

GRADE 4 WRITING: Additional Tasks/Samples

Personal/Impromptu Writing 1 task

Writing to Communicate Ideas and Information tasks

Literary Writing tasks

Grade 4 Personal/impromptu Writing: Additional Sample 1
In-Role Response to the short story ‘Night of the Ray’

Context

Students in this class are frequently asked to assume roles of characters from stories or novels they are reading. They are often involved in role-playing situations from the story prior to writing their personal responses.

Process

Prior to reading the story, students responded to seven statements using an anticipation guide. They responded individually and then discussed their responses as a whole class. A short discussion on fishing developed as a result of student responses.

The teacher read the story to the class as students followed the reading in their individual copies. After hearing the story, students returned to their anticipation guides and recorded ideas conveyed in the story, with evidence to support their responses. Students shared their responses through a whole class discussion.

Students were asked to assume the role of the boy as he was yanked into the water by the ray. The teacher asked students to write how they would feel if they were the boy at this point in the story and to describe their thoughts, and feelings.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

The writing is very brief, disjointed and illogical. This student needs ongoing support.

- few details
- topic is unclear
- sentence is poorly constructed (written as one sentence)
- little development and very short
- misspells simple words

I was caught by a shark and
I was scared because I got
pob over my pedal boat, and
a pte came up and I hite
it and the string broke.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The response is a series of loosely connected ideas with little development.

- focuses on retelling with some general reaction
- relies on simple and compound sentences
- beginning may be confusing with no clear purpose
- most ideas are loosely related to the topic
- includes several errors which do not interfere with the meaning
- most basic sentence punctuation is correct

My feelings would be
like I'd be very scared
and I would come out
on being calm and breathing
and pulling. If I was
that boy I would go out
at night I'd be very

scared at the time of seeing
the stingray. I would think
like at the time of the pilings
and larnacies I'd think
I'm going to die right

I f i was in his place
I would be very scared &
fritended. I wouldn't
want to be smashed
to ribbons but after I
think fishing at night
is not good

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing is relevant and easy to follow with some detail and explanation.

- offers some analysis and reaction
- elaborates on the main idea with some supporting reasons
- some variety in sentence length and pattern
- sticks to the topic using relevant ideas
- most familiar words are spelled correctly
- some errors but these do not affect the meaning

Night of the Ray

page 1

I was very scared, as the ray tugged as hard as it could. I tried to pull the ray out of the water but it was useless as the ray pulled me out of my little boat. The ray pulled me across the water I was catching a lot of water in my mouth. It taste terrible. All of a sudden I was pulled underwater. I went very deep under water. All of a sudden I hit the bottom. I tried to stop the ray but the ground was all mushy. I could barely hold my breath. As a head I could see the pilings I thote I would die. I was getting closer every second. All of a sudden the ray pulled so hard that the rope slipped of my hand was bleeding. I was so scared.

The End

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing is clear, focused and developed with elaboration and individuality.

- develops the writing with a sense of originality
- language is varied and increasingly precise
- introduces the topic in an engaging way
- sequence is logical
- transitions are smooth
- sentences are complete

Night of the Ray

I was caught. I was both scared and bewildered. The stingray was pulling me deeper and I was getting more and more frightened. I felt the blood swelling up inside my body because of the rope. It was like going down, down, down a 50 foot high hill on a roller coaster and being afraid of heights. I felt the flesh and everything. I was longing to pull away with the net but couldn't, so I gathered up all my courage and broke the net. I shot off the bottom like a bullet. I had had a tour I did not want again. I gasped for breath at the surface and swam to the nearest rock. I quickly undid the rope and felt the blood come out. It felt dreadful. Feeling like I had committed murder I dumped the fish I had caught back into the water. I knew what it felt like and would never do it to another fish again.

The End.

Grade 4 Writing Stories and Poems: Additional Sample 1

Traditional Legends

Context

Throughout the year, students learned a variety of strategies for generating and developing ideas for stories. They experienced a variety of stories from different genres and cultural traditions, and often discussed the features of an effective story. Students created numerous original stories to demonstrate their understand of story structure.

Process

The class discussed what they already knew about legends, including the titles of legends they had heard and read, while the teacher recorded their responses on a class chart. Additional legends were added to the chart as the unit progressed. A small group of student researchers worked with the librarian to collect a variety of legends from the school library. Students were invited to bring any legends they had at home to add to the class collection. The teacher displayed the class collection of legends on a separate table for student reference.

