

GRADE 2 LITERACY IN SOCIAL STUDIES: WHERE IS HOME?

ANNOTATED STUDENT WORK

Annotated student work in this section contains student work at a range of score points. The student work shows examples of student understandings and misunderstandings of the task. The work is annotated against the standards cited for the task. The summaries explain how each example was scored against the Common Core-aligned rubric, and the next steps suggest possible instructional moves a teacher could take with each student.

PERFORMANCE TASK RUBRIC – GRADE 2 – INFORMATIONAL WRITING

| Grade 2 Writing Rubric | Level 1: Novice | Level 2: Intermediate | Level 3: Proficient | Level 4: Above Proficient |
|---|---|---|--|--|
| Focus/Genre Students write informative/explanatory texts about a topic. | When asked to write an informational text that teaches people important information and ideas about a topic, the writer writes an opinion and/or story in an attempt to write factual information. The information given is likely to be tangentially related to the topic. | When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic he or she knows about and includes some information about the topic. Most of the information is related to the topic although the writer may include a narrative statement in the piece as if it is a fact. | When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic. | When asked to write an informational text that teaches people important information and ideas about a topic, the writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic. |
| Organizes Information Students write informative/explanatory texts in which they categorize related information. | The writer provides information, although he or she does not categorize the information into subtopics. | The writer gestures toward dividing his or her larger topic into subtopics; however, the subtopics are too narrow to hold up as entire categories. | The writer divides his or her larger topic into subtopics. Each subtopic is addressed in a different section of the text. Most (or all) of the information within each section relates to the subtopic. | The writer categorizes information into subtopics that not only include related information about the topic, but also ideas or concepts. |
| Introduction Students write informative/explanatory texts in which they introduce a topic. | The writer does not name the topic he or she is writing about. | The writer names the topic that he or she is writing about. | The writer includes an introduction to the topic. | The writer includes an introduction to the topic, which provides a preview of the main points. |
| Development Students write informative/explanatory texts in which they use facts and definitions to develop points. | The writer includes a sparse collection of information drawn primarily from personal experiences to develop his or her topic. | The writer develops his or her topic with examples, feelings, and/or facts drawn primarily from personal experiences. | The writer develops his or her topic with examples, feelings, and facts as well as definitions. This information is drawn from at least one outside source that relates to the topic. | The writer develops his or her topic with facts, definitions, and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic. |
| Conclusion Students write informative/explanatory texts in which they provide a concluding statement or section. | The writer ends abruptly without providing a conclusion. | The writer provides a general concluding statement that could apply to any topic, rather than relating to the specific topic. | The writer provides a concluding statement or section that fits with the topic or at least some of the information. | The writer includes a concluding statement or section, restating and/or building on the topic and main points. |

Student A

I like to live in a suburban community
Written By: Student A
Level 3

I like to live in a
suburban community

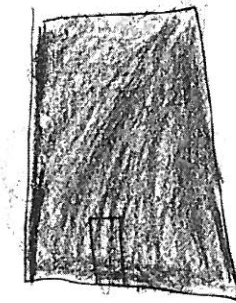
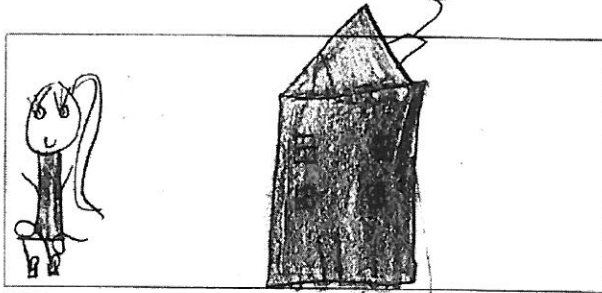


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Introduction



I want to live in a
suburban community. I want
to live in this community
because it has backyards. This
community has houses, malls,
and houses. There things I going
to give you more information
about is places to live, places
to visit and Jobs.

