

## **GRADE 2 WRITING: Additional Tasks/Samples**

**Literary Writing 2 sets of samples**

**Writing to Communicate Ideas and Information 6 sets of samples**

## **Grade 2 Writing Stories: Additional Sample 1**

### ***Stories about Pets***

#### ***Context***

Students in this class frequently read, listen to, and respond to stories. They often talk about the features they like in stories, and the techniques authors use to make stories interesting. They write every day, usually about their experiences, their responses to stories and other activities, and what they are learning.

#### ***Process***

The teacher presented this writing in lessons:

1. In response to the question, “What is a story?” students created webs containing characteristics of stories. (20 minutes)
2. The class discussed the difference between fact and fiction, and brainstormed possible content for a fictional story about pets. (20 minutes)
3. Each students created a storyboard showing the beginning, middle, and end for a story about pets. They added key words and phrases under their pictures. (40 minutes)
4. Students used their storyboards to write a story about a pet. The teacher encouraged them to read over their work and make any changes they thought would improve their stories, but they did not use a formal editing process. (no time limit)

## ***Not Yet Within Expectations***

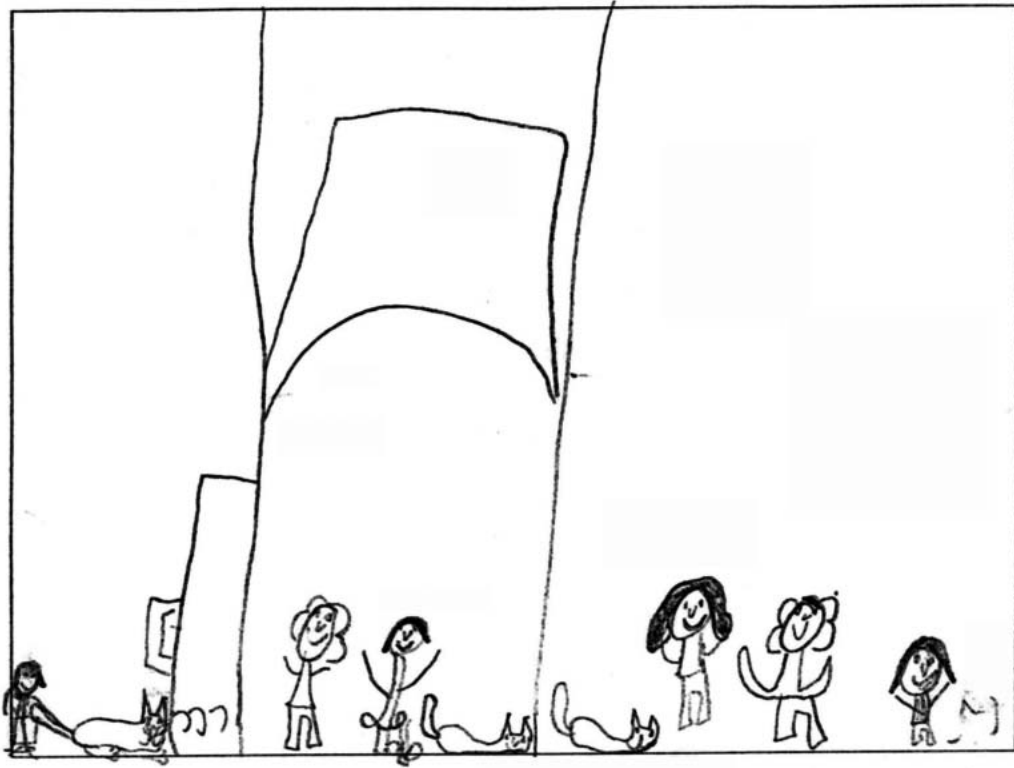
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SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student appears to have a story in mind, but has not conveyed it to the reader.

- consists of ideas or events that are not logically connected into a story
- little logical detail or description
- may not have a story problem
- very short
- little development (may be very short); ideas are not logically connected
- some sentences are complete
- often omits or uses punctuation and capital letters inappropriately and inconsistently

Cat



My cat is going  
outside. me and  
My gramma and  
mur phg Are  
doing something  
Bonnie. all of us

## ***Meets Expectations (Minimal Level)***

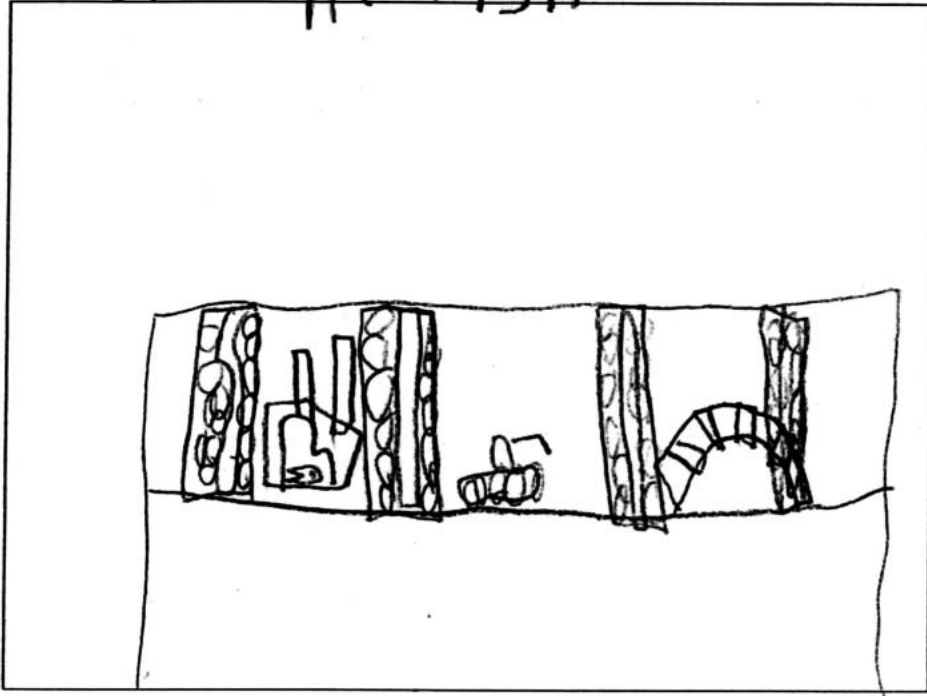
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MEANING				
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CONVENTIONS				

### **Teacher's Observations**

The student has provided a simple, concrete story based on a cartoon.

- appears to be a simple retelling of a story they have read, heard, or viewed
  - includes some detail
  - includes a simple, concrete problem
  - simple, basic language; often repetitive; little or no evidence of storytelling language
  - tends to rely on short, simple sentences
  - has a beginning and middle; includes an “ending” sentence that does not actually end or resolve the story
  - identifies the characters and problem at the beginning of the story, but provides little context
- inconsistent punctuation and capitalization

The cat is nervous  
of the fish



The cat was nervous  
of the fish. Then the cat wanted  
to eat the fish. The  
fish cried. The cat got scared.  
The cat was in the closet,  
hiding from the fish.