The class listened to and read several legends, reviewed key features of legends, and began working on their own legends. Students wrote, revised, edited and proofread their legends independently. They used the word processor to complete their work. Students were also required to include a brief summary of the legend as well as a paragraph entitled, “About The Author”.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The story is a series of loosely connected events with little development. Parts of the legend are flawed by errors.

- shows some awareness of audience
- basic, simple language
- relies on simple sentences
- begins with a problem but the ending is weak
- characters are named and identified but not developed
- includes several errors, but these do not interfere with meaning
- includes some incomplete and run-on sentences

HOW Thunderbird
got so big.



HOW THUNDERBIRD GOT SO BIG

Thunderbird wasn't big yet. so Thunderbird went to eagle. They

Thought of a way to make Thunderbird big. Eagle said, Whale

Can help! He can help by making you so mad that you might

Become mad enough that you might get to mad that you mad

And the anger might get you to grow meters

Higher! Thanks! Said thunderbird. Whale came by and teased him

So much that thunderbird grew as big as the sky. By then whale

Stopped teasing. The end. He became the sky lord.







IN THIS LEGEND THUNDER BIRD MIGHT BECOME BIG. BECAUSE HE IS SMALL. IF YOU READ IT YOU MIGHT HAVE TONS OF FUN!

ABOUT THE AUTHOR
DEVON BORN ATTENDS
BLAKEBURN ELEMENTARY
AND IS IN GRADE 4.
HE ENJOYS PLAYING
WITH HIS FRIENDS,
HOCKEY, AND SOCCER.
HE WROTE SAVING
SEA ANIMALS.



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing is a complete story with some interesting detail.

- develops a concrete, direct story by adding ideas from class discussion
- relies on simple and direct language with some storytelling description and language
- relies on simple and compound sentences with little variety
- begins with a problem but the ending is weak
- dialogue is generally clear
- some errors, but these do not affect meaning

How the Thunderbird Got It's Wings.





How The Thunderbird Got Its Wings

Long ago in the wild nature, a baby Thunderbird was born!

It had no wings. Their mother and father were surprised.

So the father and the mother didn't want the child any

more. When the Thunder bird was 1 month old a Skygod

brought him to a mountain to get some friends. His friend

was the Raven. A couple years later Thunderbird learned

that he don't have wings. So he kept on searching and

searching but still he couldn't find any wings .He was

really disappointed. He wanted to fly high but he couldn't.

One day Raven Told Thunderbird about a Destiny Egg. If

he gave it to the skygod he will give you anything you

want. So Thunderbird found this weird looking bird found

a Destiny Egg. Instead it was only a normal egg. Then he

found a cave and inside he found a DESTINY EGG! He

pulled and pulled ! Finally he got the Egg ! He quickly called the Raven and Raven flew him up to the Skygod. The Skygod looked surprised. Before this no one could find the destiny egg ? Now everyone has good luck and you too! What is your Wish? “ My wish is to have a new pair of wings .” “Ok,I will make a new pair of wings. (Magic spell) A BARCA SALOMSH BOOM!! A new pair of wings was on the Thunderbird!





Can Thunderbird really fly read this book to find out.

In this exciting legend, Thunderbird loses his wings. He uses his friend to find the Sky God. But Sky God wants an egg. Will he find the egg? Read this book to find out.

About the Author

Elisa Tang attends Blackburn Elementary and is in grade 4. She enjoys playing with toys, on the computer and her friends.



Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing is an engaging story with some originality and development. The story language is varied and effective.

- creates a legend with a sense of originality, especially in the beginning
- includes supporting details that add colour to events
- language is varied
- flows smoothly with varied sentences
- beginning presents the problem in an interesting way and the ending resolves the problem
- paragraphing is effective and the transitions are smooth
- basic sentence punctuation is correct
- pronouns and verbs are correct

How Frog Got His Long Tongue



What would you do
if you had to go
face-to-face with a
fierce thunderbird?