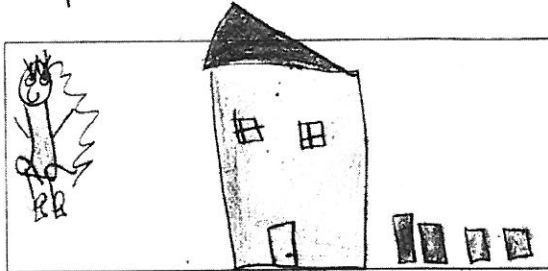
2

Introduction

I want to live in a suburban community. I want to live in this community. because it has backyards. This community has houses, malls, and houses. There things I going to give you more information about is places to live, places to visit and Jobs.

Comment [ss1]: Student introduces topic by naming the topic, "I want to live in an suburban community," and by previewing the information that will follow. Student gives examples of features of a suburban community "backyards, malls, house's." [W.2.2]

Places to Visit



These are many places to visit in a suburban community. In a suburban community you can visit shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries. The suburbs are nice places to visit because of all these places we can go to.

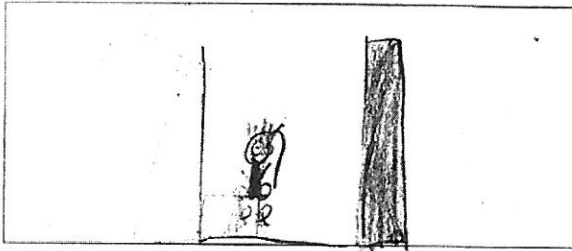
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Places to Visit

There are many places to visit in a suburban community. In a suburban community you can visit shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries. The suburbs are nice places to visit because of all these places we can go to.

Comment [ss2]: Student uses facts in the form of a list "shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries" in order to begin to develop the point that there are multiple places to visit in a suburban community.

Jobs



There are many jobs in a
suburban community. There's a
lot of jobs you can work at
the malls, you can work at salons,
cleaners and restaurants.

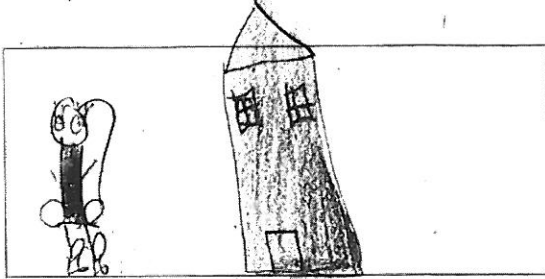
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Jobs

There are many jobs in a suburban community. There's a lot of jobs. you can work at the malls, you can work at salons, cleaners and restaurants.

Comment [ss3]: Student lists locations where one can work in a suburban community, "malls", "salons", "cleaners", "restaurants." [W.2.2]

Places to live



you can live in a townhouses
house's or some apartments.
Some poeple live in mobile
homes too!

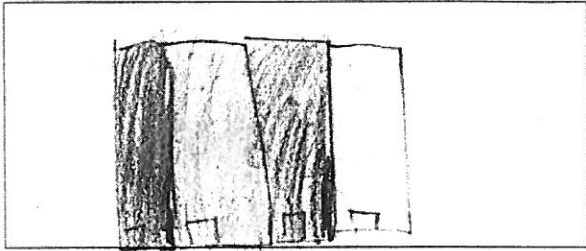
5

Places to live

You can live in a townhouses house's or some apartments. Some people live in mobile homes too!

Comment [ss4]: Student provides some factual information, "live in townhouse's or some apartments" as well as details that are not supported by the provided texts, "some people live in mobile homes too!" [RI.2.10, W.2.2]

Transportation

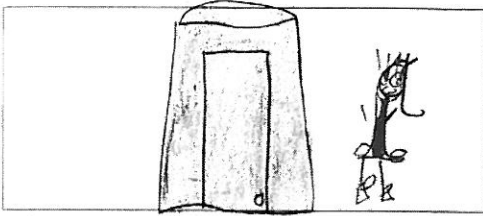


There are many ways to travel
in a suburban community because
there are a lot of cars, trucks,
buses, trains.

There are many ways to travel in an suburban community because there are a lot of cars, trucks,
base's, trains.

