

Grade 2 Second Prompt

Friendly Letter Writing a Thank You Note

English/Language Arts Content Standards:

- 1.0 Writing Strategies
 - 1.1 Group related ideas and maintain a consistent focus.
 - 1.2 Create readable documents with legible handwriting.
 - 1.4 Revise original drafts to improve sequence and provide more descriptive detail.
- 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

Each of us has had a time when someone has done something nice for us. They may have helped us with a difficult project, taken us to a special place, or surprised us with a gift. To let those people know how much they are appreciated, we send them thank you notes. (Allow an opportunity for discussion.)

Directions for Writing

Write a thank you note to a person who has done something nice for you. Before you write the body of your thank you note, make a list of what you want to include. For example, thank them for what they did for you, and be sure to include what made it so special for you. Remember, you are writing a thank you note, so it will look different than a story. Be sure you have included the date, your salutation, and closing. Remember to add your signature.

Writing and Convention Standards

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

- a. have a purpose.
- b. contain clear and coherent sentences.
- c. have a date, greeting, body, closing, and signature.
- d. have capitalization at the beginning of sentences and greeting.
- e. have commas after the greeting and closing.

Resources:

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

Write Away: Handbook, p. 68-71

Write Away: Program Guide: Reading-Writing Connection, p. 4

Write Away: Lesson Plans and Assessments, pp. 30-33

Grade 2 Second Prompt Rubric

Friendly Letter Writing a Thank You Note

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; organized 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; organized 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 a consistent focus. ▪ Contains few of the elements of a friendly letter; may not be organized 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 organized 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

Second Prompt – Student Page

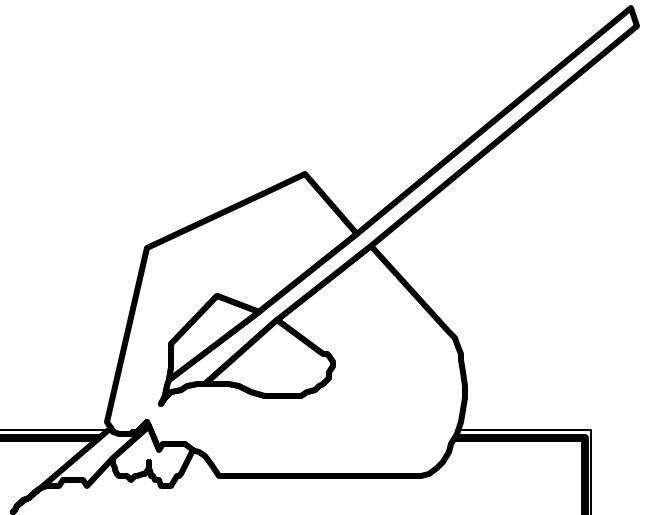
Friendly Letter Writing a Thank You Note

Writing Situation

Each of us has had a time when someone has done something nice for us. They may have helped us with a difficult project, taken us to a special place, or surprised us with a gift. To let those people know how much they are appreciated, we send them thank you notes.

Directions for Writing

Write a thank you note to a person who has done something nice for you. Before you write the body of your thank you note, make a list of what you want to include. For example, thank them for what they did for you, and be sure to include what made it so special for you. Remember, you are writing a thank you note, so it will look different than a story. Be sure you have included the date, your salutation, and closing. Remember to add your signature.



Writing and Convention Standards

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

- a. have a purpose.
- b. contain clear and coherent sentences.
- c. have a date, greeting, body, closing, and signature.
- d. have capitalization at the beginning of sentences and greeting.
- e. have commas after the greeting and closing.

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Focuses on prompt – organized in correct letter form.
- b. Variety in sentence pattern.
- c. Grade-level appropriate spelling, capitalization, and punctuation.
- d. Legible handwriting with appropriate spacing.
- e. Opening sentence is engaging for the reader.
- f. Including interesting details.
- g. Purpose of the letter and intent is clearly stated. Writer adds personalized information make the letter friendly.

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

- a. Providing instruction on how to incorporate more descriptive language and sensory images.

Teacher Notes:

Dear Mom,

I am writing a letter
to thank you for all the
presents you gave me. I
really like my skates. ~~Skating~~
is my favorite thing to do.
You are the best mom in the
whole world.
I will always love you.

I love

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Focuses on prompt – organized in correct variety in sentence pattern.
- b. Variety in sentence pattern.
- c. Grade-level appropriate spelling, capitalization, and punctuation.
- d. Legible handwriting with appropriate spacing.
- e. Opening sentence is engaging for the reader.

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

- a. Modeling the use of descriptive language/sensory images.
- b. Teaching the student how to add supporting details to their writing.