How Frog Got His Long Tongue

Long ago, in a forest at the east edge of Alberta, there was a really brave frog. The frog was brown all over, and he had little black splotches that made him look like he had been burned. He didn't care, though. The splotches helped him camouflage. Whenever an animal chased him, all he had to do was find an old tree and he would be safe. Of course, he would have to make sure he was in a really high branch. Sometimes Frog took a long time to find an old tree. When this happened, Frog would get really tired. So, when he finally jumped on an old tree, he would land on a low branch. Then whichever animal was chasing him had a good chance of getting lunch. This never happened, though. The forest in which Frog lived was full of trees, and forty percent of them were old. The animals didn't stand a chance against Frog, and that didn't bother them. They always found another animal to eat.

Frog had another problem, too. He couldn't eat. He tried eating plants, but they tasted horrible. He tried eating meat from the critters that other animals had already killed, but that tasted even worse. It looked like Frog would never be able to eat. At first, it didn't bother him. Not having to look for food all day and night made life easier. But then he got huge stomachaches. They started out small, and only happened every week or so. Then the stomachaches grew. At first a little, then a lot. They started happening so often that it seemed like Frog's stomach was going to explode. Finally Frog couldn't take it any longer. He decided to go get help.

Frog had two friends. They were Hawk and Bear. Both were really helpful. Frog looked at the sky. The sun was rising behind the mountains. That meant Hawk had already left to search for food, so Frog would have to ask Bear for help. Bear's cave was really far away. Frog started his long walk.

* * *

Meanwhile, Raven, a powerful trickster who had nothing to do, had seen everything that had happened. He decided to play a trick. Raven flew into Bear's cave and turned into a bear. Lucky for him, Bear had gone fishing. Frog arrived minutes later. "Bear, I

have a problem. Can you help me?" he asked. "Of course," Raven answered. "What is your problem?" Frog told Bear, who was really Raven, what his problem was. He explained that he was having stomachaches all the time. Raven nodded and said: "I will help you, but first, you will have to get me a feather from the great Thunderbird."

Frog didn't know what to do. Thunderbird was Lord of the Sky. He ate whales, and frightened anyone who disturbed him. But getting a feather probably wasn't so hard. Thunderbird probably lost some feathers once in a while, just like any ordinary bird. All Frog had to do was pick a feather from the ground, and he'd be done. Frog decided to build up his courage and go.

* * *

The next morning when Frog awoke, he was still in Bear's cave. The peaceful morning made him feel like nothing was wrong. Then his stomachache reminded him what had happened the night before.

Suddenly, a bat flew over Frog's head. Frog jumped out of the cave in alarm. He was puzzled. He didn't remember ever having bats in Bear's cave. Then another question came across Frog's mind. Where was Bear? Frog didn't know that Raven had moved him into another cave so that Bear wouldn't be able to tell him that he didn't have to get a thunderbird feather.

Still puzzled, Frog decided to get the feather first. Lucky for him, Hawk landed right in front of the cave. Frog told Hawk all about the night before, and Hawk said he knew which part of the sky Thunderbird lived in, and that he would be glad to take Frog there. Frog slept through the whole ride. When they were there, Hawk poked him in the back. Immediately Frog woke up, eager to get a feather and go. Soon he found out that that wasn't so easy. There wasn't a feather in sight! "good luck." Said hawk as he left.

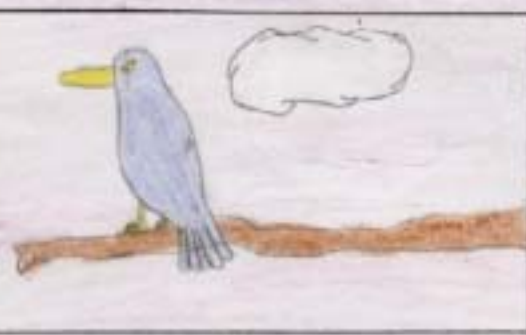
Frog was worried. He didn't know what to do. Then he saw a shape in the distance. The closer he got towards it, the clearer the object got. When Frog was only two feet away from it, he saw what it was: A sleeping thunderbird. Frog looked around. Nothing but sky. Even the soft feeling of cloud beneath his feet didn't help calm his fear. At least no one was around to disturb Thunderbird's

sleep. Frog decided it was as safe as it could get. Taking a deep breath, he pulled on Thunderbird's back tail feather. The feather loosened, but Thunderbird awoke. Frog jumped back as the giant bird soared up towards the sky. Its feather, still partially attached to the tail, went up too. Then it loosened completely, and Frog jumped up to catch it just as Thunderbird aimed a giant bolt of lightning at him. Thunderbird missed, and frog successfully caught the feather. Raging with anger, Thunderbird soared straight towards Frog. Frog was certain he would win the battle. He stuck out his short tongue at Thunderbird. That was a big mistake. Thunderbird grabbed Frog's tongue, and it got all stretched out. Frog's tongue was now twice his own size. Then Frog lost his balance and fell off the cloud. Thunderbird, pleased with what he had done, let go of Frog's tongue, and Frog fell into a soft flowerbed. Then he blacked out, still holding the feather.

