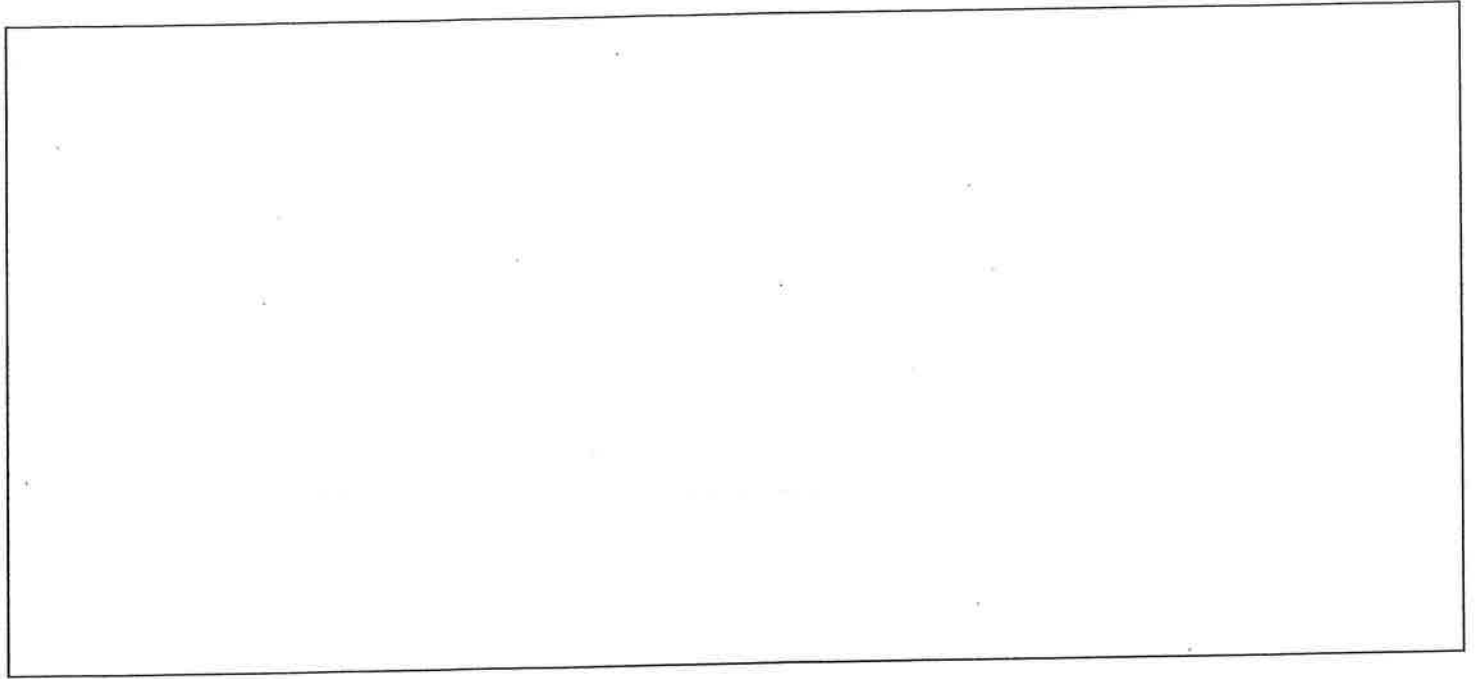


Name: Keyri

Date: 11/28/2017



One day i went to peaches.

