent sentences that use a variety of patterns. ▪ Has effectiveness and variety of word choice. ▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing. ▪ Has legible handwriting with appropriate spacing.
3	<ul style="list-style-type: none"> ▪ Responds to the prompt. ▪ Is organized in a logical sequence. ▪ Groups related ideas and maintains a consistent focus. ▪ Contains most of the elements of a friendly letter; written in correct letter form. ▪ Has mainly complete sentences that use more than one pattern. ▪ Has some variety in word choice. ▪ Has mainly grade-level appropriate spelling, grammar, capitalization and punctuation; contains some errors that do not interfere with understanding the writing. ▪ Has legible handwriting with appropriate spacing and most letters formed correctly.
2	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt. ▪ May lack a logical sequence of events. ▪ May lack grouping of ideas and/or consistent focus. ▪ Contains few of the elements of a friendly letter; may not be written in correct letter form. ▪ May have incomplete or incoherent sentences that follow one sentence pattern. ▪ Vocabulary may be limited to basic sight words or grade-level appropriate sight words. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Handwriting is mostly legible, but reader needs assistance to understand the meaning.
1	<ul style="list-style-type: none"> ▪ May not respond to the prompt. (May be off topic.) ▪ Lacks a logical sequence of events. ▪ Randomly presents ideas and has no focus. ▪ Is not in correct letter form. ▪ Has mainly incomplete or incoherent sentences. ▪ Vocabulary will be limited to basic sight words with no descriptive language. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ Handwriting may be illegible.
BP	<ul style="list-style-type: none"> ▪ Blank Paper

Grade 2

Third Prompt – Student Page

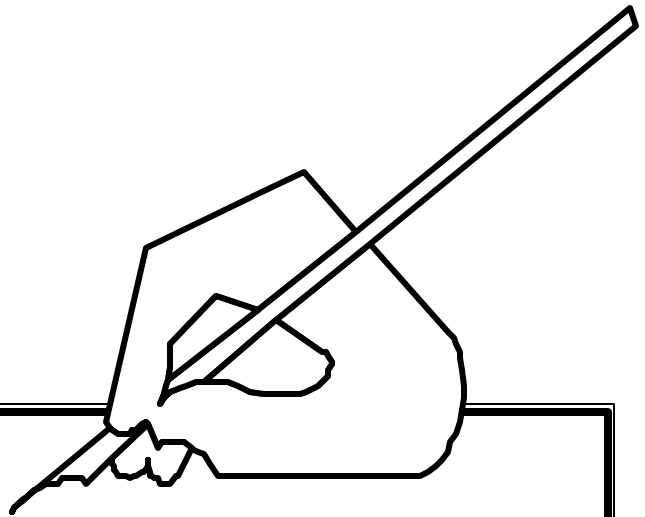
Friendly Letter Writing to a Friend or Family Member

Writing Situation

To make sure we don't lose contact with a good friend or family member, we write them a friendly letter. We let them know what we are doing in school, anything special that is happening in our lives, and that we miss them. We also have some questions we want to ask them. For example: "Do you like your school?", "Have you met any new friends?", "What is your home like?", "Who is your best friend?", or "Can you come and play sometime?"

Directions for Writing

Write a letter to find out how your good friend or family member is doing. As you plan your letter, think about what you want to share with your friend. Be sure to include some questions you want answered in your letter. Don't forget, your letter must follow a special format. You need to include the date, salutation, body, closing, and your signature.



Writing and Convention Standards

For this task, you will write a friendly letter that will:

- a. go through the stages of the writing process.
- b. have a central focus.
- c. have enough detail to be interesting.
- d. be written in friendly letter form.
- e. use a comma in a friendly letter after the greeting or salutation.
- f. use capitalization in greetings, with proper nouns, and at the beginning of sentences.

February 6, 200

Dear Amanda,

Hi! Amanda. I am doing great
school and in magnet. My favorite magn
class is music. My teacher is Mrs. Law
St. is very nice. What are you
doing in school? I miss you becau
I don't get to see you and
I don't get to visit you. Something
special that happened to me is I go

two awards one multiplication award and

one perfect attendance award. Who are

our new friends? Did you get a new

house.

Love your friends,

District Writing Sample Scoring Rationale

Third Prompt, Second Grade

Friendly Letter

Writing to a Friend or Family Member

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Focuses on the prompt.
- b. Contains interesting details that engage the reader.
- c. Uses elements of a friendly letter, and correct letterform.
- d. Contains grade-level appropriate spelling, punctuation, and capitalization.
- e. Questions and detail statements are used well throughout letter that help in engaging the reader.
- f. Legible with appropriate spacing and a variety of word choice.
- g. Ideas are not all organized in a logical sequence. Writer jumps from subject to subject.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student how to organize thoughts into paragraphs.
- b. Using organizers to sequence details of the letter.

Teacher Notes:

February 7, 21

Dear Brett and Bronson,

I sure do miss you. How do you like your new home? I lost a tooth on Monday. Last week I went to Fillmore to get my baby cousin. My aunt is moving in the back room. My cousin Vani is moving in with me. How do you like it up there? Is it cold up there in Tennessee? How are you doing in school? How is Baby and Bronson and Tracy and Uncle Mick doing? How many steps do you have on your house? When are you coming to see me?

