

Grade 2 Informative/Explanatory Writing Standard W.2.2

Grade 2 Informative/Explanatory

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

The Reading/Thinking/Writing Task

Students listened to and/or watched the stories *Cinderella* by Charles Perrault and *The Rough-Face Girl* by Rafe Martin multiple times before summarizing and discussing similarities and differences of the texts as a group. At the final reading and discussion of the two books, students analyzed the two texts for similarities and differences while they took notes on a provided graphic organizer. Students were then given the focusing question, *How are the versions of Cinderella by Charles Perrault, and The Rough-Face Girl by Rafe Martin, the same and different?*

This is a question that requires students to think both concretely (in order to contrast) and more abstractly (in order to compare) about both stories and to organize that thinking in writing. Students were provided with a focus if needed, reminded of the parts of a basic essay, and then wrote independently. Students were asked to revise and edit their own pieces before handing them in to the teacher.

Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.

Focus of the Writing Task

How are the versions of Cinderella by Charles Perrault, and The Rough-Face Girl by Rafe Martin, the same and different?

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

- ★ *Class: 2nd grade ELA*
 - focus on inferential thinking in literature (compare/contrast)
- ★ *Curriculum unit*
 - students analyze similarities and differences in two versions of Cinderella
 - emphasis on finding evidence in text, recording that evidence, and writing a basic essay
- ★ *Standards*
 - Reading: RL.2.1, RL.2.7, RL.2.10
 - Writing: W.2.2, W.2.8, W.2.10

How did students build the knowledge they needed?

- ★ *Texts and Video*
 - *Cinderella* by Charles Perrault and *Rough-Face Girl* by Rafe Martin
- ★ *Reading and re-reading*
 - students heard the texts read aloud multiple times (video reading of texts, optional) and discussed similarities and differences between the two texts
 - students took notes using common graphic organizers

What instructional approaches were used to teach writing?

- ★ *Craft lessons*
 - students were introduced to basic expository structures (Painted Essay® in many forms and more) including such elements as introductions, grouping related information together, and conclusions. students were given a graphic organizer to help them write notes for a compare/contrast essay
- ★ *Writing approaches*
 - students were reminded of the elements that make up a strong essay in the directions. They then wrote and proofread independently.

What was the timeframe?

Brief (2-3 class periods)

Standard W.2.2
Grade 2
Proficient

Alike and Different

We read Cinderella by Charles Perrault and The rough face Girl By Rafe Martin are alike in many ways and different in other ways. Both books have happy endings. The sisters laughed in both stories. In Cinderella she gets her magic from the wand in the rough-face girl she gets her magic from the lake. In Cinderella the man lives in a palace in the rough-face girl the man lives in a wig-wam.

The two books are the same and different in many ways.

Standard W.2.2
Grade 2
Approaching

Cinderella and the Rough-Face Girl

We Read the story Cinderella by: Charles Perrault and the Rough Face Girl by: Rafe Martin.
The sisters try to win Love for a man. The sisters think they are better than the man chooses. In both stories they want to marry a man. In Cinderella they had a step mom. In the Rough Face Girl they had a dad. In Cinderella they were rich. In the Rough face Girl they were poor. How to get married. Endings get married live happily ever after.

Standard W.2.2
Grade 2
Beginning

Winning Love

In the Rough Face Girl and Cindel many things are same and different because the sisters try to win love in both stories. In both stories the evil stepmother and the sisters laugh at Cinderella and the rough face girl at the end they get married and live happily ever after.

Standard W.2.2
Grade 2
Exceeds

Same and Different in Many Ways

We read Cinderella and the rough faced girl. they are the same and different in many different ways. In both stories the sisters acted the same. They were both hard hanted and cruel. In both stories the sisters don't think the main character is good enough. both stories are alike on the endings because they live happily ever after.

Now I'll tell you about my differences. In Cinderella they were rich and gave the step sisters whatever they wanted. In the Rough-face-girl they were poor. In Cinderella her fairy god mather gave her a beautiful gown along with a coach made out of pure gold and a pare of glass slippers. In the Rough-face-girl she had to ware here dad's old steched pare of maccosins from last year.

In Cinderella the prince lives in a palace. In the Rough-face-girl rhw invisible man lives in a wigwam. They are alike and different in many different ways.

Standard W.2.2
Grade 2
Proficient

Alike and Different

We read Cinderella by Charles Perrault and The rough face Girl By Rafe Martin are alike in many ways and different in other ways Both Books have happy endings. The sisters laughed in Both stories. in CindereLLa she gets her magic from The wand in the rough-face girl she gets her magim from The Lake. In CindereLLa the man Lives in a Palce in the rough-face girl The man Lives in a wig-wam. The Two Books are the same and Different in many ways.

Introduces the topic by naming the two texts

The focus, that the two books are alike and different, is clear and maintained.

Uses details (evidence) from both stories **to develop the point**

Provides a concluding statement that restates the focus of the piece

Final Thoughts **(Gr 2 Informative: Proficient)**

Overall, this second grade essay shows solid understanding of the topic, the similarities and differences in the books *Cinderella* by Charles Perrault and *The Rough-Face Girl* by Rafe Martin. The focus is clearly stated at the beginning and the end, and is sustained throughout the piece.