Comment [15]: The details in this section do not give enough information to distinguish a suburban community from a rural or urban community. [W.2.2]

Conclusion



I want to live in
suburban community I want
to live in a suburban community
because you can go shopping
and you are surrounded by a
a lot of houses and that's
why I want to live there
Do you live in a suburban
community.

7

Conclusion

I want to live in suburban community I want to live in suburban community because you can go shopping and you are surrounded by a lot of houses and that's why I want to live there Do you live in a suburban community.

Comment [16]: Student provides a concluding section, restating the opinion that he/she would like to live in a suburban community. Student supports this conclusion by providing examples of life in a suburban community from the different categories detailed in the body of the essay. [W.2.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

The overall rating for this piece is 3. Student demonstrates performance that is meeting expectations as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|--|--|
| Introduce a topic | This student provides an attempt at an introduction by naming the topic, providing an opinion, and giving an example of a unique feature of a suburban community to support the stated opinion, "because it has bakeyards." | Student could further develop the introduction by elaborating on his/her opinion, in contrast to other communities: urban and rural. Having students complete venn diagrams during the reading and note-taking stage will help facilitate an understanding of compare/contrast. |
| Use facts and definitions to develop points | Student uses four sub-topics, places to visit, jobs, places to live, and transportation, to begin to use facts to develop the topic. The supporting evidence, as seen in examples of places to visit, jobs one might hold, places to live, or modes of transportation, are written in a list format that lacks definitions for domain-specific vocabulary. Student varies sentence structure which demonstrates an understanding of linking ideas in a paragraph form as opposed to listing. | Student could practice elaborating on facts by providing qualifying details, such as, suburbs contain malls, <i>where people can shop for clothes</i> . Additionally, a glossary (as noted in the task), would have addressed the lack of definition for the wealth of domain-specific vocabulary that the student provided. Guidance for this can be seen in the learning plan. |
| Provide a concluding statement or section | Student writes a concluding statement. The conclusion begins with a restatement of the student's opinion with details to help summarize. | |

Student B

All about the suburbs
Written By: Student B
Level 2

All about the Suburbs

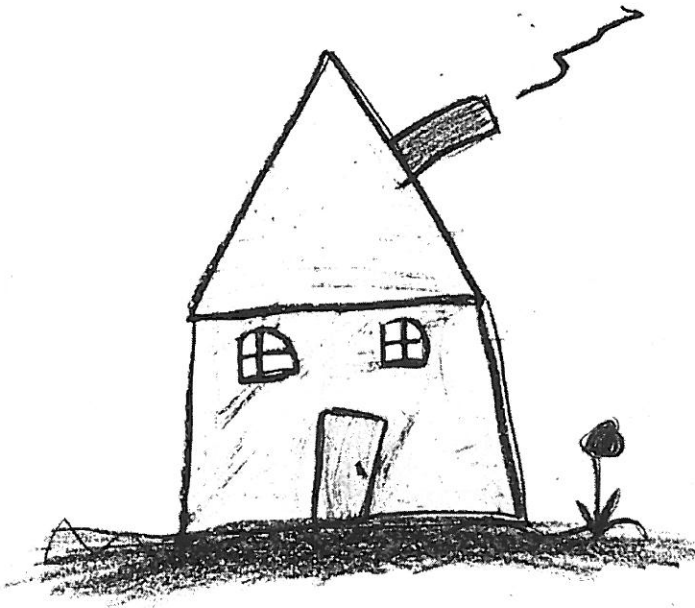


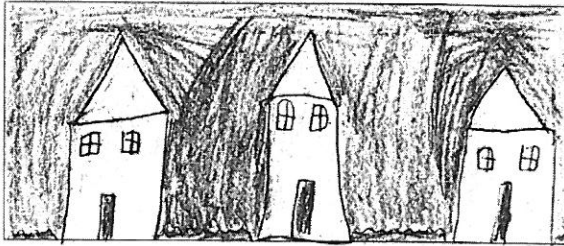
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Introduction



I want to live in a suburban
community. I want to live in this
community because I love townhouses
This community does not have a lot of
traffic and it has room for houses. Also
the suburbs have some open land the
three things I am going to give you more
information about is to live in jobs, and
space.