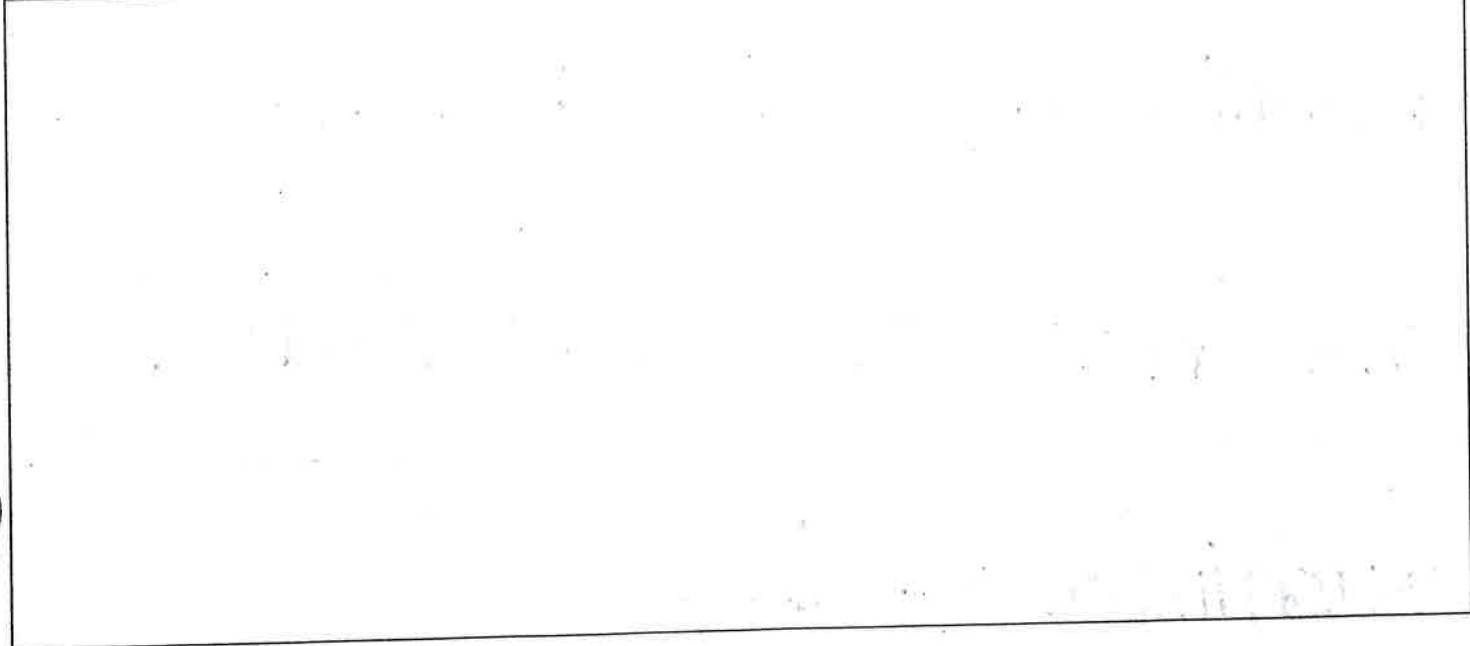
When i went inside of peaches

i ask a lady is kim here? The lady

said im kim. Then i saw a

lady and her name is peaches.

Name:



I asked peache's what dose

your bessnis do. she said

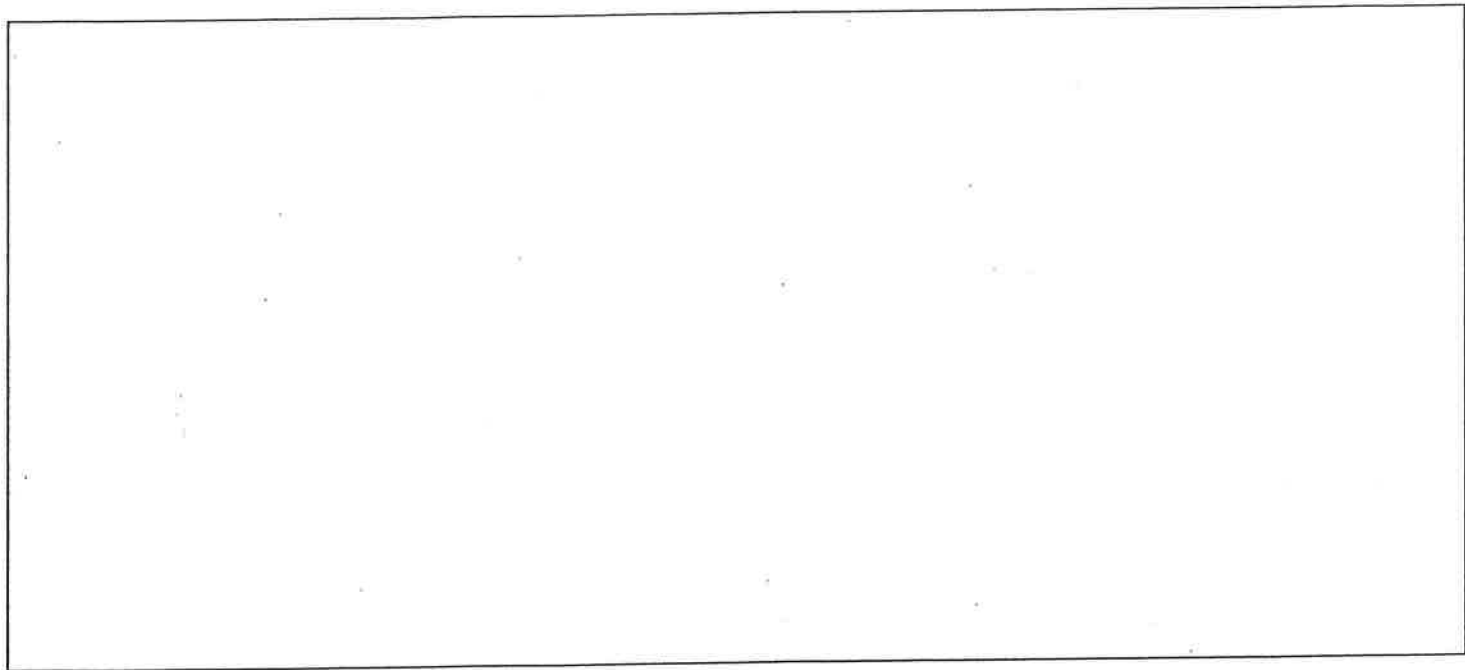
~~because~~ they serve fresh food's.

Then i asked peache's why

shoul'd pepole come to your

Name: Keyri

Date: 12/1/2017



One day I went to Peache's.

When I went inside of Peache's

I asked a lady "Is Kim here?"

The lady said "I'm Kim." Then I

saw a lady. Her name is Peache's.

Name:

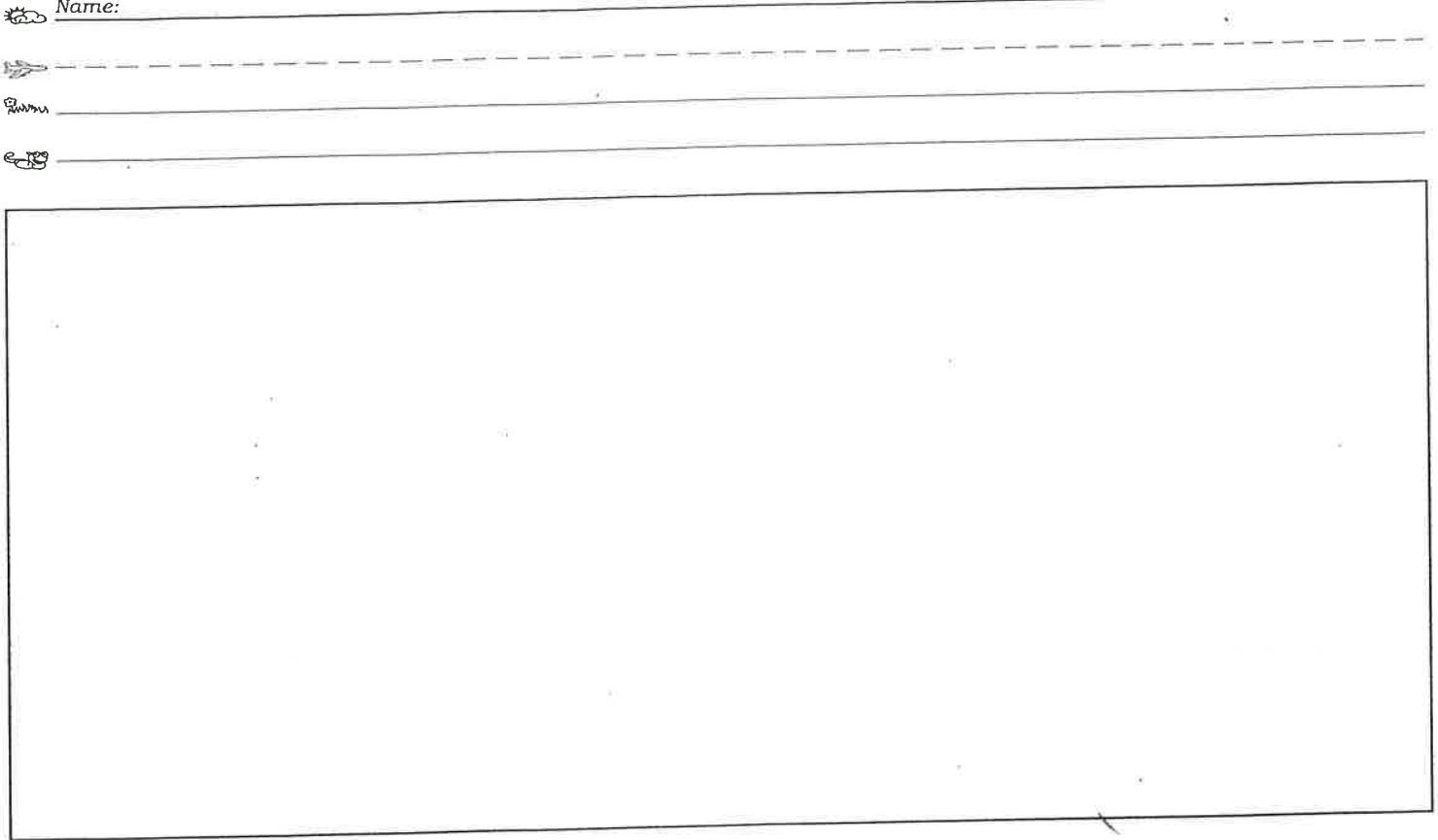
Date:

Blank writing area for the student's name and date.

I asked Peachie's "What ^{does} your
business do?" She said "They serve
fresh food. Then I asked Peachie's
Why should ^{people} come to your
business?" She said "Because she

Name:

Date:

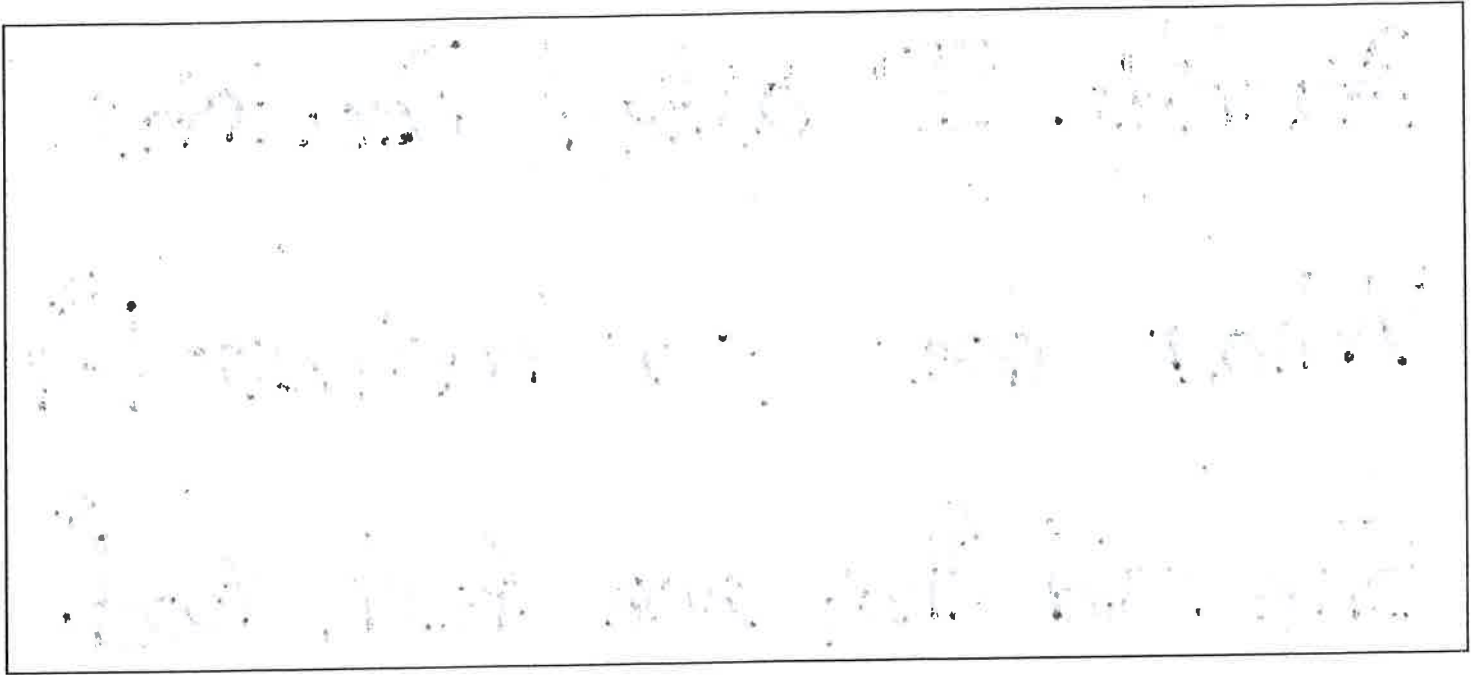


Then I left Peaches' bat
Peaches' called me to get
chocolate
a chocolate brownie. After
chocolate
~~chocolate~~
Peaches' gave me a chocolate
brownie I left Peaches'.

Name:

Date:

Visiting Peaches by Keyri.



One day I went to Peaches.

When I went inside of Peaches

I asked a lady "Is Kim here?"

The lady said "Im Kim." Then

I saw a lady. Her name is

Name: _____

Date: _____



Then I asked Peaches "Why
should people come to your
business?" She said Because
she has the best food in
Washington Dc.

Name: _____

Date: _____



Then I left Peaches but

Peaches called me to get

a chocolate brownie. After Peaches

gave me a chocolate I left

Peaches.

HQW Submission: Jessie Curry, 2nd Grade
Learning Targets and Description of Work

Learning Targets

- I can interview another person and take notes about what they say.
- I can take a clear and beautiful photograph of my business.
- I can interview a business owner or manager about their business.
- I can write a story with at least two events.
- I can use transition words to show the order of events in my story.
- I can add in details from my interview to my story.
- I can give and receive feedback on my business narrative.
- I can use details in my writing by showing action, thought, and feelings.
- I can end my story in a way that makes sense.
- I can publish my business narrative.

Description of the Work

The DC: Our Diverse City Business Directory was the culminating product for the second grade fall expedition. After learning about money and why people spend and save, students had the opportunity to visit a local business and learn about its story. To prepare, students practiced interviewing classmates and taking notes on what they said. Celia Parker served as a photography expert and taught students how to take clear and interesting photographs. Then, in small groups, students went out into the surrounding neighborhoods to interview local business owners, managers, and employees about their businesses. After interviewing them and taking notes, students took a photograph of the business. Students then wrote a narrative story about visiting the business. They included details from their interviews, as well as showing actions, thoughts, and feelings. Students wrote several drafts, gave and received peer and teacher feedback, and published their work. All second grade students' pieces were published in neighborhood specific directories.

Name Josie

Date 12/13/17

DC: Our Diverse City
Business Story Reflection

What are you most proud of when you look at your business story and why?

I am proud of my hand
writing because it was neat. I am
also proud because I almost
filled an entire booklit.