## ***Fully Meets Expectations***

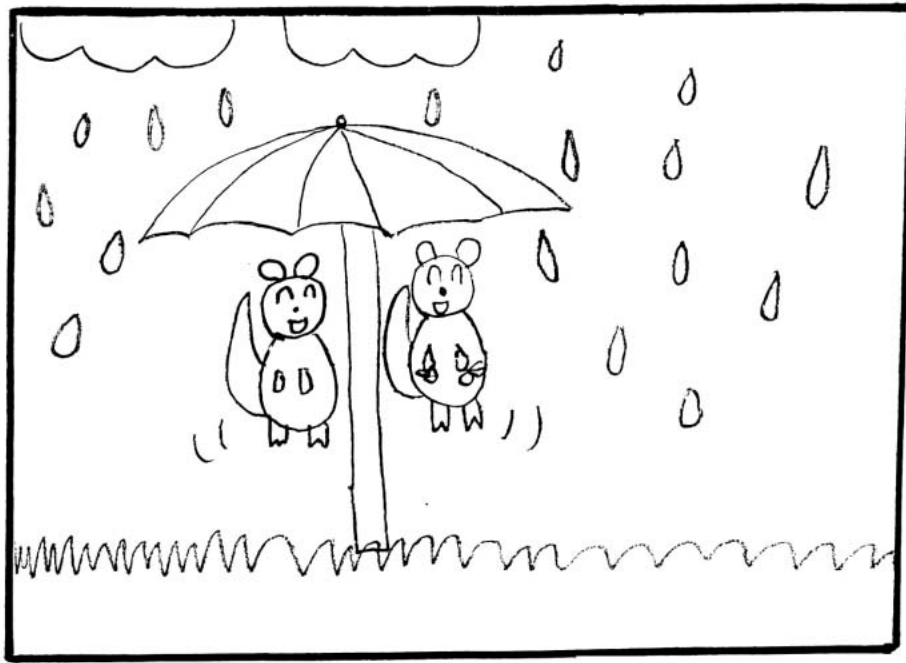
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MEANING				
STYLE				
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CONVENTIONS				

### **Teacher's Observations**

The student has provided a story that includes some detail and story language.

- 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
- 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
- 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
- tends to repeat a few simple connecting words (e.g., *and, then, so*)
- includes several errors, but these do not obscure the intended meaning
- most sentences are complete
- most common words are spelled correctly
- uses capital letters for names, places, first word in sentence
- most basic pronouns and verb endings are correct; makes some errors

## THE TWO SQUIRELS



One day two squirrel were walking  
by. Their name were Jason and  
Jill. Then Jason fall down  
and hurt his leg. So Jill  
help Jason, and then  
Jill saw a hopspitt, and  
the doctor help Jason



fix his leg. Now Jason  
can walk again, and they  
went camping and they went  
exploring and went on trips  
and playing ball, and they  
went jumping in the  
puddle when it rains, and Jill  
share her umbrella with Jason when  
Jason got wet. One day Jason  
and Jill were painting a  
picture at Jill's house's  
They were eat and painting  
with all kinds of colour's,

and they live happy  
ever after for the rest  
of the live and were friends  
for ever.

## ***Exceeds Expectations***

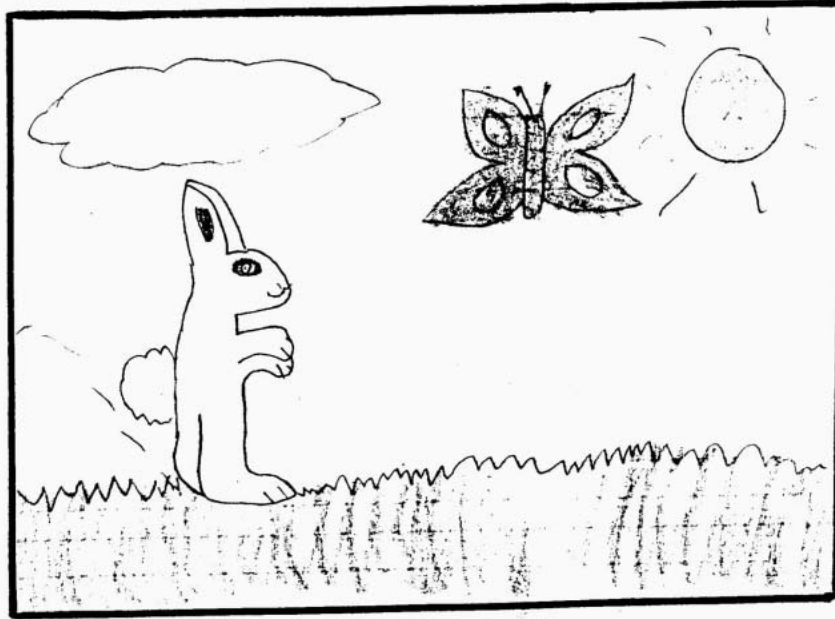
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SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has developed an engaging story with a problem and solution. The story shows individuality, and draws on knowledge of story language.

- 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 story line
- consistently uses storytelling language; includes simple descriptive language, and shows some variety (may have some repetition)
- some variety in sentence length and pattern
- has a well-developed beginning, a logical middle, and an ending
- events are logically connected
- builds some context at the beginning of the story by describing the situation as well as identifying characters, setting, and problem
- uses dialogue
- some 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
- uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas

## Penny and The Wishing butterfly



Once upon a time a rabbit named Penny, walked in a forest right after a nice healthy breakfast. But then she felt something on her ear. She looked up, and it was a butterfly! "Who are

you?" She asked, "I am the Wishing Butterfly," he said. "Hello Wishing butterfly." Penny said, "Oh no!" she said surprised, "I late for school!" Bye-bye! she said as hurried to school. But suddenly she fell down a hunters hole! "Help help!" cried Penny, "Wishing Butterfly help!" But The Wishing Butterfly was too far, and the hunters were coming! So Penny yelled as hard

as she could "HELP!!!!" she  
cried starting to sob. But  
The Wishing Butterfly heard  
her and flew to the rescue!  
When he got there he  
sparkled magic stuff on  
the hunters. And they were  
never to be seen, or heard  
of again.

## **Grade 2 Writing Stories: Additional Sample 2**

### ***Writer's Workshop: Fairytales***

#### *Context*

Students in this class write every day as part of a writer's workshop. Each morning, the teacher in this class devotes a block of time to writing. Students have experience reading and writing in a variety of genres including fairytales, animal stories, poetry, information, and instructions. Prior to this assignment, they read, listened to, dramatized and discussed a variety of fairy tales. The classroom word wall included words from fairy tales; students also developed word banks of 'fairy tale words.'

Note: The class had recently completed a penguin study. Several students chose to feature penguins in their fairy tales.

#### *Process*

During their writer's workshop, student discussed fairy tales they had read and heard, and identified their characteristics. The teacher reviewed the structure of stories with them (beginning-middle-end) and talked about how authors make fairy tales interesting (e.g., interesting words and details, dialogue.) Students independently planned and wrote fairy tales. They read their stories over and made some changes, but did not participate in any formal editing.

Note: Students who chose to write about penguins were able to consult classroom and individual banks of 'penguin' words.

## ***Not Yet Within Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student copied “Once upon a time” from a classroom chart, but was unable to complete a story.

- 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
- little development (may be very short); ideas are not logically connected
- repeated, serious errors in basic language may make all or part of the writing difficult to read
- 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





Once upon a time I  
soll a cat runing a  
rad my home but I  
tuk it t he cat.

