

Writing

GRADE 2

◆ **Personal Writing . . . 41**

Quick Scale . . . 43

Rating Scale . . . 44

Sample Task: *Writing About Families* . . . 46

◆ **Writing to Communicate Ideas
and Information . . . 51**

Quick Scale . . . 53

Rating Scale . . . 54

Sample Task: *A Canadian Animal
Research Project* . . . 56

◆ **Literary Writing . . . 67**

Quick Scale . . . 69

Rating Scale . . . 70

Sample Task: *A Favourite Story* . . . 72

Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 2, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal, impromptu writing in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- comes from thoughts, feelings, opinions, memories, and reflections

STYLE

- is generally reflective
- demonstrates clarity and some variety in language, but has not been revised or edited

FORM

- begins with a clear introduction and follows a logical sequence
- ideas are connected, although the writing reflects a “stream of consciousness”

CONVENTIONS

- follows standard conventions for basic spelling, punctuation, and sentence structure.

Prescribed Learning Outcomes

The BC performance standards for Grade 2 personal, impromptu writing reflect the following prescribed learning outcomes from Grade 2 of the English Language Arts K to 7 Integrated Resource Package. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes [C1]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- use writing and representing to express personal responses and opinions about experiences or texts [C7]
- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)

It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 2 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.</i>	<i>The writing offers some logical ideas and reactions, but connections are not always clear. May be difficult to follow in places.</i>	<i>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</i>	<i>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • topic may be hard to determine • often very short • little logical detail or description 	<ul style="list-style-type: none"> • some connections to experiences, dislikes, likes • offers some ideas and opinions • some details; often irrelevant or repetitious 	<ul style="list-style-type: none"> • makes connections to personal experiences, likes and dislikes • a series of loosely related ideas and opinions • some relevant details or examples 	<ul style="list-style-type: none"> • offers opinions and observations with some development • sense of purpose; ideas are related and often focus on a central theme • relevant details, reasons, or examples
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is often unclear; may make errors in word choice • relies on short, simple sentence frames that have been provided 	<ul style="list-style-type: none"> • simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentences 	<ul style="list-style-type: none"> • conversational language; may include some description • some variety in sentence length; often short and abrupt; some long and run-on 	<ul style="list-style-type: none"> • simple descriptive language; some variety • beginning to show some control of sentence structure; some variety in length and pattern
FORM • beginning • sequence • connecting words	<ul style="list-style-type: none"> • topic is not clear • sequence is illogical • omits connecting words 	<ul style="list-style-type: none"> • often has no beginning (starts in the middle) • may ramble without clear sequence or connections • seldom uses connecting words 	<ul style="list-style-type: none"> • opening sentence may signal the topic • ideas are loosely connected, often by time (e.g., same day) • repeats a few simple connecting words 	<ul style="list-style-type: none"> • a title or opening sentence signals the topic (or time period—e.g., “yesterday”) • logically sequenced and connected • beginning to use a variety of connecting words
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> • errors make the writing difficult to read • not written in sentences • may omit letters and sounds • often omits or uses punctuation and capital letters inconsistently • frequent errors in pronouns and verbs 	<ul style="list-style-type: none"> • frequent errors may interfere with meaning in places • some complete sentences • frequent spelling errors (but all sounds are represented) • inconsistent use of capitals and punctuation • some errors in pronouns and verbs 	<ul style="list-style-type: none"> • several errors, but these do not obscure meaning • most sentences are complete • most common words are spelled correctly • occasional errors in end punctuation; uses capital letters for names, places, first word in sentence • most pronouns and verb forms are correct 	<ul style="list-style-type: none"> • may include errors (particularly in more complex language); these do not affect meaning • written in complete sentences • most spelling is correct • uses capital letters and end punctuation correctly • uses correct pronouns and verb forms; may make occasional errors

Rating Scale: Grade 2 Personal Writing

Student achievement in personal writing by March–April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.</i>	<i>The writing offers some logical ideas and reaction, but connections are not always clear. May be difficult to follow in places.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • topic may be hard to determine • often very short • little logical detail or description 	<ul style="list-style-type: none"> • makes some connections to personal experiences (usually recent events), likes and dislikes; tends to be very general (often short) • offers some ideas and opinions, but the connections may be illogical in places • includes some details; these are often irrelevant or repetitious (and confusing)
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is often unclear; may make errors in word choice • may rely on short, simple sentence frames that have been provided by the teacher • uses pronouns inappropriately, often shifting from “I” to “he/she,” leaving the reader confused 	<ul style="list-style-type: none"> • simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentence • overuses pronouns
FORM • beginning • sequence • connecting words	<ul style="list-style-type: none"> • topic is not clear • sequence is illogical; sentences and ideas appear to be random and unrelated • does not use connecting words 	<ul style="list-style-type: none"> • often has no beginning (starts in the middle) • tends to ramble without clear sequence or connections (may be hard to follow in places) • seldom uses connecting words
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> • repeated serious errors in basic language may make all or part of the writing difficult to read • not written in sentences; may be one long string of words and ideas or may incorporate several fragments • frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds) • often omits punctuation and capital letters or uses them inappropriately and inconsistently • frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”) 	<ul style="list-style-type: none"> • frequent errors may interfere with the intended meaning in places (parts may be hard to figure out) • some sentences are complete • frequent spelling errors; when words are spelled phonetically, all sounds are represented; often forms plurals and past-tense incorrectly (e.g., “d” for “ed”) and confuses common sight words (e.g., now/know; their/there; were/where) • inconsistent punctuation and capitalization • some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</i></p>	<p><i>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</i></p>
<ul style="list-style-type: none"> • makes connections to personal experiences (usually recent events), likes and dislikes • generally offers a series of loosely related ideas and opinions (rather than developing one central idea) • includes some relevant details or examples 	<ul style="list-style-type: none"> • offers opinions and observations about personal experiences with some development • shows a sense of purpose; ideas are related and often focus on a central theme • includes relevant details, reasons, or examples
<ul style="list-style-type: none"> • conversational language; may include some description (often vague—e.g., nice, cool—and repetitive) • some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on • uses pronouns frequently; these sometimes become confusing 	<ul style="list-style-type: none"> • includes simple descriptive language and shows some variety (may have some repetition) • some variety in sentence length and pattern • uses pronouns frequently; it is usually easy to tell who or what the pronouns represent
<ul style="list-style-type: none"> • the opening sentence may signal the topic • ideas are loosely connected, often by time (e.g., they all happened on the same day) but not clearly focused • tends to repeat a few simple connecting words (e.g., and, then, so) 	<ul style="list-style-type: none"> • a title or opening sentence signals the topic (or time period—e.g., “yesterday”) • events and ideas are logically sequenced and connected (may require some inferences) • beginning to use a variety of connecting words (e.g., and, then, so, because, after, when)
<ul style="list-style-type: none"> • includes several errors, but these do not obscure the intended meaning • most sentences are complete • most common words are spelled correctly • may include occasional errors in end punctuation (i.e., periods, question marks, exclamation marks); uses capital letters for names, places, first word in sentence (may capitalize some words unnecessarily) • most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”) 	<ul style="list-style-type: none"> • may include errors (particularly in more complex words and structures), but these do not interfere with meaning • written in complete sentences • most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words • generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas • uses correct pronouns and verb forms; may make occasional errors (e.g., “My dad and me went fishing.”)