Teacher Notes:

--

January 11, 2000

Dear Mom and Dad,

Thank you Mom for the back pack.
Now I can take my new back pack
to school. Thank you Dad for the baseball
thing now I can practice hitting the ball.

Love,

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 4 low

Characteristics that make the paper a low 4

- a. Responds to prompt – organized in correct letter form.
- b. Mostly contains grade-level appropriate spelling, capitalization, and punctuation.
- c. Legible handwriting.
- d. Needs to stay focused on the prompt and the original purpose for the thank you letter.
- e. Needs more sensory images and descriptive details.
- f. Writer uses “I” to begin a majority of the sentences.

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

- a. Providing activities which enable adjectives/“describing word” vocabulary to be expanded.
- b. Reviewing indentation and punctuation.
- c. Providing a variety of words to use to start sentences.
- d. Demonstrating how to plan writing to maintain focus.

Teacher Notes:

1-9-01

Dear Grandfather,

Thank you for taking me to Camelot Park. I had fun playing the game.

I made a new friend. I had fun playing with him. I love you thanks for being a Grandfather.

Love

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to prompt – organized in correct letter form.
- b. Complete sentences with interesting details.
- c. Grade-level appropriate capitalization and punctuation.
- d. More than one sentence pattern.
- e. Details are in the note, but describing words could have enhanced the letter in sentence structure.

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

- a. Developing a “describing vocabulary”.

Teacher Notes:

--

1/9/01

Dear Auntie Karen,
Thank you for the porcelain
doll you gave me. She is
beautiful and wears tights.
On the card her name is Carrie
I love her ringlets. Her dress is
pretty too.

With Love,

District Writing Sample Scoring Rationale
Second Prompt, Second Grade
Friendly Letter
Writing a Thank You Note

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to prompt – organized in correct letter form.
- b. Stays with topic and opening sentence.
- c. Legible, appropriate spacing – letters formed correctly.
- d. Appropriate capitalization and punctuation.
- e. Uses supporting details.
- f. Has more than one sentence pattern.
- g. Good closing statement.

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

- a. Strengthening “describing word” vocabulary through modeled writing.

Teacher Notes:

January 10, 2001

Dear Mrs. Floyd,

Thank you for being a good Vice Principal and giving me good referrals. I really like you when you help kids with problems and being nice to us. I like it when you give me candy and I'm going to miss you when you go to a new job. I really hope you have a nice time at your new job.

Love,

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:

January 9, 2

Dear Diana

Thank you for the Barbie
that you give me. It was
pretty. I hope you have
a great day. I hope you
learn a lot of math with
Miss Cabrera. How are you
doing in class?

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:

1-9-001.

Dear Grandma,

Thankyou for the Scooter
I love it But im still practising.
Now my brother wants one too.
I Love you Theres ages.

Loveingly,

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Responds to the prompt.
- b. Contains few of the elements of a friendly letter.
- c. Handwriting is mostly legible.
- d. Vocabulary is limited to basic sight words.
- e. Correct spelling of most words.
- f. Uses personal statements that tells “what” and “why”.
- g. Lacks content to provide detail and description.

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

- a. Providing instruction with varied sentence patterns.
- b. Using of describing words and sensory words.
- c. Reviewing elements of thank you letters such as the structure of the letter and details to incorporate into the letter.

Teacher Notes:

--

Dear Court. Replies January 10 2001.

Thank you for the baseball bat.

I like it. I like it very much.

I like it because it's fun and I play it.

Love,

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 Mom →

Thank you for buying me some
sweatpants.

And thank you for buying me some
socks.

Thank you very much.

... you are nice people.

Thank you for buying
me my favorite pencils.

Love

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:

--

Dear Dad ^{January 9, 2001} blind/MAA

Thank You for the close

You got me I we left a lot
and I love it.

Love,

District Writing Sample Scoring Rationale

Second Prompt, Second Grade

Friendly Letter

Writing a Thank You Note

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Has incomplete sentences/incoherent sentences.
- b. Misspells frequently used words or sight words.
- c. Uses same sentence patterns.
- d. Lacks logical sequence of events.
- e. Uses capitalization and punctuation within each sentence fragment.
- f. Does not provide an elaboration of details to describe the main topic.

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

- a. Providing instruction on elaboration of ideas.
- b. Modeling sentence structure for coherent sentences.

Teacher Notes:

My 2nd grade class

Dear, Mom, and, Dad,

Thank you for my puppy. It is so
It is lovable. It is sweet. It is
nice to my friends. It talks.
It walks. It smells. It do's chirp

Love, ♥

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:

УТВЕРЖДЕНО И СЛОВО

DEAR ~~AND FRIEND~~ FOR THE KENDO
CUSHI IS HIS KUDO A
LOVE.