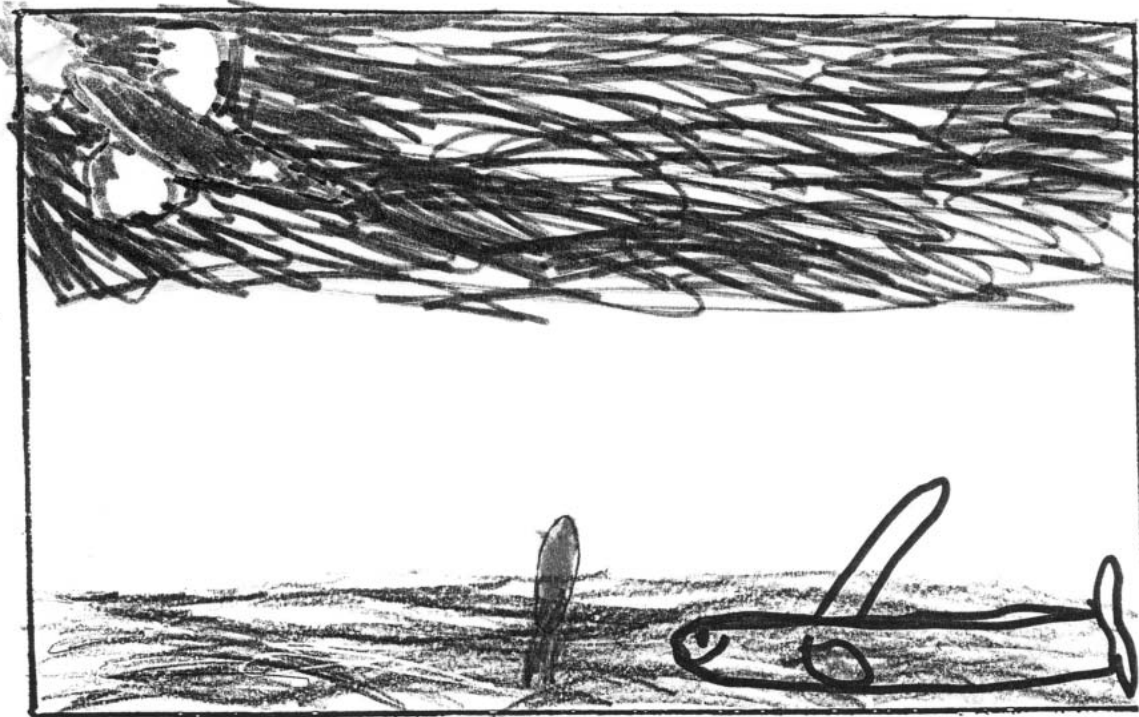
## ***Meets Expectations (Minimal Level)***

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SNAPSHOT				
MEANING				
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CONVENTIONS				

### **Teacher's Observations**

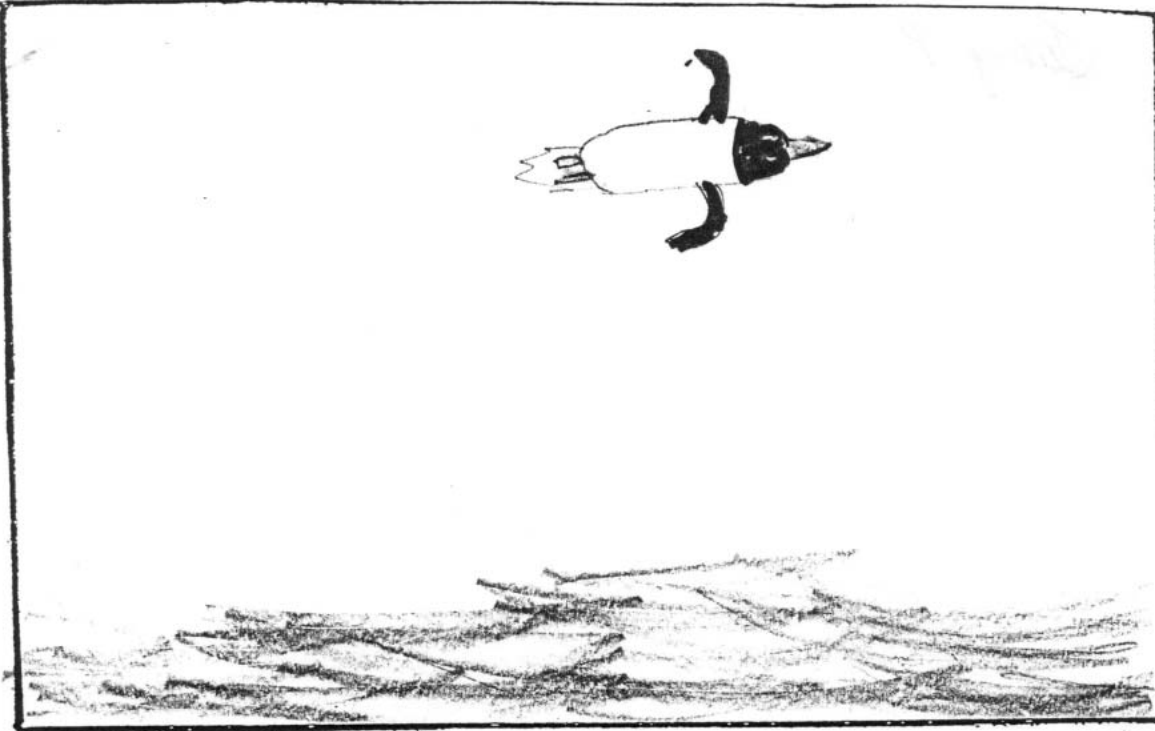
The student tells a simple, direct story, and begins with “story language” (*Far, far away ....*) Most words are recognizable, and are spelled phonetically.

- includes some detail
- includes a problem, but ends abruptly
- simple, basic language
- tends to rely on short, simple sentences (largely unpunctuated)
- has a beginning, middle and end
- frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)
- frequent spelling errors; when words are spelled phonetically, all sounds are represented; often forms plurals and past-tense incorrectly (e.g., “it” for “ed”.)
- inconsistent punctuation and capitalization



## The egg

Far, far away in Antarctica live penguins but a egg was born hatch becuse it was out to sea a man fed it and he ketit was it strtid to hatch it was the cant is penguin.