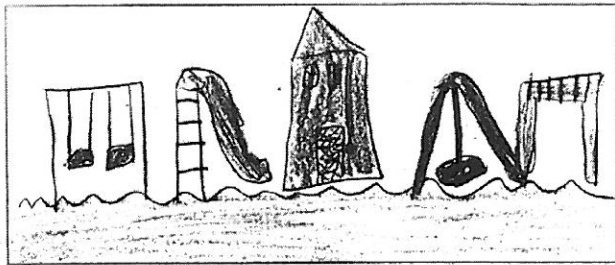
2.

Introduction

I want to live in a suburban community. I want to live in this community because I love townhouses. This community does not have a lot of traffic and it has room for houses. Also the suburbs have some open land the three things I am going to give you more information about is to live in jobs, and space.

Comment [17]: Student introduces topic and gives examples of key features. Student previews information that follows. [W.2.2]

Homes to live in



There are many types of homes in an
suburban community to live in. There
are houses to live in. There are
townhouses to live in. There are
also apartments to live in. There are trailer
homes to live in. There are houses
that have playgrounds and parks.

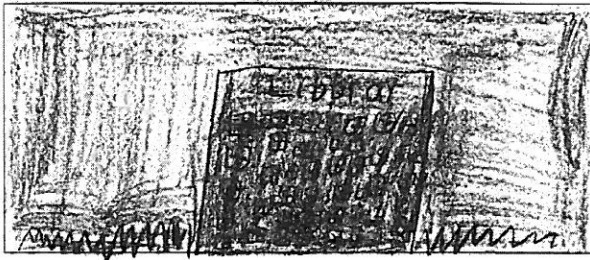
3

Homes to live in

There are many types of homes in an suburban community to live in. There are houses to live in. There are townhouses to live in. There are also apartments to live in. There are trailer homes to live in. There are houses that have playgrounds and parks.

Comment [18]: Student identifies the fact that there are multiple types of homes in a suburban community and elaborates on the fact by listing types of homes one may find. Student attempts to define key terms by noting that "there are houses that have playgrounds and parks." However, this suggests an incomplete understanding of suburban homes. Additionally, "trailer homes" is not in any of the informational texts and is therefore not textual evidence. [W.2.2]

Jobs



There are many Jobs to work in.
There are offices in a suburb
to work in. There are schools and
malls to work in. There are little
stores to work in. There are
Libbraes to work in.

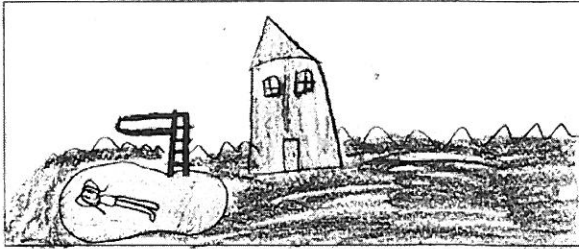
4

Jobs

There are many Jobs to work in. There are Offices in a suburb to work in. There are schools and malls to work in. There are little stores to work in. There are Libbraes to work in.

Comment [19]: Student repeats the same phrase in each sentence, thus providing more of a list than a paragraph with varying sentence structures.

Space



A suburban community is an interesting place. There isn't a lot of traffic. There are room for other houses. There are townhouses and there are Back yards. and it has Pools.

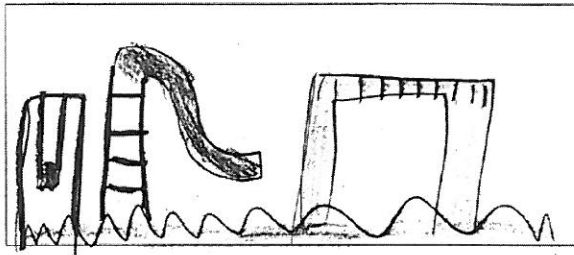
5

Space

A suburban community is an interesting Place. There isn't a lot of traffic. There are room for other houses. There are townhouses and there are Back yards. and it has Pools.