* * *

An hour later, Frog awoke to find Bear and Hawk standing beside him. "What happened?" asked Hawk. Frog, barely able to speak, tried his best to tell the story. His friends listened carefully to every word. When Frog finished, Bear said that he had never asked Frog to get a feather from Thunderbird, and that he had caught Raven fly out of his cave with Frog. When the discussion was over, everyone knew exactly what had happened. Frog was burning with anger at Raven. Just then, a fly buzzed by. Frog caught it with his long tongue. It tasted delicious! Frog was really happy. He could actually eat! He decided that, in some way, Raven had done the right thing. His friends all agreed.





In this legend, you'll hear how a starving frog fights a fierce thunderbird. Will he survive? Find out when you read this book!

About the Author

Mina Savovic has been writing since she was five. Sometimes she makes up stories and



tells them to her little brother, Luka. Mina likes sports, and has five lessons: dancing, swimming, skiing, piano, and skating.

Grade 4 Writing Stories and Poems: Additional Sample 2

The True Story of Cinderella

Context

Students in this class regularly listened to and wrote stories. The teacher often discussed sample criteria for writing an effective story which included conversations about beginning, middle and end; interesting characters; plot development; story problems and the various ways characters solve problems; and titles that tell something about the story.

Process

The class had read stories that featured writing from other points of view (e.g., *The True Story of the Three Little Pigs*.) Students were asked to think about familiar stories and how they might be different if they were told by various characters in the stories. The class brainstormed familiar fairy tales and the teacher recorded their responses on the board. In small groups, students chose one fairy tale to role play from a different point of view. These included the story of The Three Little Pigs retold from the wolf's perspective, Little Red Riding Hood retold from the wolf's perspective, Goldilocks and the Three Bears retold from Goldilock's perspective and Cinderella retold from the step-sister's perspective.

Each small group presented their role-play to the whole class. Following the presentations, students were asked to select one fairy tale and independently write a story from the point of view of a different narrator. Before the students began the writing task, the teacher reviewed criteria for effective story writing as discussed in class.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observation

The writing is very brief and flawed by repeated basic errors. The story is a series of loosely connected events.

- reveals few details and the development is illogical
- shows some awareness of audience
- basic, simple language
- sentences are poorly constructed
- includes some action and events with a very brief storyline
- disjointed and written as a single paragraph
- includes several errors but these do not interfere with the meaning
- misspells simple words (e.g., on, don't, everyone)

Big Bad Cinderella

You all know the story of Cinderella but you don't know the story of the Big Bad Cinderella. Once upon a time 200 years ago there was a girl named Cinderella but everyone called her Big Bad Cinderella because she is mean. Sorry I forgot to introduce myself my name is Cinderella the good.

Big bad Cinderella always
told people what to do like
do my hair do this do that
and so on. Then I decided to
sue her so I could live in
peace. But I could not sue
her because I don't have
a lawyer.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing is a complete and easy-to-follow story with some interesting detail.

- develops a concrete, direct story drawing on ideas from class discussion
- shows a sense of audience and tries to create a reaction (e.g., humour)
- flows smoothly and varies sentences
- includes a logically sequenced beginning, middle, and end
- some characters are described but they tend to have little depth
- most sentences are complete
- basic sentence punctuation is correct but there are errors in longer, more complex sentences

The true story of: Cinderella ♡

Hi my name is Mariiah and

I am one of Cinderella's step

sisters. You probably think

you know the real story of

Cinderella but you don't.

This is the real story. My

mother, Selidia, once met

this man and got married.

Then he moved in with

me my sister and my mom.