The man teach the penguin  
to fly after two months it  
flew to the South Pole

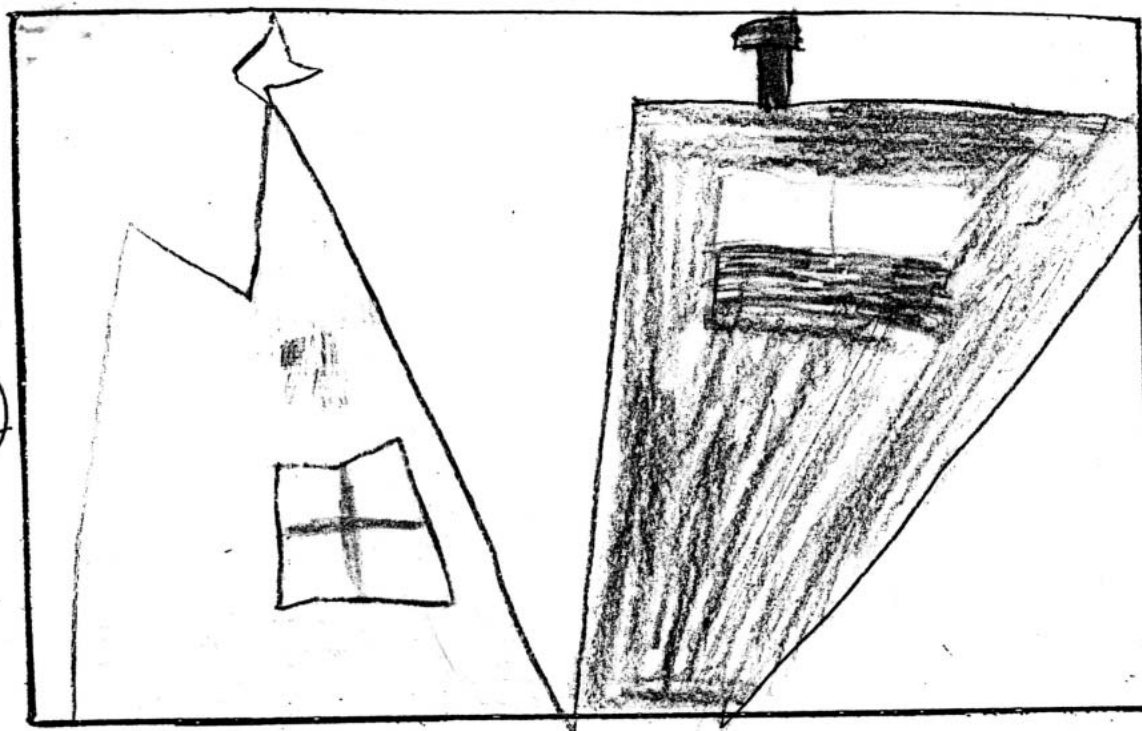
## Fully Meets Expectations

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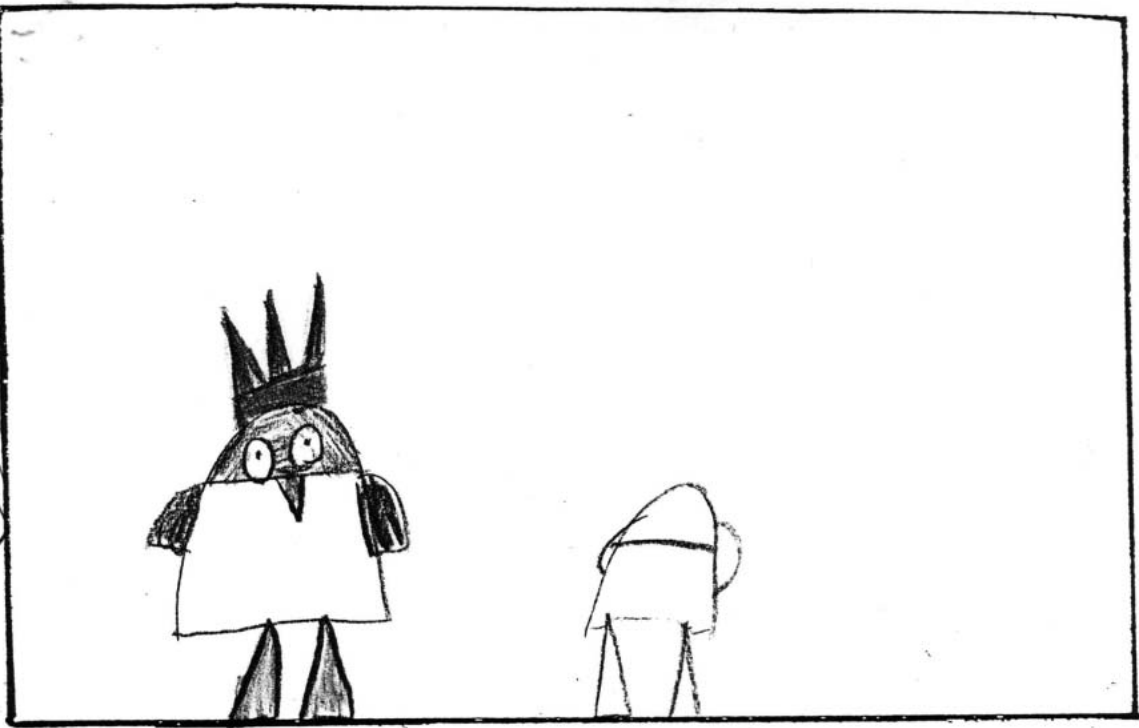
### Teacher's Observations

The student has story with engaging detail and story language. The story is easy to follow, although there is little punctuation and many words are spelled phonetically.

- some sense of individuality; often incorporates elements of stories they have heard, read, or viewed with their own ideas
- includes supporting details
- consistently uses storytelling language; includes simple descriptive language, and shows some variety (may have some repetition)
- has a well-developed beginning, a logical middle, and an ending
- events are logically connected
- uses dialogue (not punctuated)
- uses a variety of simple connecting words (e.g., *when*, *but*)
- 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



Only 1 Penguin Is Butafal  
Once upon a time a queen  
penguin demanded only 1 penguin  
will be butafal make all the  
butafal ones only sent for one



Jan 19 2001

When the king penguin herd

this he was cross. Nonses he said

from the other room now he is

realy croos. But the queen

has made her choice and I can't

change it very well said the king

they change the penguins do you <sup>know</sup> know

the oddest penguin became <sup>but a</sup> but a  
the end



## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 1: Recipes for Igneous Rock Cookies**

### *Context*

The students in this class write every day, both as part of language arts activities, and in connection with topics they are studying in content areas. During the year, they have learned about a variety of genres.

### *Process*

The class had been studying rocks and minerals. As part of their study of igneous rocks and how they are formed, they watched the teacher demonstrate by creating “igneous rock cookies” (haystacks). As the teacher demonstrated, she talked through the process, emphasizing sequencing language, and equating various ingredients to the mineral in igneous rocks. She stopped from time to time and had the students review the steps.

After the demonstration and some further discussion, students wrote out the steps for making igneous cookies so they could take them home.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has provided a generally accurate series of steps to making the cookies, but is missing specific detail. Spelling, punctuation, and capital letters are often inconsistent.

- provides some accurate information or observations
- includes some details
- simple, basic language
- includes some required features, but may have difficulty following the intended form (e.g., a recipe may be written in a paragraph)
- 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*)
- 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)
- uses punctuation and capitalization inappropriate and inconsistently

## How to Make Glossy Rock Cookies

first get your equipment and turn  
on the stove second put in the marger  
next shoger cocoa and milke After

that Stir Stir then stir minrely

fin the pot finally heat it all up

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
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CONVENTIONS				

### **Teacher's Observations**

The student has provided complete, logically sequenced instructions.

- provides accurate basic information or observations
- includes some specific details
- includes simple descriptive language; some attempts to be specific or exact
- some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on
- 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; includes a conclusion
- ideas are presented in logical sequence
- beginning to use a variety of connecting words
- includes several errors, but these do not obscure the intended meaning
- shows growing control of sentence structure; sentences are separated with periods and capitals
- most common words are spelled correctly

First get your equipment.

Second add the marger<sup>the</sup> in<sup>oil</sup> and wait till it melts.

Next stir the marger.

After that add <sup>suger</sup> coco and milk.

Then stir and add quick oat and stir again.

Finally get cookie sheet and

put the ingredint in pan on cookie sheet and put it in the oven and

wait. After take out cookies and

put it out to cool and eat it.

## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 2: “How-to”**

### *Context*

The teacher provides a wide variety of writing activities, often developing out of activities the students are engaged in, or interests they express.

### *Process*

Students planted seeds for Mother’s Day, following a step-by-step demonstration by the teacher. After they had planted their seeds, they reviewed the process. The teacher provided a template with space for title, materials, and directions. Students wrote independently. The teacher encouraged them to check their work, but they did not use a formal editing process.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student had listed the correct ingredients, and identified the basic steps. However, there is no detail, and punctuation, and capitalization are omitted.

- provides some accurate information
- includes some required parts (i.e., tries to follow instructions or frame provided by the teacher, but not entirely successful)
- simple, basic language; often repetitive
- includes some required features, but may have difficulty following the intended form (e.g., written in a paragraph)
- 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
- frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)
- frequent spelling errors; when words are spelled phonetically, all sounds are represented
- omits punctuation and capitalization

# Na Steshoms

Materials needed:

✓ 3 popsicle sticks  
planter 1 ✓  
dirt 2 ✓  
seed 3 ✓  
sun 6

Spoon  
window 8  
water 5  
stick 4 ✓

Directions:

Fest pate dirt in  
planter and then pate seed  
in then name on stick pot  
stick in planter then  
pot planter by sun lit



## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has provided clear basic directions, in numbered steps.

