

Statement of Purpose/Focus and Organization	Conventions & Editing
4	2

2<sup>nd</sup> Grade: Informational Writing  
 Prompt: Where Do Polar Bears Live?

Jackson

Let me tell you how polar bears survive in the arctic. First, the skin beneath their fur soaks up the heat from the sun so it can stay warm. Second their claws help them walk and hunt. It helps them by gripping onto the ice so it can't slip. It helps them hunt by making it easier to grip onto the seals. Third their fur is six inches thick so it won't freeze to death. As you can see polar bears survive very well in the Arctic.

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

**Revised & Edited:** Let me tell you how polar bears survive in the arctic. First, the skin beneath their fur soaks up the heat from the sun, so it can stay warm. Second, their claws help them walk and hunt. It helps them by gripping on the ice, so it can't slip. It helps them hunt by making it easier to grip onto the seals. Third, their fur is six inches thick, so it won't freeze to death. As you can see, polar bears survive very well in the arctic.

In this second grade sample, the student clearly identifies the topic, provides relevant details, and reiterates the topic in their concluding statement. The student goes beyond grade level core expectations by providing additional details to support the facts they provided. The student demonstrates sufficient command of conventions.

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2<sup>nd</sup> Grade: Informational Writing  
 Prompt: Where Do Polar Bears Live?

Ica,

How Do Polar Bears Live?

First, they have fat that acts like a blanket. Second, they need seals. Last, fur between pads on their paws helps them walk on ice.

This is how polar bears live.

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

**Revised & Edited:** How do polar bears live? First, they have fat that acts like a blanket. Second, they need seals. Last, fur between pads on their paws helps them walk on ice. This is how polar bears live.

In this second grade sample, the writer's grammatical and syntactical structures distract from the writer's ability to communicate their response. The student's response includes a prompt focused introduction, relevant facts, and a concluding statement. The writer's command of conventions is limited.

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**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

Kelly

Let me tell you how Polar bears survive.

First, through the winter they sleep. They eat a lot before they go to sleep. Second, they hunt on the ice. Seals live under the ice so when they find an air hole they can wait for the seals to come. Third, they get more hot than cold so it's good for them to live there. They have warm fur and a layer of fat that keeps them warm. I think polar bears are pretty cool.

← Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section. ←

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

**Revised & Edited:** Let me tell you how polar bears survive. First, through the winter they sleep. They eat a lot before they go to sleep. Second, they hunt on the ice. Seals live under the ice so when they find an air hole, they can wait for the seals to come. Third, they get more hot than cold, so it's good for them to live there. They have warm fur and a layer of fat that keeps them warm. I think polar bears are pretty cool.

In this second grade sample, all the core components are present: an introduction that aligns with the prompt, facts that are related and relevant to the topic, and a concluding statement. The writer also elaborates on additional details to enhance the facts provided. The student demonstrates limited command of conventions, such as erroneous spelling (before, under, wait) and random capital letters throughout the passage.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

~~ause~~  
 Reese

Here are some things polar bears have to survive in the arctic. First they have big coats of fur to keep them warm when it's cold. Also they have to catch fish, seals, and crabs to survive. Last of all they have to keep cold and warm to survive.

Provides an introduction

Provides facts and definitions to develop points

Revised and Edited: *Here are some things polar bears have to survive in the arctic. First, they have big coats of fur to keep them warm when it's cold. Also, they have to catch fish, seals, and crabs to survive. Last of all, they have to keep cold and warm to survive.*

In this second grade sample, the student provides a clear introduction that relates to the prompt posed. Additionally, the writer includes three facts about the polar bear's ability to survive in the arctic. The writer does not provide a concluding statement or section. The response demonstrates an adequate command of conventions through the student's use of capitalization, punctuation, and spelling.

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**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

Dax

Let me tell you some things about polar bears. First, polar bears have flubber under there skin and fur. Next, they need flubber because if they didn't they would get way to cold. Then, polar bears need to hunt on ice. If they don't, they won't live. Without seals they will extinct-gone forever. Last, polar bears need to survive by eating seals.