Sample Task: Writing About Families

CONTEXT

This class participated in daily writing experiences to record their ideas, feelings, and thoughts in response to specific themes, topics, stories, magazine articles, and current events. Students understood the importance of practising writing daily to become more effective writers. They recorded their personal responses in writing journals.

As part of an integrated English Language Arts and Social Studies theme, this class was learning about “Children’s Lives Around the World.” They discussed similarities and differences between children’s lives in Canada and the lives of children in other countries. Some of the topics they studied and wrote about included food, shelter, clothing, games, art, music, dance, customs, language, schools, and families.

PROCESS

Students were asked to think about their own families and why families are important. The teacher instructed them to draw a picture of each family member on a cardboard square. They labelled the drawings with the names of family members and wrote something they liked to do with each person. Students then created family mobiles by tying the pictures together with string. The “Family Mobiles” were suspended from the classroom ceiling for display.

The class discussed different things families do together. They brainstormed to create a list of the many activities families engage in and the varied experiences they have together. Students were also encouraged to talk about the feelings they had about the different family activities. The teacher recorded their ideas on a two-column chart. One column listed the family experiences, and the second column listed the students’ feelings. Students were then asked to write about things they do with their families. The teacher encouraged them to use the class chart as a reference.

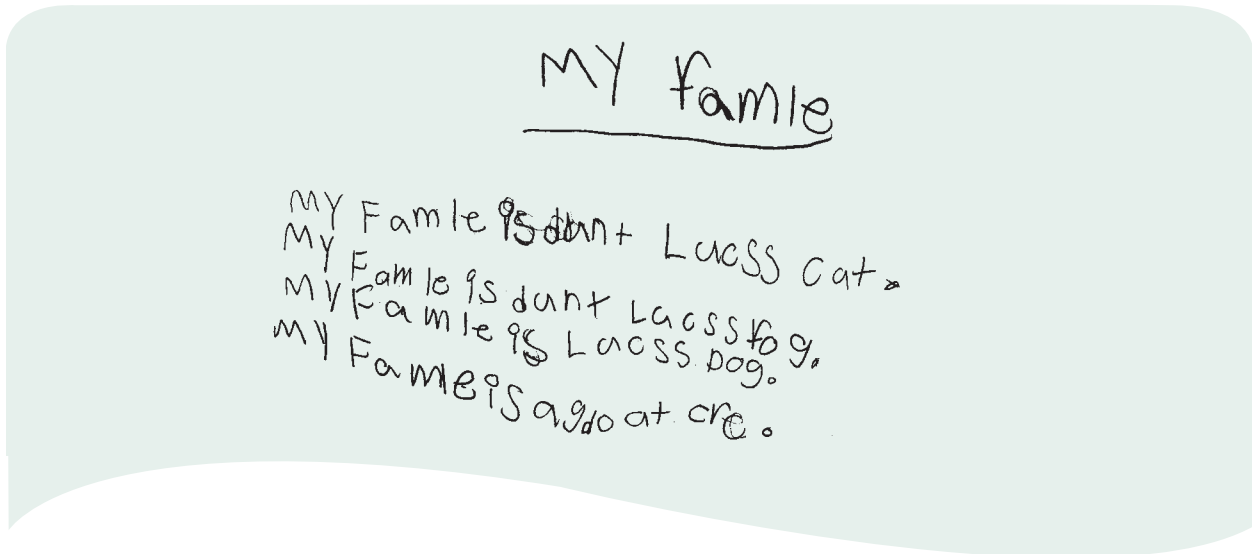
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The teacher provided the student with the sentence stem “My family is…” to support the student’s attempt at writing. Problems with conventions make it difficult to figure out the meaning.

- little logical detail or description
- relies on short, simple sentence frames
- language is unclear
- does not use connecting words
- frequent serious spelling errors in basic vocabulary
- often omits punctuation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT:

MY famle

- MY Famle is dunt LucSS cat.
- MY Famle is dunt LucSS fog.
- MY Famle is LucSS Dog.
- MY Famle is a gdo at crc.
- MY Famle is a grod famle.
- MY Famle is a tcSS grcDog.
- MY Famle is a gtr bdrisagahcE.
- MY Famle is a gdo
- MY DaDDY. is a gdo hce
- MYFamle is a fe MLoog.
- MYFamle is a dt LucSS.cat.
- MY Famle is a Fem mlida.
- MY Famle. is a gogo

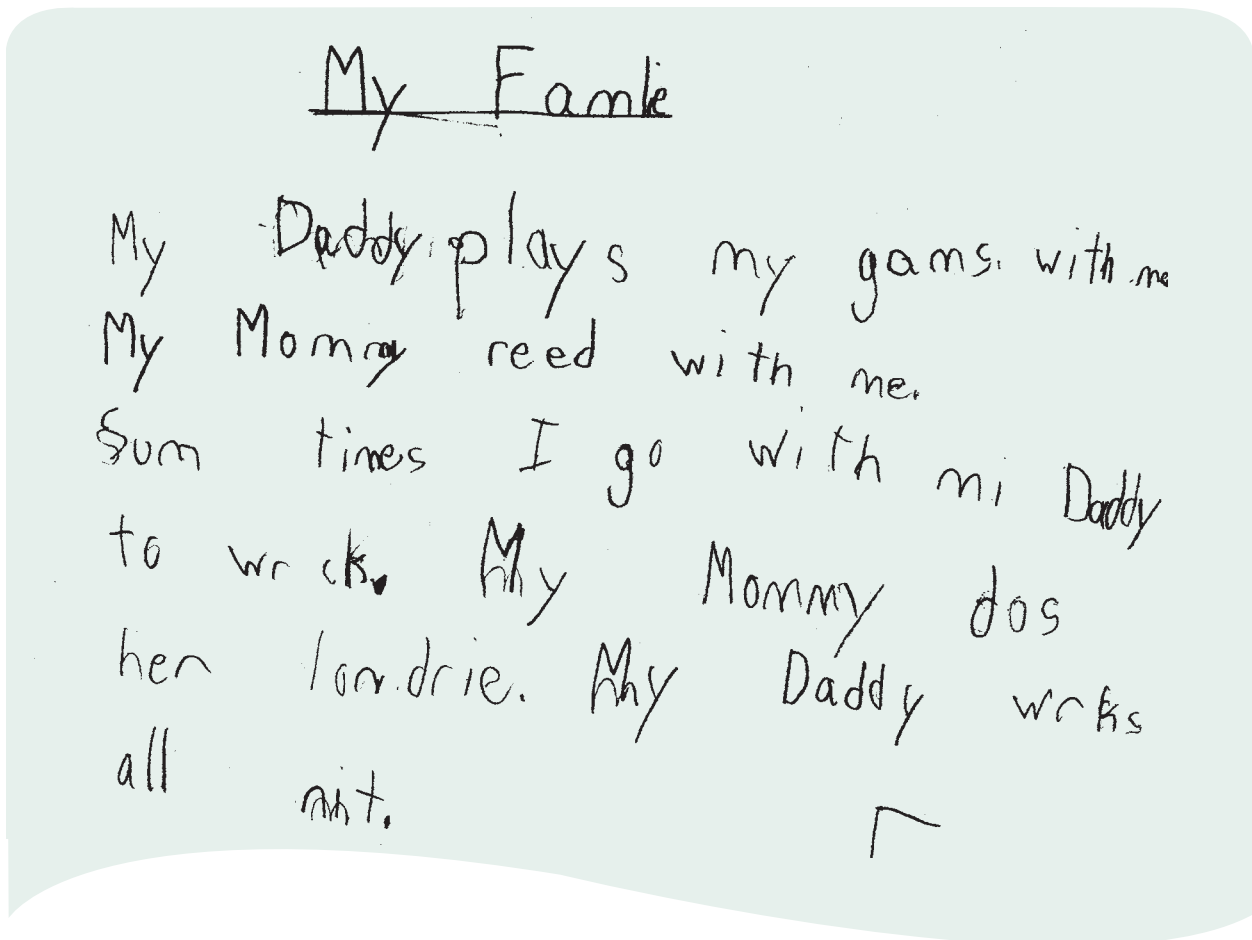
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The writing offers some logical ideas and includes some details.