Full Transcript:

The True Story of: Cinderella

Hi my name is [student's name] and I am one of Cinderella's step sisters. You probably think you know the real story of Cinderella but you don't. This is the real story: My mother Selidia, once met this man and got married. Then he moved in with my sister and my mom. That man had a daughter named Cinderella.

When she got out of her dad's limo, she was wearing a leather jacket, leather pants, black platform shoes, and black sun glasses. I was shocked. I thought she was going to be a nice calm girl like me and my sister!

She was spoiled too.

She got whatever she wanted. In our house she got her own room . Me and my sister had to share our room . It was just not fair!

Cinderella's father was going away for a month. As he was leaving on his black mare he ran into a tree and fell off his horse. He hit his head so bad that he died.

One Year Later

Today is my day to get them mail. There was a letter to a ball. A prince is inviting all the girls in the town. I ran as fast as I could in to the house and told my mom and my sister. Then we heard Cinderella and she said: "What is this I hear about a ball?" " You are not going anywhere. The house is a mess you have to clean it up!" " But the prince will be there and he is going to pick a wife!" said Selidia. "Well, I guess", said Cinderella. So they went upstairs and got on all their best clothes. Cinderella, of course, got on a very short dress and high, high heeled shoes. They went out to show each other their dresses.

When Cinderella came out my mom said, " Cinderella, you can not wear that to the ball." Yes I can and I'm wearing my leather jacket too "No, Cinderella, you can't. Everybody will look at you like you're weird and I don't want everybody to think you're my daughter looking like that! Said Selidia.

So they all left in Cinderella's Hummer. When they got to the ball everything had started. When Cinderella walked in the door and saw the prince she fell in love at once. Because the prince was wearing a leather jacket, blue ratched jeans and cowboy boots. And they lived happily ever after.

That's the real story of: CINDERELLA

P.S. Me, my sister, and my mom lived happily at home with no one to bother us. And Cinderella got married to the cool prince.

Grade 4: Writing to Communicate Ideas and Information: Additional Sample 1

Mission Possible

Context

During the year, students had experiences with all forms of writing. During this unit, students collected non-fiction texts and scanned the selections to identify various text features. The class discussed why these were important and how text features helped to make the information easier to understand for the reader. Students discussed the importance of following the ‘rules’ for specific forms of writing (e.g., instructions, letters) and following a logical sequence in informational writing.

Process

The students collected non-fiction texts that contained instructions. They discussed the importance of writing to communicate in a clear and detailed way when writing instructions. Students noted the instructional texts contained introductions, conclusions and logically organized steps with a complete sequence that was easy to follow. The teacher modelled examples with the class on *How to Make A Peanut Butter Sandwich*, *How To Tie a Shoe Lace* and *How To Play Basketball*.

The teacher informed students they were going to pretend to travel to another planet where life was very different. Their “Mission Possibles” were to explain to new acquaintances how to do something on earth. Students were instructed to take the role of an expert who is fully qualified to explain all the steps required completing an earthly task.

Students chose a topic that was familiar to them. They were given two-hour periods in class to work on this assignment. The students were able to think about the assignment over night and gather some information from outside sources. Students edited their work with partners.

Meets Expectations (Minimal Level)