What was the most challenging part of writing your business story and why?

The most challenging thing
for me was spelling words
correctly.

Name Keri

Date 12/13/2017

DC: Our Diverse City
Business Story Reflection

What are you most proud of when you look at your business story and why?

i'm proud of my self because
i wrote alot and i said that because
it took a long time to write.

What was the most challenging part of writing your business story and why?

what was challenging was erasing
the pencil and i said that because it was
hard to erase the pencil.

Keyri

Category	4-Above and Beyond	3-Got It	2-Almost There	1-Not Quite
Photography	Student took a clear and centered photograph of the business that captures the essence of the business.	Student took a clear and centered photograph of the business.	Student took a clear photograph of the business.	Student took a blurry photograph.
Use of Interview Information	Student included 3 or more details from the interview in his/her narrative.	Student included 2 details from the interview in his/her narrative.	Student included 1 detail from the interview in his/her narrative.	Student did not include details from the interview.
Conventions	Student wrote in complete sentences, used correct capitalization and punctuation, and experimented with other punctuation (i.e. quotations, commas, etc)	Student wrote in complete sentences, used correct capitalization and punctuation.	Students attempted to write in complete sentences and made some mistakes with capitalization and punctuation.	Students did not write in complete sentences and did not attempt to use punctuation or capitalization.
Handwriting	N/A	Student used neat handwriting.	Student had some neat and some messy handwriting	Student used messy handwriting.
Narrative	Student recounted three or more events in order, used transition words, and included details through thoughts, feelings, and actions and provided an ending that encouraged others to visit.	Student recounted two events in order, used transition words, and included details through thoughts, feelings, and actions and provided an ending that makes sense.	Student recounted one event, used a few transition words, and lacked details through thoughts, feelings, and actions and provided an ending.	Student recounted one event and provided an ending.

Category	4-Above and Beyond	3-Got It	2-Almost There	1-Not Quite
Photography	Student took a clear and centered photograph of the business that captures the essence of the business.	Student took a clear and centered photograph of the business.	Student took a clear photograph of the business.	Student took a blurry photograph.
Use of Interview Information	Student included 3 or more details from the interview in his/her narrative.	Student included 2 details from the interview in his/her narrative.	Student included 1 detail from the interview in his/her narrative.	Student did not include details from the interview.
Conventions	Student wrote in complete sentences, used correct capitalization and punctuation, and experimented with other punctuation (i.e. quotations, commas, etc)	Student wrote in complete sentences, used correct capitalization and punctuation.	Students attempted to write in complete sentences and made some mistakes with capitalization and punctuation.	Students did not write in complete sentences and did not attempt to use punctuation or capitalization.
Handwriting	N/A	Student used neat handwriting.	Student had some neat and some messy handwriting	Student used messy handwriting.
Narrative	Student recounted three or more events in order, used transition words, and included details through thoughts, feelings, and actions and provided an ending that encouraged others to visit.	Student recounted two events in order, used transition words, and included details through thoughts, feelings, and actions and provided an ending that makes sense.	Student recounted one event, used a few transition words, and lacked details through thoughts, feelings, and actions and provided an ending.	Student recounted one event and provided an ending.

Josie

Category	4-Above and Beyond	3-Got It	2-Almost There	1-Not Quite
Photography	Student took a clear and centered photograph of the business that captures the essence of the business.	Student took a clear and centered photograph of the business.	Student took a clear photograph of the business.	Student took a blurry photograph.
Use of Interview Information	Student included 3 or more details from the interview in his/her narrative.	Student included 2 details from the interview in his/her narrative.	Student included 1 detail from the interview in his/her narrative.	Student did not include details from the interview.
Conventions	Student wrote in complete sentences, used correct capitalization and punctuation, and experimented with other punctuation (i.e. quotations, commas, etc)	Student wrote in complete sentences, used correct capitalization and punctuation.	Students attempted to write in complete sentences and made some mistakes with capitalization and punctuation.	Students did not write in complete sentences and did not attempt to use punctuation or capitalization.
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