- makes some connections to personal experiences
- very short
- simple, basic language which is repetitive
- relies on short, simple sentences
- seldom uses connecting words
- frequent spelling errors
- confuses common sight words

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT:

My Daddy plays my gams with me My Mommy reed with me, Sum times I go with mi Daddy to work. My Mommy dos her londrie. My Daddy wrks all nit.

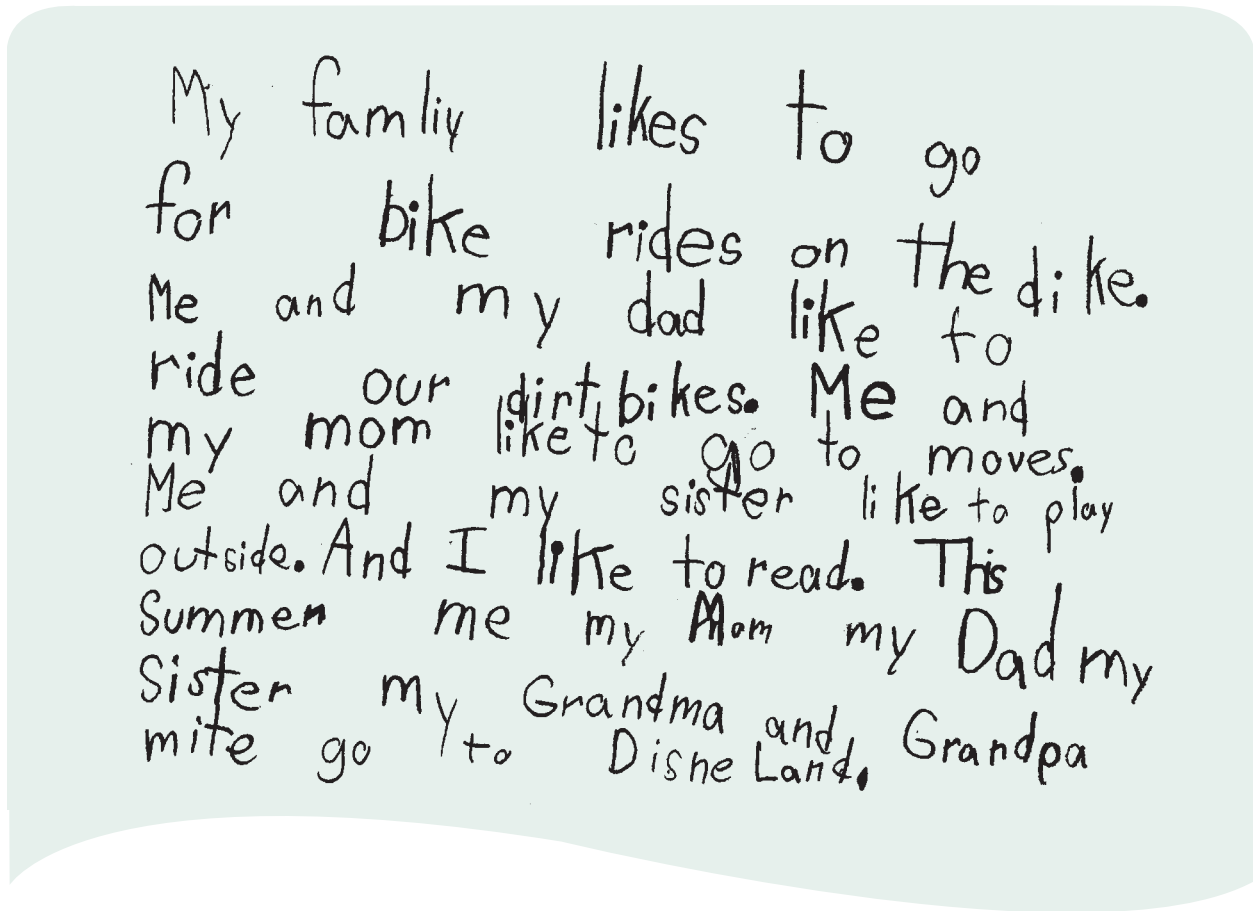
FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's writing is clear and easy to follow. There is a series of connected ideas and experiences with some detail.

- makes connections to personal experiences
- includes some examples
- conversational language
- some variety in sentence length
- tends to repeat a few simple connecting words
- generally written in complete sentences
- most common words are spelled correctly

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT:

My famliiy likes to go for bike rides on the dike. Me and my dad like to ride our dirt bikes. Me and my mom like to go to moves. Me and my sister like to play outside. And I like to read. This summer me and my Mom my Dad my Sister my Grandma and Grandpa mite go to DisneLand.

EXCEEDS EXPECTATIONS

Teacher's Observations

The writing has a clear topic and focus with related supporting details and examples.

- offers opinions and observations about personal experiences
- ideas are related
- includes simple descriptive language
- some variety in sentence length and pattern
- events and ideas are logically sequenced and connected
- most words are spelled correctly
- uses correct pronouns and verb forms

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

My fammy likes to go on
walks with me. I spend most of
my time with my dad. Yesterday
my dad and I playd baseball in

TRANSCRIPT:

My fammy likes to go on walks with me. I spend most of my time with my dad. Yesterday my dad and I plydbaseball in the backyard. My siter and I and my friend took my dog on a walk to the park. We ran up the hills. Sometimes my mom one I have a game of cards. In the summer my mom and dad take me on bike rides. It is run playing with my dog. But sometimes my sister can be bosy.

Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 2, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- is focused around a clear purpose
- provides relevant and accurate detail

STYLE

- is generally clear and concrete

FORM

- follows the “rules” for specific forms (e.g., instructions, letters)
- follows a logical sequence
- uses appropriate visuals and text features

CONVENTIONS

- follows standard conventions for basic spelling, punctuation, and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 2 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 2 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- create **informational writing** and representations about non-complex topics and procedures [C2]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- use writing and representing to express personal responses and opinions about experiences or texts [C7]
- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)

It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 2 Writing to Communicate Ideas and Information

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Information writing at this level is expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is hard to understand. The student is unable to provide clear written information without intensive, ongoing help.</i>	<i>The writing offers some accurate information (usually from class discussion); parts are illogical or inaccurate and may be difficult to follow.</i>	<i>The writing is clear, mostly in the student's own words; provides accurate information on simple topics and procedures. Includes some detail.</i>	<i>The writing is purposeful; provides accurate information with some specific detail on simple topics and procedures. Shows a sense of control.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little or no accurate information (unless copied) • often very short; omits required parts • little logical detail or description 	<ul style="list-style-type: none"> • some accurate information, usually from discussions and guidance • has some required parts • some details; often irrelevant or repetitious 	<ul style="list-style-type: none"> • accurate basic information, often based on discussions and guidance • generally includes all required parts; these are often very basic • some specific, relevant details 	<ul style="list-style-type: none"> • accurate, logical information; may add parts not discussed in class • includes all required parts; often extra detail • relevant explanations, examples, or details
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is often unclear; may make errors in word choice • relies on short sentence frames that have been provided 	<ul style="list-style-type: none"> • simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentences 	<ul style="list-style-type: none"> • conversational language; may include some description (often vague and repetitive) • some variety in sentence length 	<ul style="list-style-type: none"> • simple descriptive language; some attempts to be specific or exact • beginning to show some control and variety in sentences
FORM • required features • beginning • sequence • connecting words • visual features	<ul style="list-style-type: none"> • does not resemble the intended form • topic often unclear • sequence is illogical • few, if any, connecting words • visual features are omitted, inaccurate, or unrelated to the topic 	<ul style="list-style-type: none"> • includes some required features, but may have difficulty with the form (e.g., recipe may be a paragraph) • begins in the middle • rambles; little sequence • seldom uses connecting words • visual features may be incomplete 	<ul style="list-style-type: none"> • some awareness of form (e.g., instructions look like instructions); may omit key features • title signals the topic • logical sequence; may lapse in places • repeats a few simple connecting words • visual features are relevant, may be unclear 	<ul style="list-style-type: none"> • tries to use basic conventions of form (e.g., instructions look like instructions) • a title signals the topic; usually has a conclusion • logical sequence • variety of connecting words • visual features are clear and relevant
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> • repeated serious errors make the writing difficult to read • not written in sentences • may omit letters and sounds • often omits punctuation and capital letters or uses them inconsistently • frequent errors in pronouns and verbs 	<ul style="list-style-type: none"> • frequent errors may interfere with meaning in places • some complete sentences • frequent spelling errors (but all sounds are represented) • inconsistent use of capitals and punctuation • some errors in pronouns and verbs 	<ul style="list-style-type: none"> • several errors, but these do not obscure meaning • most sentences are complete • most common words are spelled correctly • occasional errors in end punctuation; uses capital letters for names, places, first word in sentence • most pronouns and verb forms are correct 	<ul style="list-style-type: none"> • may include errors (particularly in more complex language); these do not affect meaning • written in complete sentences • most spelling is correct • uses capital letters and end punctuation correctly • uses correct pronouns and verb forms; may make occasional errors

Rating Scale: Grade 2 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information by March-April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is hard to understand. The student is unable to provide clear written information without intensive, ongoing help.</i>	<i>The writing offers some accurate information (usually from class discussion); parts are illogical or inaccurate and may be difficult to follow.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little or no accurate information (unless copied) • often very short; omits many required parts • little logical detail or description 	<ul style="list-style-type: none"> • provides some accurate information or observations, usually from class discussions and teacher guidance (parts may be copied or closely modelled on the teacher's suggestions) • includes some required parts (i.e., tries to follow instructions or frame provided by the teacher, but not entirely successful) • includes some details; these are often irrelevant or repetitious (some may be inaccurate)
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is often unclear; may make errors in word choice • may rely on short, simple sentence frames that have been provided by the teacher • uses pronouns inappropriately, often shifting from "I" to "he/she," leaving the reader confused 	<ul style="list-style-type: none"> • simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentences • overuses pronouns
FORM • required features • beginning • sequence • connecting words • visual features	<ul style="list-style-type: none"> • often does not resemble the intended form • topic is not clear • sequence is illogical; sentences and ideas appear to be random and unrelated • does not use connecting words • visual features (e.g., illustrations, diagrams) are omitted, inaccurate, or unrelated to the topic 	<ul style="list-style-type: none"> • includes some required features, but may have difficulty following the intended form (e.g., a recipe may be written in a paragraph) • often has no "beginning" (starts in the middle) or conclusion • tends to ramble without clear sequence or connections (unless following a frame or template provided by the teacher) • seldom uses connecting words • visual features (e.g., illustrations, diagrams) may be incomplete or need explanation from the writer
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> • repeated serious errors in basic language may make all or part of the writing difficult to read • not written in sentences; may be one long string of words and ideas or may incorporate several fragments • frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds) • often omits punctuation and capital letters or uses them inappropriately and inconsistently • frequent errors in pronouns and verb endings (e.g., "The dogs is barking.") 	<ul style="list-style-type: none"> • frequent errors may interfere with the intended meaning in places (parts may be hard to figure out) • some sentences are complete • frequent spelling errors; when words are spelled phonetically, all sounds are represented; often forms plurals and past tense incorrectly (e.g., "d" for "ed") and confuses common sight words (e.g., now/know; their/there; were/where) • inconsistent punctuation and capitalization • some basic errors in pronouns and verb endings (e.g., "I knowed it was you.")

The rating scale may require adaptation when used for different purposes and tasks.