Comment [10]: Student provides an opinion and uses facts to support this opinion: "a suburban community is an interesting place. There isn't a lot of traffic." [W.2.2]

Conclusion



I want to live in a suburban
community because There are
Pools in the Back of the
house. There are roofs
to look out, there are also
Parks. I like the Surban
community because there are Pools,
Parks Playgrounds. Do you live in a
surban community?

6

Conclusion

I want to live in a suburban community because there are pools in the Back of the house. There are roofs to look out. there are also Parks. I like the surban community because there are Pools, Parks, Playgrounds. Do you live in a surban community?

Comment [11]: Student provides a **concluding statement** by restating the original opinion, "I want to live in a suburban community" and restates details from the body of the essay. [W.2.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

The overall rating for this piece is 2. Student demonstrates performance that is working toward expectations, but is not consistently meeting them as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|---|--|
| Introduce a topic | Student introduces topic, "I want to live in a suburban community," and overarching details. | To further develop this introduction, the student could include language that connects the feature to the community. Having students complete venn diagrams during the reading and note-taking stage will help facilitate an understanding of compare/contrast. |
| Use facts and definitions to develop points | Student provides three categories in body of essay. Many of the facts and details are listed with repetitive sentence structures. | Next step for student could be to practice linking using linking words to help vary sentence structure. Student could elaborate and provide definitions for domain-specific vocabulary. A glossary (as noted in the task) would have addressed this element. Guidance for this can be seen in the learning plan. |
| Provide a concluding statement or section | Student concludes the writing piece by restating the original opinion of wanting to live in a suburban community. | |

Student C

Life in a suburban Community
Written By: Student C
Level 2

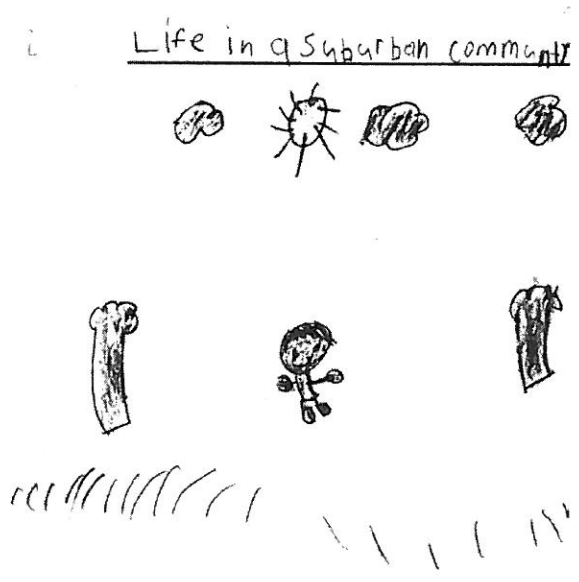
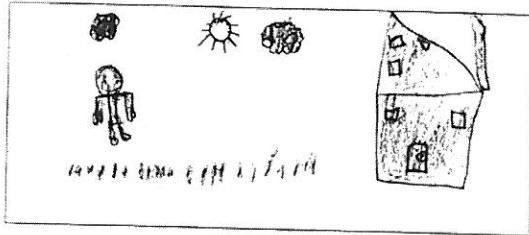


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Introduction



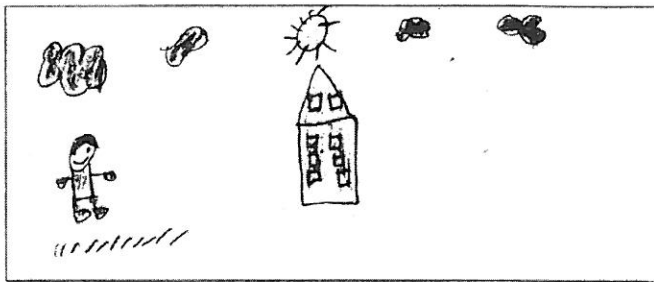
I want to live in a suburban community.
I want to live in a suburban community
because I want to live in a
townhouse. This community has less
traffic and a lot of townhouse. Let
me tell you more information
about jobs and space.