Provides an introduction

Provides facts and definitions to develop points

**Revised & Edited:** *Let me tell you some things about polar bears. First, polar bears have blubber under their skin and fur. Next, they need blubber because if they didn't, they would get way too cold. Then, polar bears need to hunt on ice. If they don't, they won't live. Without seals, they will become extinct—gone forever. Last, polar bears need to survive by eating seals.*

In this second grade response, the writer introduces the topic, but is unclear that the text is about how the polar bear survives in the arctic. The student also provides concrete examples of how the polar bear survives, but does not provide a concluding statement or section. The student demonstrates complex sentence structure and advance conventions understanding.

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**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

Colbie, C

do you want to know 3 things about polar bears? First, polar bears can't survive without eating seals. If polar bears make a sound when they catch the seal, the seal will hear them. So they have to be quiet to survive. Next polar bears hibernate in the winter. The mother bear loses a lot of pounds. After winter is over the mother goes and gets seals. Last when the cub was born he was no bigger than a guinea pig. I think polar bears are awesome.

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

**Revised & Edited:** Do you want to know three things about polar bears? First, polar bears can't survive without eating seals. If polar bears make a sound when they catch the seal, the seal will hear them. So, they have to be quiet to survive. Next, polar bears hibernate in the winter. The mother bear loses a lot of pounds. After winter is over, the mother goes and gets seals. Last, when the cub was born, he was no bigger than a guinea pig. I think polar bears are awesome.

The student's response includes an introduction, facts, and a concluding statement. The response drifts from the assigned prompt. Although the required core components are present, the child's drift from attending to the prompt prevents the piece from sustaining the desired focus. The student demonstrates consistent and accurate use of punctuation and grade appropriate spelling, but could demonstrate better command of capitalization.

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2	0

**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

Brooks

How polar bears survive in the arctic  
 their fur helps them from freezing  
 in the cold. their fur can  
 help them camouflage in the snow.  
 their jaws can help them get food  
 their jaws help them from getting  
 eaten. last, their claws help  
 them from not falling in  
 the water.

Provides an introduction

Provides facts and definitions to develop points

**Revised & Edited:** *How polar bears survive in the arctic. Their fur helps them from freezing in the cold. Their fur can help them camouflage in the snow. Their jaws can help them get food. Their jaws help them from getting eaten. Last, their claws help them from not falling in the water.*

In this second grade sample, the student identifies the topic, but the introduction is weak. The writer does identify a few reasons why polar bears are able to survive in the arctic and no conclusion is provided. The response demonstrates a lack of command of conventions through the student's limited use of capitalization and errors in punctuation and spelling.

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1	1

**2<sup>nd</sup> Grade: Informational Writing**  
**Prompt: Where Do Polar Bears Live?**

Kiana

Let me tell you about where polars live.  
 First, the island that they live on is calld  
 Arctic. it has no grass or trees and no plants.  
 Secondly the skin under the cub's skin is black.  
 it soaks up the sun's heat Last the mother polar  
 bear did not eat. She smells a seals breathing  
 hole from three feet of snow. I think that it is  
 cool that polars Do lots of things!

Provides an introduction

Provides facts and definitions to develop points

Provides a concluding statement or section.

**Revised & Edited:** *Let me tell you about where polar bears live. First, the island that they live on is called arctic. It has no grass or trees and no plants. Second, the skin under the cub's fur is black. It soaks up the sun's heat. Last, the mother polar bear did not eat. She smells a seal's breathing hole through three feet of snow. I think that it is cool that polar bears do lots of things!*

In this second grade response, the student has all the required core components: an introduction, facts to develop their points, and a concluding statement. Unfortunately, the student's response does not attend to the prompt and is off-topic and the facts are not related to the topic or to one another. The student demonstrates inconsistent use of grade level conventions.