Information writing at this level is expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear, mostly written in the student's own words, and provides accurate information on simple topics and procedures. Includes some detail.</i></p>	<p><i>The writing is purposeful and provides accurate information with some specific detail on simple topics and procedures. The writing shows a sense of control.</i></p>
<ul style="list-style-type: none"> • provides accurate basic information or observations, often based on class discussions and teacher guidance • generally includes all required parts (i.e., follows instructions or frame provided by the teacher); these are often very basic • includes some specific details; these usually relate to concrete features such as size or colour 	<ul style="list-style-type: none"> • provides accurate and logical information that accomplishes purpose at a basic level; may include parts that were not covered in class discussions • includes all required parts; often adds extra detail • includes explanations, examples, or details
<ul style="list-style-type: none"> • conversational language; may include some description (often vague—e.g., nice, cool—and repetitive) • some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on • uses pronouns frequently; these sometimes become confusing 	<ul style="list-style-type: none"> • includes simple descriptive language; some attempts to be specific or exact • some variety in sentence length and pattern • uses pronouns frequently; it is usually easy to tell who or what the pronouns represent
<ul style="list-style-type: none"> • beginning to show awareness of form (e.g., instructions look like instructions); may omit key features (e.g., fail to number instructions) • a title or opening sentence signals the topic; may omit conclusion • ideas are presented in logical sequence (often following a template or frame provided by the teacher); may lapse in places • tends to repeat a few simple connecting words (e.g., and, then, so) • visual features (e.g., diagrams, illustrations) are connected to the written information but often hard to interpret 	<ul style="list-style-type: none"> • shows understanding of the basic conventions of form (e.g., instructions look like instructions) • a title or opening sentence signals the topic; there is usually a simple conclusion • information and ideas are logically sequenced and connected (may require some inferences) • beginning to use a variety of connecting words (e.g., and, then, so, because, after, when) • visual features (e.g., diagrams, illustrations) are generally clear and connected to the written information
<ul style="list-style-type: none"> • includes several errors, but these do not obscure the intended meaning • most sentences are complete • most common words are spelled correctly • may include occasional errors in end punctuation (i.e., periods, question marks, exclamation marks); uses capital letters for names, places, first word in sentence (may capitalize some words unnecessarily) • most basic pronouns and verb endings are correct; makes some errors (e.g., "She maked a cake.") 	<ul style="list-style-type: none"> • may include errors (particularly in more complex words and structures), but these do not interfere with meaning • written in complete sentences • most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words • generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas • uses correct pronouns and verb forms; may make occasional errors (e.g., "My dad and me went fishing.")

Sample Task: A Canadian Animal Research Project

CONTEXT

Throughout the year, students had many experiences writing to communicate ideas and information to a wide variety of audiences, including classmates, the teacher, pen pals, and family and community members. The monthly class newspaper was a favourite activity for students, as it gave them an opportunity to inform their families about current classroom themes, activities, and special events, and about learning in their classroom.

PROCESS

As part of a Science and Social Studies theme, students learned about “Canadian Animals.” The teacher displayed an ongoing class chart that listed Canadian animals they had learned about. Each time a new Canadian animal was discussed, it was added to the list for student reference. The teacher explained that each student would select and research one Canadian animal and create a research report to inform others about it.

Students had opportunities to gather information about their chosen animals using resource books the teacher provided and information students brought from home to share with others. They also gathered additional information from the Internet. The teacher provided the research frame, (in a booklet format), for the students to gather their information in the following categories:

- Interesting Facts and Special Characteristics: What is important about this animal?
- A diagram of a _____ (the animal)
- Classification: What kind of animal is it?
- Appearance: What does it look like?
- Life Cycle and Offspring: How does it grow and change?
- Habitat: Where does it live?
- Diet: What food does it eat?
- Adaptation: How does it move? What does it do?
- Communication: How does it communicate?
- Defence: How does it protect itself?

The students' completed research projects were displayed in the "Canadian Animal Research Project" centre for sharing. Students were also invited to present their research projects to the class.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student was unable to provide any written information. The teacher scribed the section on Habitat, and the student completed one drawing.

- no accurate information
- omits required parts

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Friends & Enemies

(Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

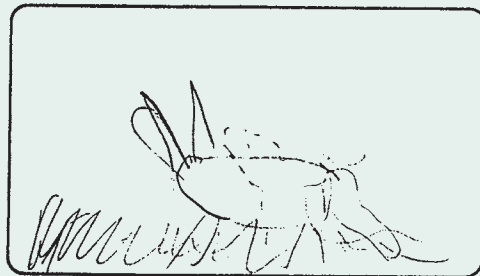
Hi

Wolves

An Animal Research Project
by

Interesting Facts

& Special Characteristics
(What is important about this
animal?)



A diagram of a Wolf

TRANSCRIPT:

Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

—ti

Interesting Facts & Special Characteristics
(What is important about this animal?)

(blank - no response)

A diagram of a

Wolf

Classification (What kind of animal is it?)

(blank - no response)

Appearance (What does it look like?)

(blank - no response)

Life Cycle and Offspring (How does it grow and change?)

(blank - no response)

Habitat (Where does it live?)

Timber wolves live in the wilderness.

Timber wolves live on the prairies. Timber wolves live in forests.

Timber wolves live indens

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The writing offers some accurate information that was discussed in class. Parts are illogical and difficult to follow.

- provides some accurate information from class discussions and teacher
- very short
- omits many required parts
- simple, basic language
- relies on short, simple sentence frames that have been provided by the teacher
- includes some required features but has difficulty following the intended form
- visual features are incomplete
- some sentences are complete
- often omits punctuation and capital letters and uses them inappropriately and inconsistently

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Friends & Enemies

(Who helps my animal? Who hurts it?)

Predator or Prey, Conservation

killer whales only enemies
are sharks

Interesting Facts

& Special Characteristics

(What is important about this

what animal?)

like eat fish
because it is good for them.
cause they like fish.

Killer whales

An Animal Research Project
by



A diagram of a killer whale

TRANSCRIPT:

**Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation**

killer whales only Enemies
are sharks

An Animal Research Project

Killer whales

**Interesting Facts & Special Characteristics
(What is important about this animal?)**

Killer whale eats fish
because it is good for them.
cause they like fish.

A diagram of a

Killer whale

Classification (What kind of animal is it?)

(blank - no response)

Appearance (What does it look like?)

K.W. have 40-48 large
pointed teeth.

Life Cycle and Offspring (How does it grow and change?)

(blank - no response)

Habitat (Where does it live?)

Killer Whales
are Black and White.
Killer Whale have
Black eyes

FULLY MEETS EXPECTATIONS

Teacher's Observations

The writing is clear and mostly written in the student's own words.
It provides accurate information on the topic and includes some detail.

- provides accurate basic information
- generally includes all required parts
- includes some specific, relevant details
- some variety in sentence length
- uses pronouns frequently
- beginning to show awareness of form
- ideas are presented in logical sequence
- visual features are connected to the written information
- generally written in complete sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Friends & Enemies

(Who helps my animal? Who hurts it?)

Predator or Prey, Conservation

a Human is a
enemie of Bever. so
is bears, and wolves,
and coyotes, and lynxes,
and wolverine.

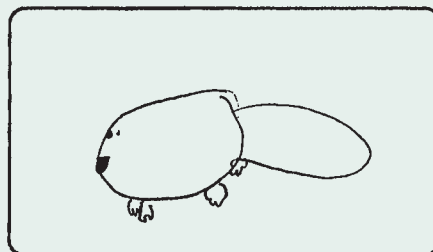
An Animal Research Project
by

Interesting Facts

& Special Characteristics

(What is important about this animal?)

tails 30 cm long, have
strong flat tails. work
as a team, are away
Busy build dams



A diagram of a Bever

TRANSCRIPT:

Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

a Human is a
enimie of Bever. so
is bears. and wolves.
and coyotes. and lynxes.
and wolverine.