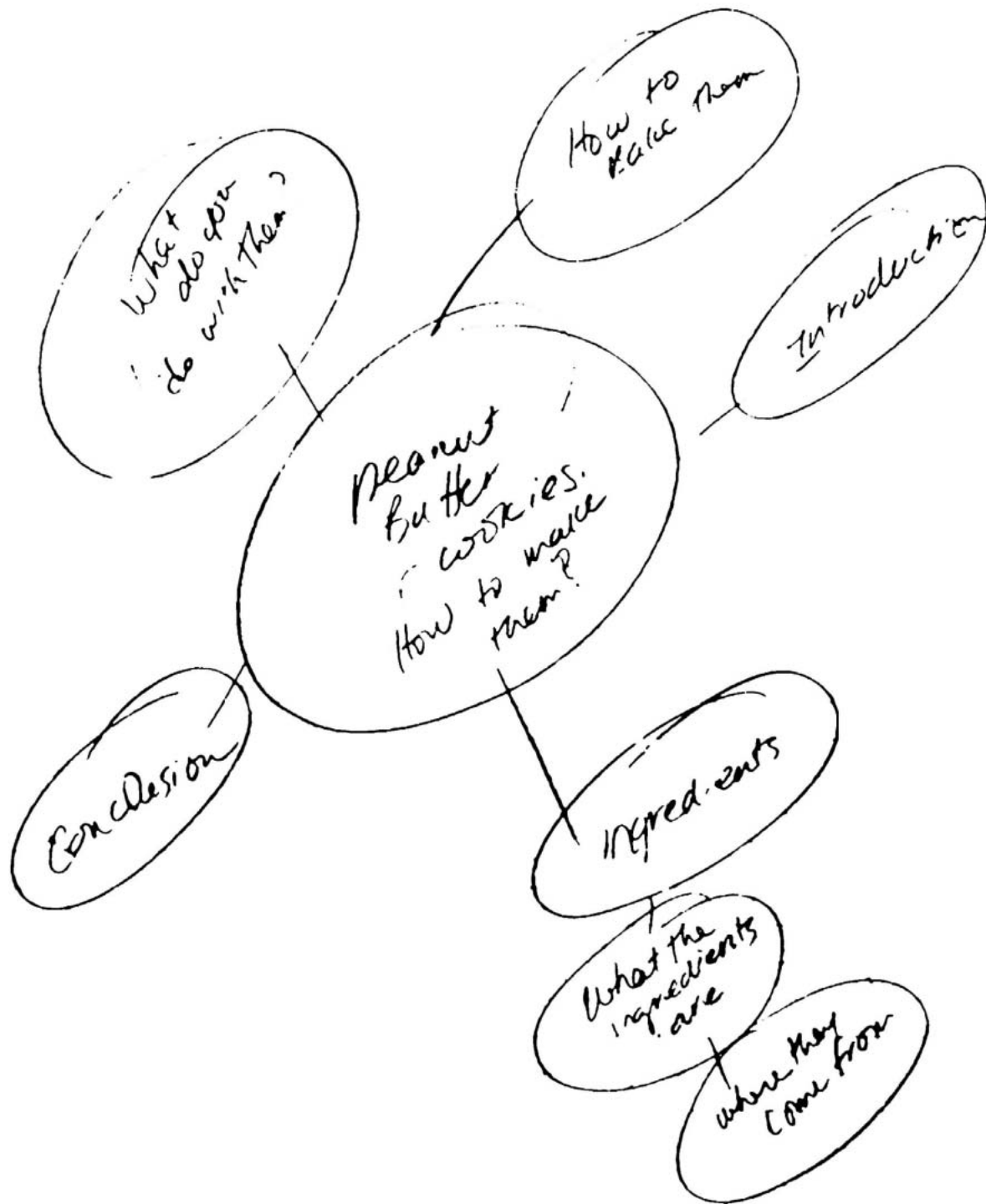
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing communicates loosely connected ideas and information and tries to deal with most requirements of the task.

- topic is clear; tries to deal with task requirements
- provides some accurate information
- opening may show some sense of audience
- relies on simple and compound sentences
- little or no paragraphing
- retells won experience rather than instructs
- includes several errors but these do not interfere with the meaning
- most basic sentence punctuation is correct; commas and quotations marks may be inconsistent

MISSION POSSIBLE



Introduction

Hello my name is Z482.
I am from earth and I come
in peace. But I don't want
to leave in pieces. So I'll be nice
and will show you how to
bake peanut butter cookies.

(for eating)

I am doing this to
show how different our
ways are.

Reminder
All the ingredients
are found on earth.

Ingredients

$\frac{1}{2}$ cup of sugar. A sweet
juice made from sugarcane
(found on earth)

$\frac{1}{2}$ cup of firmly packed brown
sugar. Brown sugar is similar
to white sugar but molasses
is added to it to make it brown.

$\frac{1}{2}$ cup of margarine or butter.
Butter is milk stirred quickly
until it turns into a yellow
mush, we call butter.

$\frac{1}{2}$ cup of peanut butter.
Peanut butter is, fresh-roasted
peanuts that have been puréed.

2 Tablespoons of milk.

It's the liquid that comes from the things^(cows) you steal from us when you visit.

1 Teaspoon of vanilla.

Vanilla is something that's made from a bean.

1. egg.

An oval-shaped shell containing an egg yolk and egg white. It comes from a chicken.

$1\frac{3}{4}$ Flour. A fine powder that comes from a plant called wheat.