- provides accurate basic information
- includes all required parts; these are very basic
- simple, basic language; vague
- shows understanding of the basic conventions of form (e.g., instructions look like instructions)
- information and ideas are logically sequenced and connected (may require some inferences)
- written in complete sentences
- spelling is correct

# plant HOW To plant a

## Materials needed:

1 popsicle stick  
seeds  
a flower pot  
water  
dirt or soil

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## Directions:

1. Get the flower pot and put soil in it.
2. See the pack and look to see how far in to put it.
3. Put the seed in that far.
4. cover the hole with soil.
5. water it.

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## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 3: Summary of REAPS presentation**

### *Context*

The teacher often asks students to write in response to reading or listening activities, or other experiences.

### *Process*

After listening to a presentation about the importance of reducing garbage going into landfills, students were asked to write paragraphs to answer to the following question:

What important message did REAPS give us?

Students were asked to check over their paragraphs, but they did not do any formal editing.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has provided some accurate information, but does not include much detail or explanation.

- provides some accurate information
- simple, basic language
- relies on short, simple sentences
- has no “beginning” (starts in the middle) or conclusion
- frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)
- sentences are complete
- frequent spelling errors; when words are spelled phonetically, all sounds are represented
- inconsistent punctuation and capitalization

gd 2

What was the  
important that the  
Rea.p.s gave us?

Pot you're fruits and  
vegdubbles in a compost.

Pot you're bottles in  
resikls. dot bern  
plastik bottles!

## Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The student has provided accurate basic information about the presentation, and includes some specific detail.

- provides accurate basic information
- includes all required parts; these are very basic
- simple, basic language; vague
- shows understanding of the basic conventions of form (e.g., instructions look like instructions)
- a title or opening sentence signals the topic; may omit conclusion
- information and ideas are logically sequenced and connected (may require some inferences)
- written in complete sentences
- most words are spelled correctly; errors are often careless omissions of letters (e.g., 'foret')
- generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas

Grade 2

What important message did R.E.A.P.s. give us?

R.E.A.P.S. told us what to recycle, compost and put in the trash.

We are recycling so we don't have to make any more dumps and don't kill the nature more dumps means less forest. We can recycle and reuse stuff so there is less junk.

## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 4: Dinosaur Friezes**

### *Context*

The teacher in this classroom focuses on a process approach to writing, emphasizing prewriting experiences that will motivate the children to write, and ensure that they have something to say.

### *Process*

During a study of dinosaurs, students used the information they had learned to create ‘Fact Friezes’ – strips of paper divided into sections, with a different fact written and illustrated on each section. Students worked from what they had learned; they did not look up new information.

Students worked independently without using resources such as word banks. They worked hard to make their work as informative, accurate, and interesting as possible.



## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has completed the task with basic information, including some detail.

- provides some accurate information
- includes some specific details
- simple, basic language
- tends to rely on short, simple sentences
- over-uses pronouns
- ideas are presented in logical sequence
- includes several errors, but these do not obscure the intended meaning
- most sentences are complete
- most common words are spelled correctly

Deinonychus

It is a  
meat eatt



By  
Keagan  
Chantel

Babies in a  
egg.



It went in  
packs.



He was the fiercest  
meat eater  
They live d  
in Kanada





It had a  
big claw on  
it's leg.



It waded 15  
pounds.



155



## Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The student has recorded a series of related facts about Tyrannosaurus Rex, including some specific detail.

- provides accurate and logical information that accomplishes purpose at a basic level
- includes explanations, examples, or details
- includes simple descriptive language; some attempts to be specific or exact
- a title or opening sentence signals the topic; may omit conclusion
- ideas are presented in logical sequence
- visual features (e.g., diagrams, illustrations) are connected to the written information
- 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)





T-Rex was the most  
biggest and  
fearful  
meat eater that ever  
lived on earth.



T-Rex was the most  
biggest and  
fearful  
meat eater that ever  
lived on earth.





Its head was 5 feet  
long.

Its arms helped  
get up after sle



Its teeth were the  
size and shape of  
g. a steak knives.



T. Rex probably helped  
down its enemy  
with its huge  
feet.



## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 5: Planet Travel Brochures**

### *Context*

This writing activity was part of a unit on planets. Students in this class write often, as part of all classroom activities. Some of their writing is personal—often reflecting on their learning experiences; they also frequently write stories and poems modeled on the literature they read and listen to. Writing is also part of their science, social studies, and mathematics study, where they write to record, share, and reflect on ideas and information. Prior to this activity, they had practiced making notes about a planet.

### *Process*

The teacher provided a selection of travel brochures for students to view and discuss. After some general discussion of the features they noticed, the teacher focused discussion on how the writers made people want to visit their travel destination.

Students used their notes about one of the planets to create a travel brochure inviting people to come to their planet. The teacher provided a template with space for *features*, *location*, *appearance*, and *travel tips*, as well as a front and back cover.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student has created a travel brochure that offers some basic information about Uranus in a series of short, simple sentences.

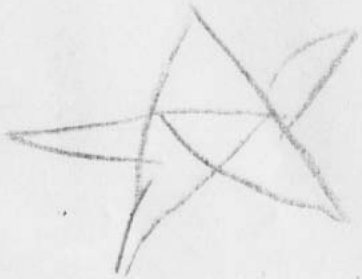
- provides accurate basic information
- includes some specific details; these usually relate to concrete features such as size or colour
- simple, basic language; often repetitive
- tends to rely on short, simple sentences
- visual features (e.g., illustrations, diagrams) may be incomplete, or need explanation from the writer
- frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)
- 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
- some basic errors in pronouns and verbs



### Features

It had  
15 moon,

It is  
a very cold  
planet,



### Location

It a outer  
planet,

Is in the  
solar system,

It is the  
7 planet from  
the sun,



### Appearance

Is blue and  
green,

Made of  
ice and rock  
10s smaller  
one man,



Travel Tips

A ospeep<sub>nk</sub>

A wom cl<sub>as</sub>

Price &  
1<sup>st</sup> week  
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27,000,  
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## ***Fully Meets Expectations***

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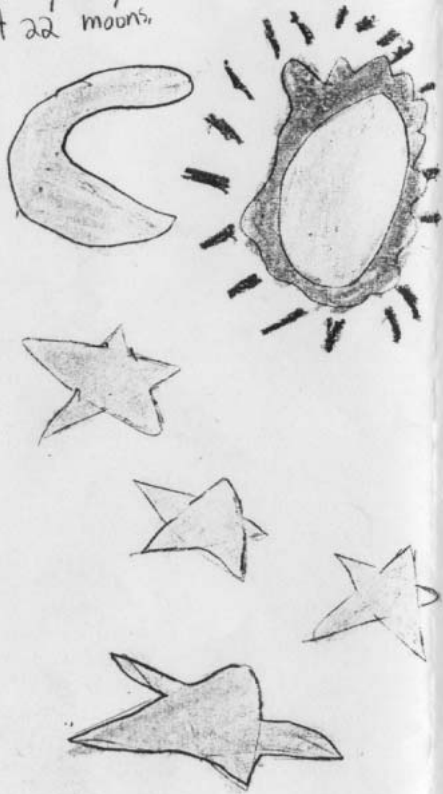
### **Teacher's Observations**

The student has tried to follow the style of a travel brochure, and has included details such as the type of clothing to wear and the cost.