Interesting Facts & Special Characteristics
(What is important about this animal?)

tails 30 cm long. have
strong flat tails. work
as a team. are away
Busy build dams

A diagram of a

Bever

Classification (What kind of animal is it?)

(blank - no response)

Appearance (What does it look like?)

(blank - no response)

Life Cycle and Offspring (How does it grow and change?)

babies of a bever are
called kits or pup. Kits drink milk
from ther mother. kits leave
home when they are 2 years old.
bevers Have 2 to 4 babies in spring.

Habitat (Where does it live?)

(blank - no response)

EXCEEDS EXPECTATIONS

Teacher's Observations

The writing is purposeful and provides accurate information, with some specific detail on the topic.

- provides accurate and logical information
- includes all required parts
- includes simple descriptive language
- shows understanding of the basic conventions of form
- information and ideas are logically sequenced and connected
- visual features are connected to the written information
- most words are spelled correctly
- generally uses capital letters and end punctuation correctly

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Friends & Enemies

(Who helps my animal? Who hurts it?)

Predator or Prey, Conservation

Beavers enemies are
some people because
they want the beavers fur
because they are really soft.

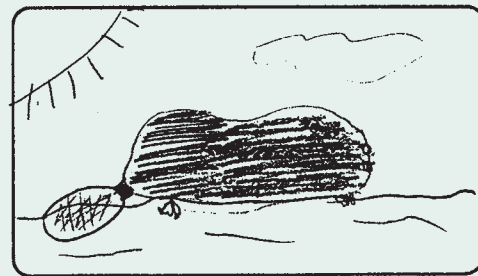
Beaver

An Animal Research Project
by

Interesting Facts & Special Characteristics

(What is important about this
animal?)

Beavers are very
good builders. They
are famous builders.



A diagram of a Beaver

TRANSCRIPT:

**Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation**

Beaver's enemies are
Some people because
They want the beavers fur
Because they are really soft.

An Animal Research Project

Beaver

**Interesting Facts & Special Characteristics
(What is important about this animal?)**

Beavers are very
Good builder's. They
are famu's builder's.

A diagram of a

Beaver

Classification (What kind of animal is it?)

Appearance (What does it look like?)

The beaver is the largest
Rodent in north america. A
Full grown beaver can weigh
From 16 to 52 kg.

Life Cycle and Offspring (How does it grow and change?)

Beavers start like
A baby then young
A teenager than a
Grownup then it gets
Married. How they
Grow up they eat lots of food

Habitat (Where does it live?)

Beaver's live at place's
Where they have lots
Of ponds because they
Will have a place to make their lodge.

Literary Writing

Students learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 2 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

Key Qualities

The following is a summary of the key qualities of each aspect of literary writing in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- comes from imagination, memories, and observations
- develops through engaging detail; has some emotional impact

STYLE

- is expressive, with descriptive and varied language

FORM

- stories follow a logical sequence, with a beginning, middle, and end

CONVENTIONS

- follows standard conventions for basic spelling, punctuation and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 2 literary writing reflect the following prescribed learning outcomes from *Grade 2 of the English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- create **imaginative writing** and representations, sometimes based on models they have read, heard, or viewed [C3]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)

It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 2 Writing Stories

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Stories at this level are expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>May attempt to tell a story, but problems with logic, organization, and conventions obscure meaning. May be very short.</i>	<i>Clearly sets out to tell a story. Beginning is usually stronger than middle, and ending may be illogical or missing. Little story language.</i>	<i>The story has a beginning, middle, and end; easy to follow. Includes most elements (setting, characters, problem, solution) and some story language.</i>	<i>The story develops logically from a problem to a solution. Consistently uses story language and shows a sense of individuality and control.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> ideas or events are not logically connected little logical detail or description may not have a story problem 	<ul style="list-style-type: none"> may retell a story they know includes some detail; may be confusing usually has a simple, concrete problem 	<ul style="list-style-type: none"> modelled on stories the student knows many details loosely relate to story problem usually includes a problem, but has trouble with solution 	<ul style="list-style-type: none"> sense of individuality has supporting details story problems are usually concrete and developed through action; solution is less developed
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> language is often unclear; may make errors in word choice relies on short, simple sentence frames that have been provided 	<ul style="list-style-type: none"> simple, basic language; often repetitive tends to rely on short, simple sentences or one or more long, rambling sentences 	<ul style="list-style-type: none"> conversational; some description and storytelling language some variety in sentences; often short and abrupt; some long, run-on 	<ul style="list-style-type: none"> storytelling language; simple description; variety some control and variety in sentences
FORM • beginning, middle, end • sequence, development • characters, setting • dialogue • connecting words	<ul style="list-style-type: none"> may be all middle little development (may be very short); ideas are not logically connected characters and setting are often not identified may have no dialogue does not use connecting words 	<ul style="list-style-type: none"> has a beginning and middle; doesn't really "end" events may not connect logically may name characters and setting with no description or context dialogue may have no quotation marks seldom uses connecting words 	<ul style="list-style-type: none"> has a beginning, middle, and end events are loosely connected; may be illogical in places usually identifies characters and problem at beginning often includes dialogue relies on a few simple connecting words 	<ul style="list-style-type: none"> beginning is well-developed; middle is logical; end may be abrupt events are logically connected builds some context at the beginning uses dialogue; generally logical variety of simple connecting words
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> repeated serious errors make the writing difficult to read not written in sentences may omit letters and sounds often omits punctuation and capital letters or uses them inconsistently frequent errors in pronouns and verbs 	<ul style="list-style-type: none"> frequent errors may interfere with meaning in places some complete sentences frequent spelling errors (but all sounds are represented) inconsistent use of capitals and punctuation some errors in pronouns and verbs 	<ul style="list-style-type: none"> several errors, but these do not obscure meaning most sentences are complete most common words are spelled correctly occasional errors in end punctuation; uses capital letters for names, places, first word in sentence most pronouns and verb forms are correct 	<ul style="list-style-type: none"> may include errors (particularly in more complex language); these do not affect meaning written in complete sentences most spelling is correct uses capital letters and end punctuation correctly uses correct pronouns and verb forms; may make occasional errors