1 Tea spoon of baking Soda. (4)

This makes the cookies rise.

2¹/₂ tea Spoon of Salt. A powder

that comes from the Dead Sea,
on earth. First put the dry

ingredients then ~~thix~~ the wet
ones, and then heat ~~the~~ oven to

350°. ~~6~~. An oven is a metal kitchen
appliance that is used to bake.

Form into 1 inch balls and place
on a baking sheet. Bake for

10-12 minutes. Then leave

them to cool. In conclusion,

(once cooled, put ^{one} in your mouths

then move your jaws up and down.

Next: swallow. If you like these
cookies let your friends try
them too.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing communicates relevant, easy to follow information in the student's own words that competently fulfills most requirements of the task.

- focused around a clear purpose
- information is generally accurate and written in the student's own words
- elaborates main idea with some supporting details, reasons and explanations
- language is clear, simple and direct
- clearly introduces the topic in a title and opening sentence and provides an explicit conclusion
- ideas are connected and easy to follow
- some careful use of ordering and connecting words
- most pronouns and verbs are correct although there may be some errors in subject-verb agreement where there are compound subjects and in pronoun form

NAME _____

DATE _____

MISSION POSSIBLE

Secret Code Name 006

You have traveled to another planet where life is **very different!** Your mission is to explain to your new acquaintances **how you do something**. You are an expert and are fully qualified to explain all the steps required to play Hockey. (You chose what you would like to explain.)

Criteria:

1. You must **brainstorm** all your ideas. /10
2. **Everything has to be in writing** – you cannot demonstrate actions because these foreigners are extremely fearful of you and they may think that you are acting aggressively. They also have **laser guns!** /40
3. **Must have an introduction** and a **conclusion.** /10
4. Your explanation must **be at least two double spaced pages.** (Students who have large handwriting must have three pages.) /10
5. You must try to **communicate in the most clear and detailed** way you can. Don't miss any steps or else it will not make sense. /20
6. **Spelling, punctuation, and grammar will be evaluated.** /10

Total = _____/100

April 3 2001



April 3 2001

The Story of the aliens who played Hockey

Hello my name is [Student] I'm from planet Earth I was sent here to teach you how to play Hockey. I should them what they needed to play Hockey like for a Goalie you need Pads, Blocker, Gloves, Chest protect and a mask. A Forward needs a stick and Rollerblades. The Defencemen needs Rollerblades and a stick. Now I have to teach them how to take a shot there are 3 different ways to the Snapshot, wristshot and wristshot. The Snapshot you have to raise your hand up and then you snap your wrist.

A wristshot is when you flick your wrist and shoot. The Slapshot is when you raise your stick up to your head and put all your strength into the shot.

In a Hockey game you can have Time out and through periods you can have intermissions

A Goalie person who stops shots.

The Defencemen check the people who come in there zones

The Forward is the person who provides Ofense. You get penaltyts to people who have good chanches to score like if you hold somebod'x whos on a breakawax. Now the aliens no know to play Hockey

Grade 4: Writing to Communicate Ideas and Information: Additional Sample 2

Willow River Brochures

Context

Throughout the year, these students worked on effective strategies for writing information. The writing was integrated into various curriculum areas such as Social Studies. During studies on communities, small groups of students wrote to different BC cities and towns and requested travel brochures. In small groups, students identified the various kinds of information presented.

Process

The teacher informed the students that they were going on a field trip. When they returned, their task was to individually create a travel brochure that would go into a Tourist Information Booth representing the location of the field trip. The field trip destination was an Interpretative Trail at Willow River. When the class returned, they examined their samples of travel brochures and discussed features that made effective ones. Students brainstormed categories and discussed the information they could include. Students created a rough copy before completing a final edited and proofread copy.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing communicates loosely connected ideas and information that tries to deal with most requirements of the task.

- topic is clear
- opening shows some sense of audience
- generally simple, often vague language with little variety or specificity
- identifies the topic in a title but omits ending
- visual information is inaccurate and difficult to interpret
- organized into sections however combines some sections
- many incomplete sentences
- most simple words are spelled correctly

Willow River is a
Nice Place to have
a walk.

To get to Willow
River you go on
Highway 16 E.

30 minutes from
Downtown Prince
George.

Tabor Mtn. come
before Willow River.