- provides accurate and logical information that accomplishes purpose at a basic level
- includes some specific details; these usually relate to concrete features such as size or colour
- includes simple descriptive language; some attempts to be specific or exact
- shows understanding of the basic conventions of form
- a title or opening sentence signals the topic
- ideas are presented in logical sequence (often following a template or frame provided by the teacher)
- visual features (e.g., diagrams, illustrations) are connected to the written information, but often hard to interpret
- includes several errors, but these do not obscure the intended meaning
- most common words are spelled correctly

## Features

Saturn is one of the giant  
planets.  
It has gases and liquids.  
It's very very fast.  
It has 22 moons.



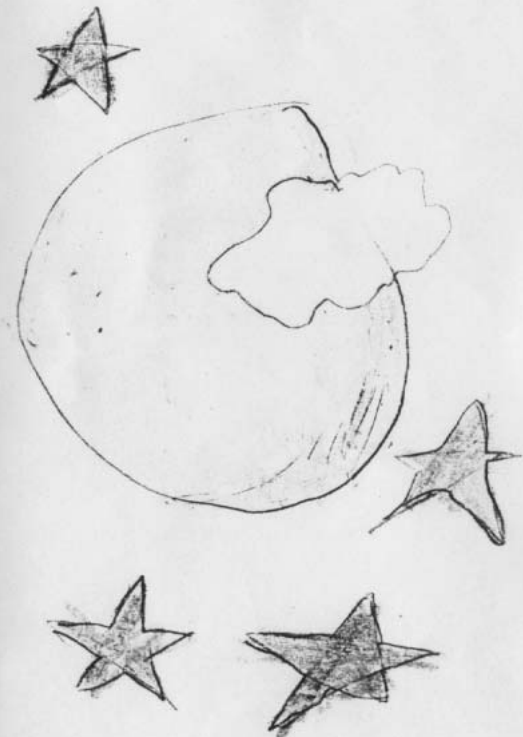
## Location

Saturn is 885 million miles  
from the sun.  
Saturn is 6th planet from  
the sun.



## Appearance

It has many colorful  
rings that orbit.  
It's the Ringed Planet  
it has over one thousand  
rings.





## Travel Tips

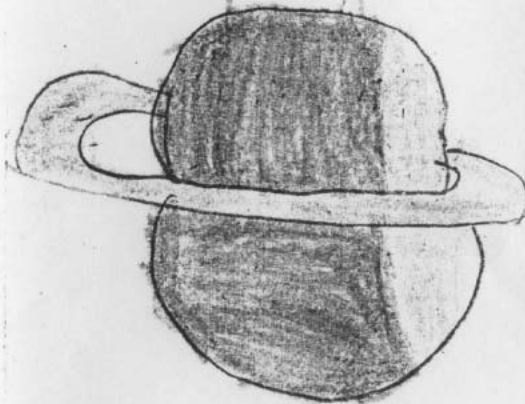
Saturn is clod. So  
you wood like to  
bring the heveest  
clos you have,  
for one week  
100.

For <sup>100</sup>200<sup>100</sup> tow weeks  
100

For four weeks  
14



## Saturn



D.

## **Grade 2 Writing to Communicate Information and Ideas: Additional Sample 6: Frog Books**

### *Context*

Students in this classroom frequently make and ‘publish’ books on topics they are studying. The teacher provides extensive preparation before they begin to write, and ensures that all students are able to access the information they need to be successful.

### *Process*

Before they began a study of frogs, students generated what they already knew about frogs on strips of paper. As the class read non-fiction books and learned more, they evaluated each of the strips to decide which were facts and which were false. They also added more facts from their reading, and put the strips in groups (e.g., habitat.)

Each student chose the facts they thought were most interesting and important, and created their own personal published Frog Books, on frog-shaped paper provided by the teacher.. The teacher emphasized the importance of writing the information in their own words. Students took care to check the spelling of unfamiliar words in the classroom word bank. They also checked to make sure that their writing was in complete sentences.

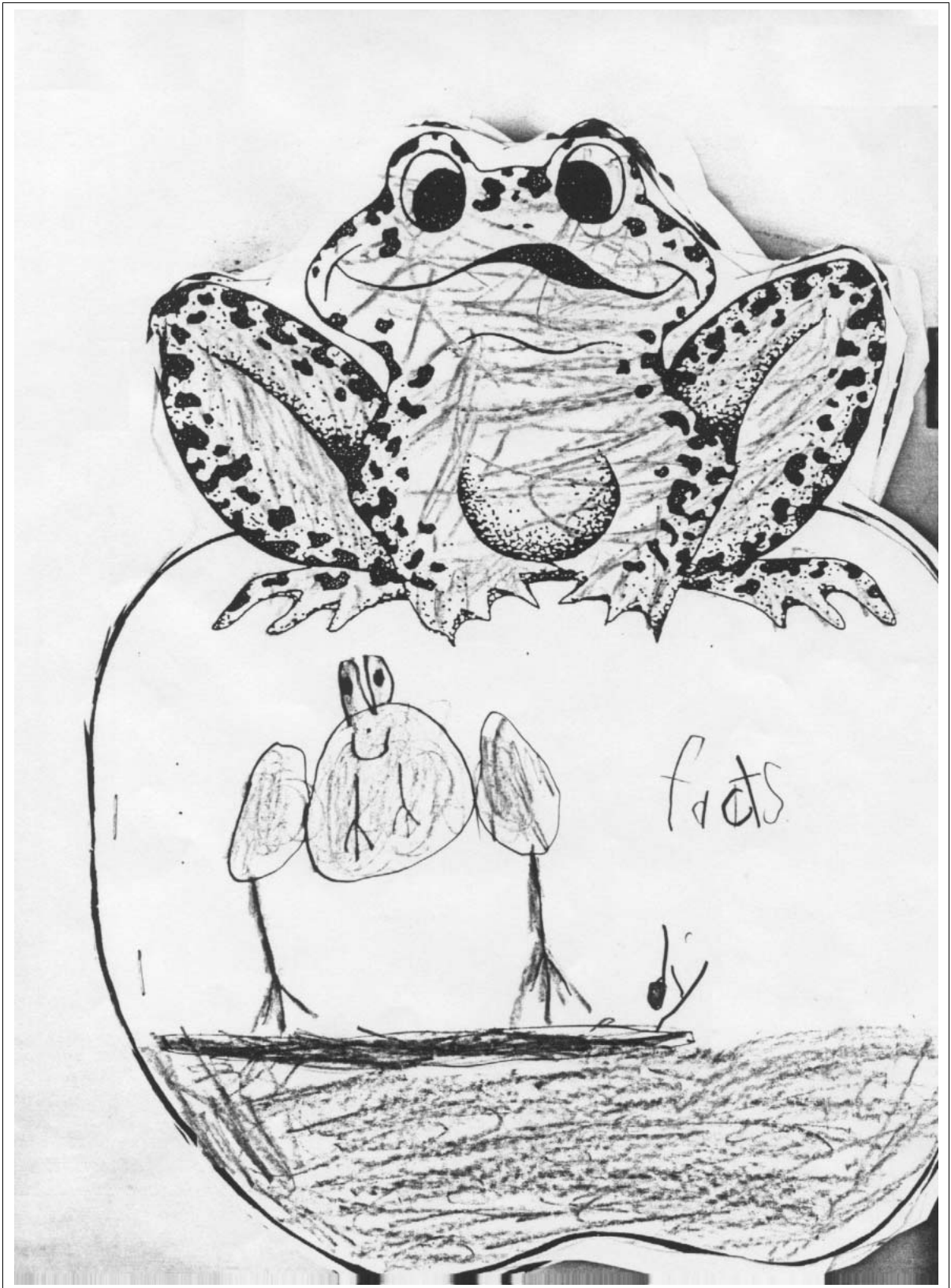
## Meets Expectations (Minimal Level)


	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Teacher's Observations

The booklet presents a series of largely unsorted facts about frogs based on the information developed by the class.