Introduction

I want to live in a suburban community. I want to live in a suburban community because I want to live in a townhouse. This community has less traffic and a lot of townhouse. Let me tell you more information about jobs and space.

Comment [A12]: Student introduces topic 'I want to live in a suburban community' and leads reader into the rest of the text. [W.2.2]

Jobs

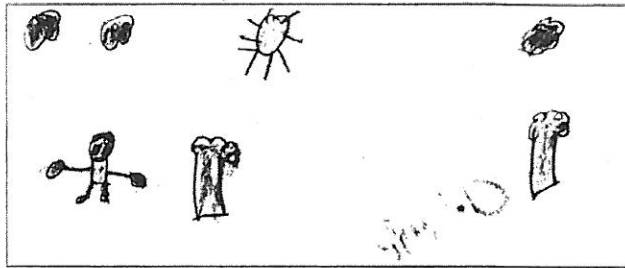


There are many jobs you can
have in a suburb community.
People can build things in a suburb
community. People can work in a suburb
school and they can work at
a mall and they can work at a restaurant
too!

There are many jobs you can have in a suburb community. People can build things in a suburb community. People can work in a suburb school and they can work at a mall and they can work at a restaurant too!

Comment [113]: Student begins to develop topic by providing four facts, but lacks qualifying phrases that would help define or explain key terminology, e.g., a mall, where you can buy clothes, people can build things such as _____ because there is more space for tool sheds. [W.2.2]

space



A suburban community is an interest
Place. It is interest because it
has lots of trees they have
beautiful homes to visit they
have meadows and Parks
with a lot of space run arand

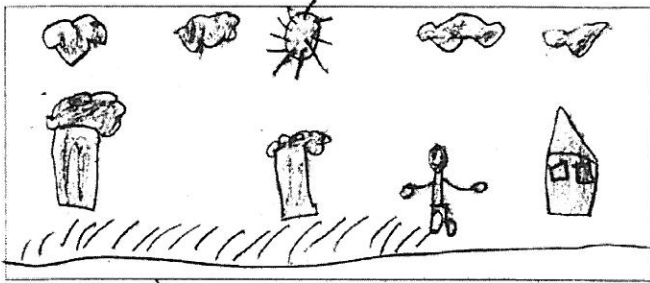
Space

A suburban community is an interest Place It is interest because it has lots of trees they have beautiful homes to visit they have meadows and Parks with a lot of space run arand

Comment [A14]: Student provides facts "trees", "meadows," "beautiful homes." [W.2.2]

Comment [A15]: "With a lot of space run arand," shows emerging use of details to define/explain but this could be more developed [W.2.2]

conclusion



I want to live in suburban
community? would you
want to live here too?

Conclusion
I want to live in suburban community would you want to live here too?

Comment [A16]: Student provides a sense of closure but gives no concluding summary. [W.1.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

The overall rating for this piece is a level 2 on the low end of the range. Student demonstrates performance that is working toward expectations but demonstrates inconsistent and emerging ability to meet the standard as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|---|--|
| Introduce a topic | This student attempts an introduction by naming the topic, Suburban Communities, and providing details. | Student would benefit from viewing sample essays and practicing grouping details in a graphic organizer that relate to appropriate sections of an essay. |
| Use facts and definitions to develop points | Student provides only two categories for the body of their essay. Some of the details do not explain how the suburbs are different: "people can work in a suburban school." There is also emerging use of detail ("they have meadows and parks with a lot of space to run arand") but this skill is still inconsistent. | A glossary (as required by the task) was not provided by the student. This suggests more support is needed around the purpose of a glossary and how to create one. Guidance for this can be seen in the learning plan. Creating a glossary would support the student in transferring more details and definitions into the body of the essay. |
| Provide a concluding statement or section | Student attempts to write a concluding statement. However, the language of the conclusion falls short of the grade standard, and aligns more closely with the Grade 1 standard, that "student provides a sense of closure," than the elaboration expected in 2nd grade. | |