Rating Scale: Grade 2 Writing Stories

Student achievement in writing stories by March–April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>May attempt to tell a story, but problems with logic, organization, and conventions obscure meaning. May be very short.</i>	<i>Clearly sets out to tell a story. Beginning is usually stronger than middle, and ending may be illogical or missing. Little story language.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • consists of ideas or events that are not logically connected into a story • little logical detail or description • may not have a story problem • often very short 	<ul style="list-style-type: none"> • may be a simple retelling of a story the student has read, heard, or viewed • includes some details; these are often irrelevant or repetitious (and confusing) • story usually includes a simple, concrete problem that is often not resolved • details about characters and background information recently learned may take over, so that the initial storyline is lost
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is often unclear; may make errors in word choice • may rely on short, simple sentence frames that have been provided by the teacher • uses pronouns inappropriately, often shifting from “I” to “he/she,” leaving the reader confused 	<ul style="list-style-type: none"> • simple, basic language; often repetitive; little or no evidence of storytelling language • tends to rely on short, simple sentences OR one or more long, rambling sentence • overuses pronouns, making it difficult to keep track of characters
FORM • beginning, middle, end • sequence • characters • dialogue • connecting words	<ul style="list-style-type: none"> • may be all “middle”—a series of sentences without a clear beginning or end • little development (may be very short); ideas are not logically connected • characters and setting are often not identified • may have no dialogue • does not use connecting words 	<ul style="list-style-type: none"> • has a beginning and middle; may include an “ending” sentence that does not actually end or resolve the story • events may not connect logically and are often interrupted by irrelevant detail • may name characters and setting without providing description or context • often includes dialogue without using quotation marks or identifying the speaker • seldom uses connecting words
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> • repeated serious errors in basic language may make all or part of the writing difficult to read • not written in sentences; may be one long string of words and ideas or may incorporate several fragments • frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds) • often omits punctuation and capital letters or uses them inappropriately and inconsistently • frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”) 	<ul style="list-style-type: none"> • frequent errors may interfere with the intended meaning in places (parts may be hard to figure out) • some sentences are complete • frequent spelling errors; when words are spelled phonetically, all sounds are represented; often forms plurals and past tense incorrectly (e.g., “d” for “ed”) and confuses common sight words (e.g., now/know; their/there; were/where) • inconsistent punctuation and capitalization • some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)

The rating scale may require adaptation when used for different purposes and tasks.

Stories at this level are expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

Fully Meets Expectations	Exceeds Expectations
<p><i>The story has a beginning, middle, and end and is easy to follow. It includes most elements (setting, characters, problem, solution) and features some story language.</i></p>	<p><i>The story develops logically from a problem to a solution. The writer consistently uses story language and shows a sense of individuality and control.</i></p>
<ul style="list-style-type: none"> • often modelled on stories read, heard, or viewed (may combine elements of two or more stories) • includes many details; these are often loosely related to the central story problem (unsorted detail) • story usually includes a problem, but the writer may have difficulty with a solution and end abruptly • often includes characters (real or imagined) and background information recently learned about; connection to the storyline is sometimes weak 	<ul style="list-style-type: none"> • some sense of individuality; often incorporates elements of stories they have heard, read, or viewed with their own ideas • includes supporting details; some of these may distract from development of the main storyline • story problems are usually concrete and developed through action-oriented events; the solution is less developed (may end abruptly) • storyline often incorporates relevant characters and background information recently learned about
<ul style="list-style-type: none"> • conversational language; may include some description (often vague—e.g., nice, cool—and repetitive) and storytelling language (e.g., “There once was...”) • some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on 	<ul style="list-style-type: none"> • consistently uses storytelling language; includes simple descriptive language, and shows some variety (may have some repetition) • some variety in sentence length and pattern
<ul style="list-style-type: none"> • uses pronouns frequently; these sometimes become confusing • has a beginning, middle, and end; end may be abrupt • events are loosely connected; development may be illogical in places • usually identifies the characters and problem at the beginning of the story, but provides little context • often includes dialogue • tends to repeat a few simple connecting words (e.g., and, then, so) 	<ul style="list-style-type: none"> • uses pronouns frequently; it is usually easy to tell who or what the pronouns represent • has a well-developed beginning, a logical middle, and an ending • events are logically connected (may require some inferences) • builds some context at the beginning of the story by describing the situation as well as identifying characters, setting, and problem • uses dialogue; generally logical • uses a variety of simple connecting words (e.g., and, then, so, because, after, when)
<ul style="list-style-type: none"> • includes several errors, but these do not obscure the intended meaning • most sentences are complete • most common words are spelled correctly • may include occasional errors in end punctuation (i.e., periods, question marks, exclamation marks); uses capital letters for names, places, first word in sentence (may capitalize some words unnecessarily) • most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”) 	<ul style="list-style-type: none"> • may include errors (particularly in more complex words and structures), but these do not interfere with meaning • written in complete sentences • most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words • generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas • uses correct pronouns and verb forms; may make occasional errors (e.g., “My dad and me went fishing.”)

Sample Task: A Favourite Story

CONTEXT

This class had frequent opportunities to listen to a wide variety of stories, discuss story structure and characters, and share their responses to stories in oral, written, and visual forms. Students had written several stories, including shared story writing (the teacher and the class com-pose a story together), guided story writing (students write their stories with assistance from their peers and their teacher), and independent story writing (little support from the teacher). As part of their language arts program, students also listened to and read fairy tales and practised writing stories using the same story structure or characters (e.g., prince, princess, mice, godmother, wolves).

PROCESS

Students in this class had story writing files in which they kept their drafts of stories. Following numerous story writing experiences, some students chose a story to revise, edit, proofread, and publish. They chose one favourite story from their story writing file folder and used a word processing program to complete the writing process. Their older buddies assisted with the publishing of the stories.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student attempts to tell a story, but problems with logic, organization, and conventions make it very difficult to figure out. It is very short.

- consists of ideas or events that are not logically connected into a story
- does not have a story problem
- language is unclear
- errors in word choice
- relies on short, simple sentence frames provided by the teacher (opening sentence)
- has no dialogue
- little development, and ideas are not logically connected
- repeated serious errors in basic language makes part of the writing difficult to read
- some errors in pronouns and verb endings

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

The blone and the Loee
One day a Loyne Calde Doom. doom
fand a bone wene doom bote
blane in his hnde and doom went
up up up in the den and then
doom!! the dlone poppe, dopm

TRANSCRIPT:

The blone and the Loee One day a Loyne Calde Doom. doom fand a bone wene doom bote blane in his hnde and doom went up up up in the den and then doom!! the dlone poppe. doom was releg therste so he had to lete go of the dlone. Weny he lete go of the dlone he theod he wod fole in the woter a bred Cot him.