- provides accurate basic information or observations, usually from class discussions and teacher guidance (largely copied)
- includes some required parts (i.e., tries to follow instructions or frame provided by the teacher, but not entirely successful)
- includes some specific details
- simple, basic language; often repetitive
- tends to rely on short, simple sentences
- includes some required features, but may have difficulty following the intended form (e.g., no headings)
- has no “beginning” (starts in the middle) or conclusion
- tends to ramble without clear sequence or connections
- seldom uses connecting words
- 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) [*note: some words were copied correctly from sentence strips*]
- inconsistent punctuation and capitalization
- some basic errors in pronouns and verb endings





Frogs are cold blooded  
There is lots of diffint  
there is Lots of different types  
of frogs.

yellow and red means there  
is a poison.

there are other 500 types of tree frogs  
only. 1 frog lives 4 years



Frogs lay eggs

Frogs in Stag is tadpoles

Tadpoles eat plants

Frogs in Stag is a egg

Frogs breed in early Spring

Frogs grow their back legs

Other interesting facts

Frogs are part of amfidians

predators. Raccoons, bobcats, birds

and snakes are predators.

Frogs get killed with building ponds.

Tadpole gulp water to breathe.

Tadpoles don't grow when they eat.

Frogs last stage is a frog

Frogs go through 5 different stages

A small frog lives in the desert

The shape of the frog

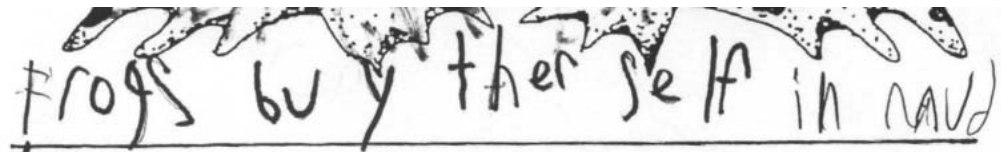
fits on its habitat

Frogs get killed with building billings

Frogs can swim

Frogs sleep during winter

Frogs puff up their sacs



Frogs bury their self in mud

during winter.

Frogs can roll their up into a ball

Frogs sing in the rain

Frogs stay dry by going under logs

Frogs take big jumps

Frogs have tympanums

One kind of frog is as big as a football.



Frogs come in different shapes.

there is a frog it looks like a mole.

Frogs are slimy

Frogs have smooth skin

some frogs are hairy

Frogs come in different sizes.



Frogs have Big mouths

Frogs come in different  
frogs eat bugs

Bigger frogs eat smaller frogs



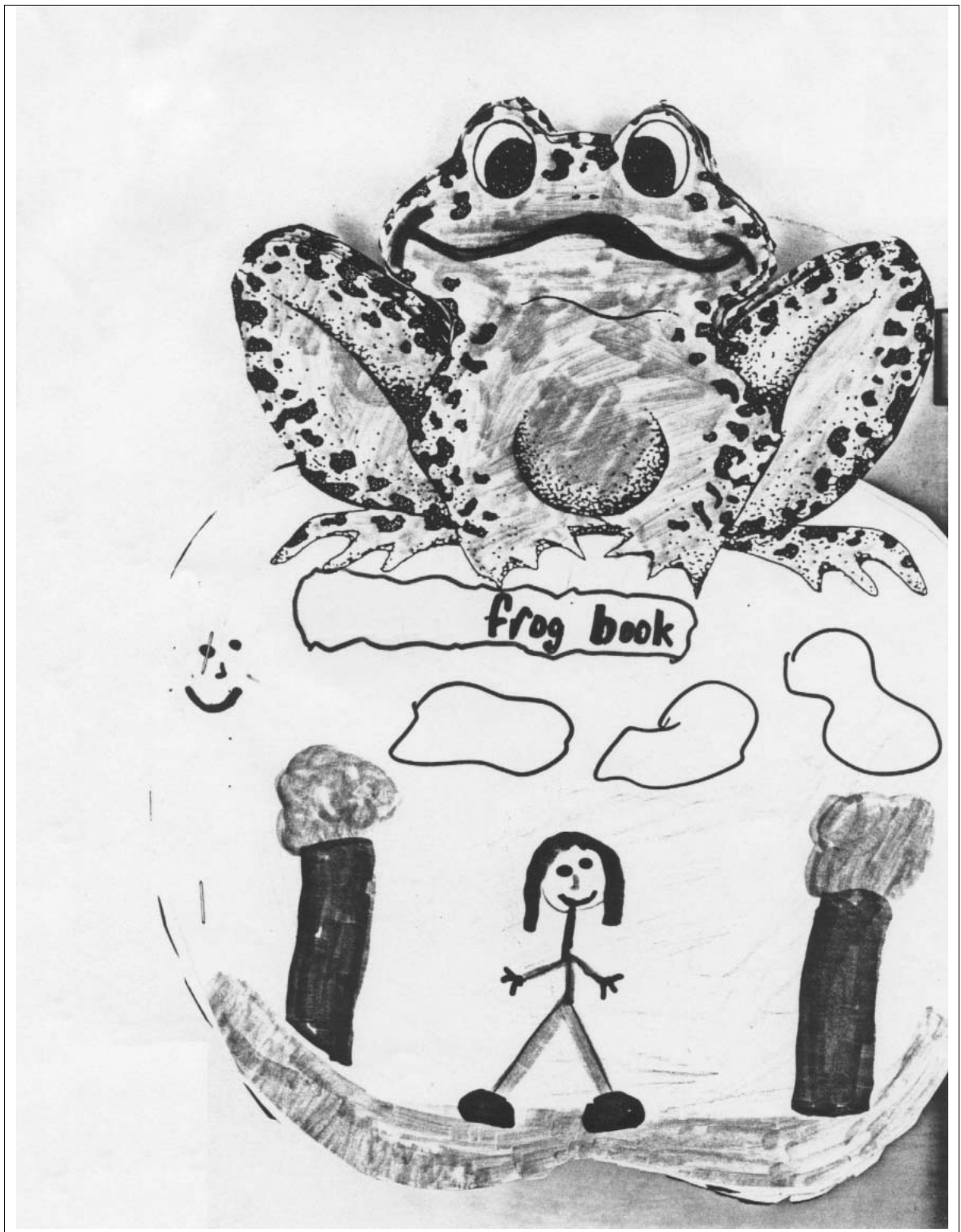
## ***Fully Meets Expectations***

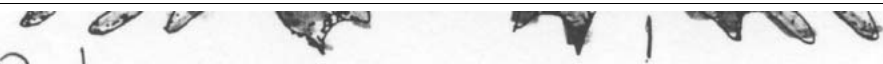
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The booklet offers accurate information about frogs with some detail; however, in many places the student has simply copied complete sentences from another source. Information is organized into sections, but within the sections there are no connecting words to join the ideas.