The writer organizes the body of the essay using two examples (evidence) to support the focus of how the books are alike, then two examples of how the books are different. Even though the examples chosen to support the focus are obvious to readers of the texts and lack context and elaboration to make the comparisons more clear, this piece is still proficient for grade 2. A concluding statement reminds the reader of the focus of the piece.

A Word About Language and Conventions **(Gr 2 Informative: Proficient)**

Although there are some errors, this second grade writer shows *overall control* over grade-level language and conventions.

Standard W.2.2
Grade 2
Approaching

Cinderella and the Rough-Face Girl

We Read the storey Cinderella by: Charles Perrault and the Rough Face Girl by: Rafe Martin. The sisters try to win Love fo man. The sisters think thay era betr then the man caer. In both stores thay winit to mare a man. In Cinderella thay had a step mom. In the Rough Face Girl thay had a dad. In Cinderella thay was Rich. In the Rough face Girl thay was pory. How to get marry. Endings get married live happily ever after.

Introduces the topic by naming the books read.

The focus of the piece, how the texts are alike and different, is unclear.

Uses some details (evidence) from both stories **to develop the point**

The writer attempts a **concluding statement**. It is unclear if the writer is concluding the essay or making a last comparison.

Final Thoughts
(Gr 2 Informative: Approaching)

Overall, this second grade essay shows a limited understanding of the topic, the similarities and differences in the books *Cinderella* by Charles Perrault and *The Rough-Face Girl* by Rafe Martin. The focus is missing from the beginning, where it is unclear if the writer is comparing the similarities of the two books. For example, in the sentence, “The sisters try to win Love fo man” the reader cannot tell if the writer meant this sentence to be a comparison of what’s alike in the two stories.

The writer does show some understanding by organizing evidence into things that are alike in the two stories, then things that are different.

The writer would benefit from a conference with the teacher explaining the importance of having a focus statement. Craft lessons about how to compose sentences, and the purpose of a conclusion would also help this writer.

A Word About Language and Conventions
(Gr 2 Informative: Approaching)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.2.2
Grade 2
Beginning

Winning Love

In the Rough Face Girl and Cindel mane tigs are same and diffit decus

the sistr try to win love in both stores. In both stors the cariter cage and the sister laugh at Cinderella and thr ruf face girl at the end tahye get mared and live haple av afte.

Introduces the topic by naming the two books that are being compared

The focus of the piece is clearly stated at the beginning of the text.

The writer attempts to **develop the topic with** details (evidence) from the texts, but ends up comparing only the elements of the two stories that are similar.

There is no attempt to **provide a concluding statement or section.**

Final Thoughts **(Gr 2 Informative: Beginning)**

Overall, this essay shows some understanding of the topic. The writer, however, either misunderstood the task and/or neglected to complete the task, which was to compare and contrast the elements in two versions of Cinderella. The writer introduced the topic by naming the two titles of the texts being compared and attempted to focus the piece with the first sentence. However, the focus was not maintained throughout the piece.

Errors in usage, punctuation, capitalization, and spelling are frequent and often obscure meaning.

This writer would benefit from a conference with the teacher to review the task, and to discuss and add the missing evidence.

A Word About Language and Conventions **(Gr 2 Informative: Beginning)**

Minimal Control of Conventions: The writer shows little control over language and conventions. The student would benefit from instruction in the following skills:

- spelling and punctuation
- recognizing and correcting run on sentences

Standard W.2.2
Grade 2
Exceeds

Same and Different in Many Ways

We read Cinderella and the rough faced girl. they are the same and different in many different ways. In both stories the sisters acted the same. They were both hard hatted and cruel. In both stories the sisters don't think the main character is good enough. both stories are alike on the endings because they live happily ever after.

Now I'll tell you about my differences. In Cinderella they were rich and gave the step sisters whatever they wanted. In the Rough-face-girl they were poor. In Cinderella her fairy god mather gave her a beautiful gown along with a coach made out of pure gold and a pare of glass slippers. In the Rough-face-girl she had to ware here dad's old steched pare of maccosins from last year.

In Cinderella the prince lives in a palace. In the Rough-face-girl rhw invisible man lives in a wigwam. They are alike and different in many different ways.

Introduces the topic by naming the titles of the two texts being compared

The focus, that the two stories are alike and different in many ways, is clearly communicated and strongly maintained throughout the piece.

The writer **develops the topic** with well-chosen, relevant details (evidence) and helpful elaboration.

The writer groups related details into paragraphs **to develop the point.**

Transition words and phrases help organize the piece. There is a logical progression of ideas from beginning to end of the piece.

Provides a concluding section that restates the focus

Final Thoughts
(Gr 2 Informative: Exceeds)

Overall, this piece exceeds the standard for proficient for second grade. It meets all the criteria for proficient, showing solid understanding of the topic, the similarities and differences in the books *Cinderella* by Charles Perrault and *The Rough-Face Girl* by Rafe Martin. The writer consistently sticks to that focus with relevant, specific details from the stories. In the conclusion, the writer re-states the focus.

In addition, the evidence the writer uses is insightful and shows inferential thinking. For example, in the first sentence, when the writer compares the sisters in the two stories, he states that they are hard-hearted and cruel, which he had to synthesize and infer from the two texts.

A Word About Language and Conventions
(Gr 2 Informative: Exceeds)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.