Trees you will
see at Willow River

At Willow River
you will see a
Pine tree, Spruce
trees and Paper
Birch.



The Berries you
will see at Willow
River are.

You might see
wild straw Berries
at Willow River.

Animal you will
see at Willow River
is a Bear or a moose.

You could even
see a Deer at
Willow River.



The Special
features are.

A Picnic Table at
Willow River.

map.

Diagrams,
River.



Joey Le Duc,
Willow
River
is a good
Place to
Have a
Walk.



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing communicates relevant, easy to follow ideas and information in the student's own words that competently fulfill most requirements of the task.

- focused around a clear purpose that is largely accomplished
- elaborates main idea with some supporting details, reasons and explanations
- some variety in sentence length and pattern where appropriate
- most paragraphs have a main idea and related details
- has a title related to the purpose
- required illustrations and diagrams are generally clear, relevant, and labelled
- verbs are correct
- legible; clearly and neatly presented

Willow River

Please have the best

quiet evening at

Willow River with

Your family please

Come



Turn these berries

are just great. There are

The wild strawberries

and there are blue-

berries and the are

soap berries.

Special Features

There are rapids and

a river, picnic tables and

it's a very interpretive

trail. And there signs

and diagrams.



These are all the trees

that you will see there.

there are the spruce

tree and the douglas

fir tree and the pine

tree and the lodge pole

pine tree and the paper

birch tree last but not

least the cotton wood tree.



What you need to bring.
You need insect repellent
and warm clothing but
don't forget to bring
Your spring boots because
it's kind of muddy up there.



Here are all the wild-
life that lives in Willow
River. There are wood
peckers, bears and Grizzly
bears, and squirrels, fish, moose
and deer and owls. It's
a very beautiful and nice
and bright place.



This is how You get
to Willow River. If
You have a map you
could use that. 30
minutes from down
town Prince George.
Highway 16 East
(Yellowhead). Site is
Well marked.



Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

Teacher's Observations

The writing communicates clear, detailed ideas and information that fully and effectively accomplish the task.

- information is concrete, accurate, complete, and written in the student's own words
- elaborates main idea with some supporting details, reasons and explanations
- language is clear, simple, and direct; some attempts to be specific
- flows smoothly with a variety of sentence patterns and lengths
- transitions are smooth; uses an increasing range of transitional words to make connections among ideas
- uses titles and headings effectively
- follows key features of the specific form
- basic sentence punctuation is correct

Special Features.

These are special features about Willow River. Rapids, well marked trail, signs, diagrams and a 4.5 km trail, nice trees and more.



Describing words.

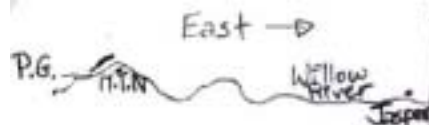
Here are some describing words for Willow River. It's kinda warm, lots of bugs, leaves, pine cones and mud.



Candice

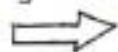
**Come
See Willow
River!**

Beautiful Willow River is a perfect place for a family. Come and visit B.C.'s beautiful Willow River and relax. See wildlife and many other great things to.



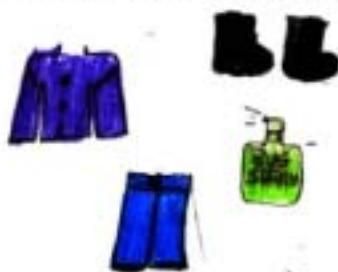
How to get there:

Willow River isn't very far away. It is just 30 minutes away from downtown. It is on Highway 16 east. →



What you need to bring:

When you go to Willow River you need to bring warm clothing incase it gets cold outside, and you also need to bring bug spray so eaten alive and another important thing is boots. You need to bring boots because some of the places on the trail is muddy.



Trees

Here are some trees you will see at Willow River while walking on the trail. Lodge pole pine, Spruce trees, Douglas fir trees, Birch trees and Cottonwood trees you may see other kinds of trees to. Because I don't think I mentioned them all there should more.



Berries

There are not a lot of berries at Willow River but if you are lucky you will see these ones. blueberries, wild-strawberries and Soapberries.



Wildlife

While you are walking through the trail be careful because there is a lot of wildlife at Willow River. Here is some you might see Bears, Moose, Mice, squirrels, porcupines, deer, beavers and woodpeckers.