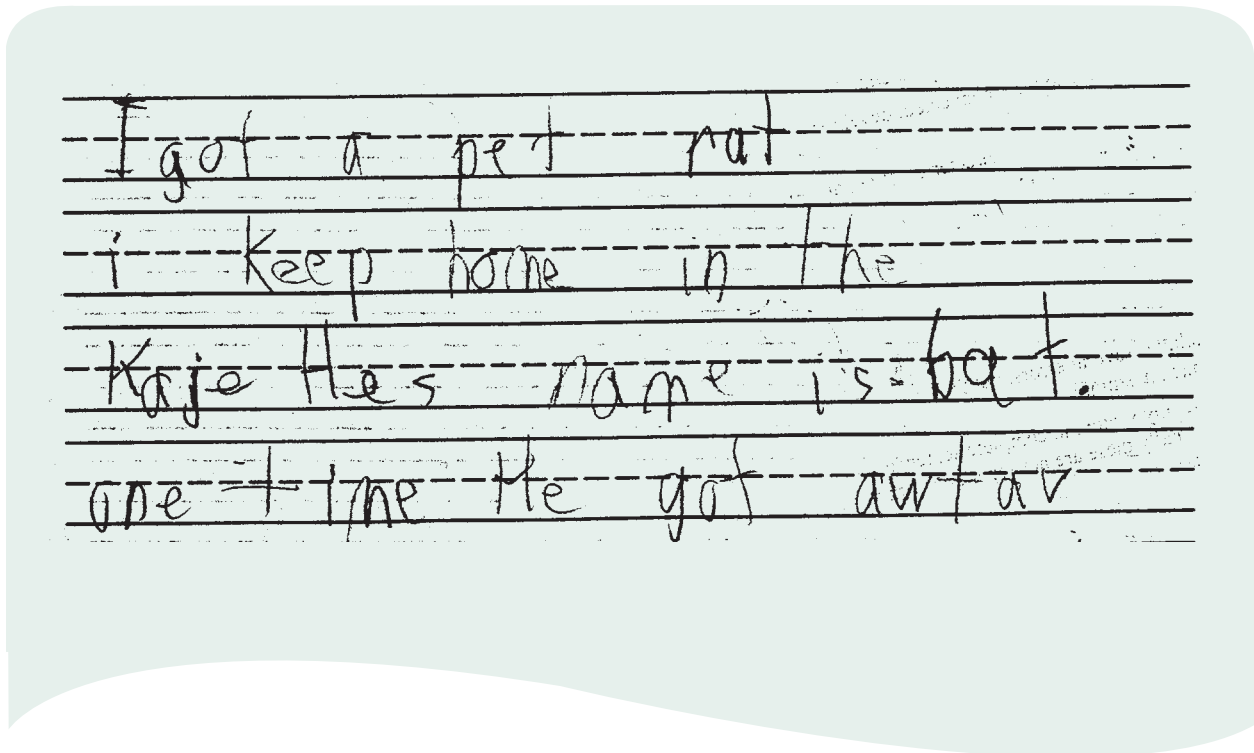
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student clearly sets out to tell a story; however, there is little story language.

- little detail or description
- includes a simple, concrete problem
- simple, basic language, with little evidence of storytelling language
- relies on short, simple sentences
- uses pronouns frequently
- has a beginning and middle
- seldom uses connecting words
- inconsistent punctuation and capitalization

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				



TRANSCRIPT:

I faWN mY Pet

I got a pet rat i Keep home in the Kaje Hes name is bat. one time He got awtav
Hes Kaje He was in my room. And then I Foond Heme.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This story has a beginning, middle, and end. It is easy to follow, includes story elements and features some story language. This story has been revised, edited, and published.

- modelled on stories the student has read and heard
- story has a problem, but the ending is abrupt
- includes characters
- conversational language
- some variety in sentence length
- has a beginning, middle, and end
- identifies the characters and problem at the beginning of the story
- includes dialogue
- generally written in complete sentences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Once upon a time, there were three mice. Their mother could not keep them, so she sent them out to seek their fortunes. By the way here is some advice for you, make sure you lock the doors and watch out for the big, bad cat. We will be careful, mother. The first mouse built his house out of straw and the second built his house out of sticks and the third built his house out of bricks

One day the big, bad cat came to call on the first mouse. "Little mouse, little mouse let me come in!" said the cat. The mouse said, "Oh, no

TRANSCRIPT:

Once upon a time, there were three mice. Their mother could not keep them, so she sent them out to seek their fortunes. By the way here is some advice for you, make sure you lock the doors and watch out for the big, bad cat. We will be careful, mother. The first mouse built his house out of straw and the second built his house out of sticks and the third built his house out of bricks

One day the big, bad cat came to call on the first mouse. "Little mouse, little mouse let me come in!" said the cat. The mouse said, "Oh, no you can't come in because you will eat me." Cat scratched the straw house down and away ran little, mouse to

second mouse's house. Next the big, bad cat went over to second mouse's house and banged on the door. He said, "Let me come in little mouse." The mice said, "No, you can not come in." The cat jumped on the house and broke it. The mice ran over to their brother's house. The next day big, bad cat went to visit third mouse's house. In a big voice cat said, "Let me come in or I will destroy your house. The mice got a hose and turned the water on full blast. Then they shouted together, 1, 2, 3 Blast! They drenched the cat with water. The cat ran home quickly and never came back to bother the mice again.

EXCEEDS EXPECTATIONS

Teacher's Observations

This story develops logically from a problem to a solution. The student consistently uses story language and shows a sense of individuality and control. This story has been revised, edited, and published.

- sense of individuality
- incorporates elements of stories the student has heard, read, and viewed
- story problem is concrete and developed
- some variety in sentence length and pattern
- incorporates relevant characters and background information
- well-developed beginning, logical middle, and an ending
- uses dialogue
- written in complete sentences
- generally uses capital letters and end punctuation correctly

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Once upon a time, there were three soft little mice with delicate, silky fur and little tails and they lived with their mother. The first one was white, the second was gray, and the third was brown.

One day the mother called the three little mice around her and said, "My children, it is time for you to go out into the world." But first here is some advice, watch out for cats snakes that crawl along the ground and hawks. Make sure that your house is safe and there is lots of food around. They said goodbye and took off.

The first little mouse walked by an old farm and went into the barn to have a look around. He found a big, toy house inside the barn. He knocked

TRANSCRIPT:

Once upon a time, there were three soft little mice with delicate, silky fur and little tails and they lived with their mother. The first one was white, the second was gray, and the third was brown.

One day the mother called the three little mice around her and said, "My children, it is time for you to go out into the world." But first here is some advice, watch out for cats snakes that crawl along the ground and hawks. Make sure that your house is safe and there is lots of food around. They said goodbye and took off.

The first little mouse walked by an old farm and went into the barn to have a look around. He found a big, toy house inside the barn. He knocked on the door and the door slowly opened. "Hello, is anybody home?" A small little, spotted mouse came to the door. "Can I live here with you?" asked the little mouse. Spotted mouse said, "You can live here with me."

The second little mouse was walking along the bridge and noticed a big house near the stream. The little mouse knocked on the door and the door opened and there stood a big man. "Down here," the mouse yelled. The man looked down, "Come in little guy, and make yourself at home," the man said. "What's that thing," asked little mouse. "Oh, that's an old hole in the wall." "Can I live in that hole in the wall, please?" "Sure you can and I have some carpet that you can use for your nest."

The third little mouse came by a little village. He found a big tree by the village. The third little mouse climbed up the tree and saw a hole and went in. He found some bird feathers and took them to his new house. Then he went out to search for food and an owl came swooping down on him. The mouse hurried back to his new home as fast as his little legs could run. He just got inside the door before the owl. Then third mouse hurries to his brother's house and they both go searching for food together. They ran into a fox but they were so clever that they ran between his legs and scurried to their first brother's house in the barn.

The next day the fox came to the barn and knocked on the door of the toy house. He was disguised as the mouse's mother and they let him in. The mice saw right away his busy tail and his big teeth and they told him they were going to play a game. We want you to hide and then you have to come and find us. While the fox was counting the three mice ran over to him and hit him on the head. They threw him into the river and he washed away and was never seen again.