Yours truly,

2-8-2001

Dear Nore,

How do you like your new school? I have a new bike. My favorite animal are dogs. What is your favorite animal? My teacher name is Mrs. Hashes. How do you like your new house? I like to eat pizza and when I get home from school I love my wife. Love,

District Writing Sample Scoring Rationale

Third Prompt, Second Grade

Friendly Letter

Writing to a Friend or Family Member

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to prompt.
- b. Uses mainly complete sentences with a definite, central focus of interesting details.
- c. Engaging letter that uses variety of word choice.
- d. Organized in a logical sequence.
- e. Legible, with good spacing.
- f. Uses proper (grade-level appropriate) capitalization, i.e., proper names. along with correct punctuation.
- g. Lacks questions for the reader.

Additional instructional steps for the writer's growth would include:

- a. Reviewing connecting words and also "lead-in" words to a sentence, i.e., next, also, or by the way, finally.
- b. Using of commas between phrases.
- c. Providing instruction on the importance of using questions in friendly letters to keep the reader engage and provide a reason for them to their letter.

Teacher Notes:

Tuesday, February 6, 2007

Dear Addison,

If wish you could come to my birthday party next year. We'll go open presents and eat cake. Ice cream at my house. Then we'll go to the ice cream and play games for 3 hours at John's. Incredible pizza. We could fight each other on Marvel vs. Capcom or buy each other on the bumper cars. Win tickets and buy toys at the ticket stand.

From,

February 6, 20

Dear Carmen,

I miss you so much. Do you like
new house? Maybe I'll visit you some d
Or I'll call you. I remember the old da
We played together in the grass and sand.
I like you for a sister. I want to live with
you.

Your friend

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Initially responds to the prompt.
- b. Organized in correct letterform.
- c. Grade-level appropriate spelling and punctuation.
- d. Handwriting is legible.
- e. Capitals are randomly placed.
- f. Fades from a thank you letter to being just a friendly letter.
- g. Lacks supporting details.

Additional instructional steps for the writer's growth would include:

- a. Providing paragraph instruction for indention and focusing on the main idea.
- b. Demonstrating the proper use of capital letters.
- c. Reviewing the elements of thank you letters.

Teacher Notes:

Jan. 31, 2001

Dear Timothy,

I had a party yesterday
at my house it was fun.
What have you bin doing? I hope
you bin doing good in your school.
I have bin doing math. My mom
comes to my school at 1:00 o'clock.
She wants to come at 2:00 o'clock but it is
busy because she gets some stuff to do at are hours.

Your friend,

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Responds to the prompt – contains elements of a friendly letter.
- b. Varied sentence patterns.
- c. Uses complete sentences.
- d. Handwriting is mostly legible.
- e. Good punctuation and use of capitals.
- f. Spelling errors are evident but do not interfere with understanding.
- g. Spacing is inconsistent which cause some words to run together.

Additional instructional steps for the writer's growth would include:

- a. Providing explicit spelling instruction.
- b. Emphasizing spacing for separation of words.
- c. Providing experiences using descriptive language and sensory imagery.

Teacher Notes:

Dear Amanda how is
your new home and school.
I wish you still came to
this school. I miss you.
I hope you have a good
talent times. You were my
best friend my only friend
when I first was here thank
you for being my friend.

See ya

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Responds to the prompt – contains elements of a friendly letter.
- b. Varied sentence patterns.
- c. Uses complete sentences.
- d. Handwriting is mostly legible.
- e. Good punctuation and use of capitals.
- f. Spelling errors are evident but do not interfere with understanding.
- g. Spacing is inconsistent which cause some words to run together.

Additional instructional steps for the writer's growth would include:

- a. Providing explicit spelling instruction.
- b. Emphasizing spacing for separation of words.
- c. Providing experiences using descriptive language and sensory imagery.

Teacher Notes:

February 6, 2001

Dear Samy,

I'm doing good in school.

I am getting assignments.

How are you doing in school?

Do you have aerobics?

Are you having fun at your home?

Your friend

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Uses one sentence pattern.
- b. Misspelled frequently used words, i.e. rile (really).
- c. Vocabulary limited to basic sight words/grade level words.
- d. Not organized in correct letterform.
- e. Good use of capitals and periods.
- f. Spelling of words requires assistance for understanding.
- g. Lacks a logical sequence of events.

Additional instructional steps for the writer's growth would include:

- a. Modeling a variety of sentence patterns.
- b. Writing instruction to provide details and support for the main subject.
- c. Reviewing letter format.

Teacher Notes:

Dear Eric,
I miss you a lot. I remember
when we had a lot of fun. I
probably come visit you
one day or some day okay. I
am writing you this letter.
Maybe you could write me
a letter back.

Your friend,

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Stays on topic.
- b. Limited vocabulary and no descriptive language.
- c. Random capitalization and lack of punctuation.
- d. Has a proper closing, greeting, and date.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student the proper use of capital letters.
- b. Teaching the student the use of punctuation – end marks, and commas, after greeting.

Teacher Notes:

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February 2, 2001

EAT MATIO, O

As your letter nam

had you. fire at

that cineof car you got

Just your FRIEND name!

love



2-13-01

Dear mom

hi mom do you think uBT
 me I think uBT you
 think uBT me
 how do you do en
 I like to be have
 you or my Best mom
 I like you mom
 my mom

Love me



District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Incomplete or incoherent sentences.
- b. Not organized in correct letter form.
- c. Uses inventive spelling and no punctuation.
- d. Limited descriptive language.
- e. Lacks spacing between words.
- f. Lacks punctuation marks.
- g. Spelling is phonetic and assistance is needed to understand meaning.

Additional instructional steps for the writer's growth would include:

- a. Reinforcing the need for spacing through shared writing approach.
- b. Providing grammar instruction.
- c. Teaching the student the use of correct letter form.
- d. Demonstrating the use of punctuation.

Teacher Notes:

AsA why don't you play with me?

When your friends come you don't

et me play the play station

write back and let me know if I

could play next time.