- provides accurate basic information, largely based on class discussions and teacher guidance (parts are copied)
- includes all required parts
- includes explanations, examples, or details
- some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on (some sentence variety comes from copied sentences)
- a title or opening sentence signals the topic; may omit conclusion
- ideas are presented in logical sequence; may lapse in places
- few connecting words
- includes several errors, but these do not obscure the intended meaning
- most sentences are complete
- most common words are spelled correctly
- inconsistent capitalization
- may include occasional errors in end punctuation (i.e., periods, question marks, exclamation marks)
- most basic pronouns and verb endings are correct; makes some errors (e.g., "She maked a cake.")





Behaviour what they do.

Some Frogs hatch in months and  
Some Frogs hatch in years.

Frogs tuck there arms and legs in.  
to cool off. frogs sing in the rain.

They puff out there air sacks.

frogs sit on lilly pads. frogs can swim

frogs leep high. frogs can blow bubble  
in water.




Habitat

2

Tree Frogs live in bushes and trees.  
Some tree Frogs spend there whole  
life in a tree. Most Frogs live in  
water and land.

What they eat

Some frogs eat smaller frogs  
and warms.



## Appearance w.

3

Frogs have two eye lids.

Some frog are hairy. frogs have a big mouth. The African bullfrog is as big as a football. There are all different

Colours of frogs. frogs have lungs for breathing on land. frogs have wet skin

Frogs have webbed feet. frogs ears are called tympanums.



4

## life cycle

frogs begin life as eggs. Eggs stick together with Jelly. Tadpoles have gills.

Some Frogs swallow their eggs or tadpoles. In spring frogs lay there eggs. frogs grow their back legs Frist.

frogs are born in the water and

they must return to the water To breed. Each black egg is surrown-  
ed by clear Jelly.

## Other interesting facts.

Frogs are cold blooded. There are 500  
types of Frogs in the world. Bullfrogs  
live up to 20 years. tree Frogs are  
hard to see because they blend into  
the trees. frogs are called amphib-  
ians. Spring time is the best  
time to listen for Frogs.

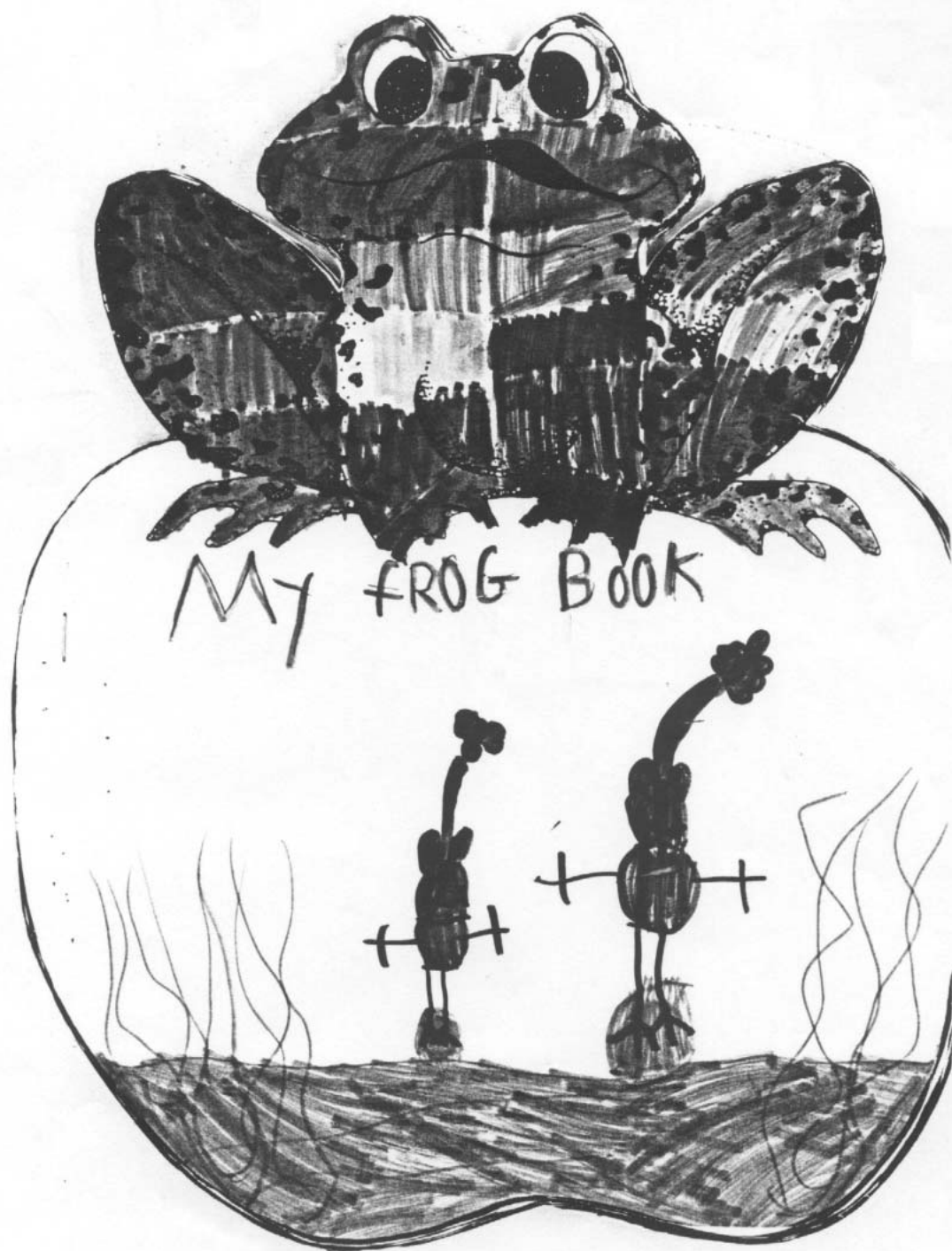
## ***Exceeds Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The booklet offers extensive, detailed information about frogs. The student attempts to organize the information and use headings, but sometimes the headings appear in the middle of line, and sometimes the information within a section appears as an unsystematic list of loosely related facts.

- provides accurate and logical information that accomplishes purpose at a basic level; includes facts that were not covered in class discussions
- shows understanding of the basic conventions of form (e.g., tries to use headings)
- a title or opening sentence signals the topic; however, there is no conclusion
- ideas are presented in logical sequence (lapses in places with headings sometimes in the middle of a page)
- 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



### Behaviour

Frogs sit on lily pads. Frogs use their strong back legs to hop. Frogs can blow bubbles.

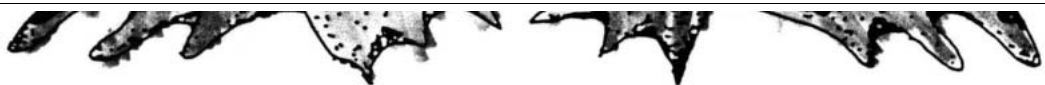
The stomach frog swallows its eggs and they born out of the moms mouth when they are young frogs. Frog swim really good.

Frogs jump far and high.

Appearance Some frog are shaped like leaves. Tadpoles have their mouth on the bottom of their head.


Frogs have two eye lids. Yellow and red frogs are poisonous. Some frogs camouflaged to trees. A frog has big eyes that stick out. Some frogs are as big as a football. Frogs eyes are as on the side of their head. Habitat Some frogs spend their whole life in the water. Some tree frog live in the tree all their life.





They are all different colours.

The shape of the frog depends where it lives.  
Some frogs get covered with ice and their  
heart stops beating and they stop  
breathing. Tadpoles have gills to breathe  
oxygen. They puff out their airsack to  
croak. There are about 500 species of tree  
frogs in the world.



They are cold blooded. Some frogs eat  
other frogs. If a frog's skin dries out they

Life Cycle Only one frog will live to be  
more than one year old. After 15 weeks  
the tadpole is a tiny frog. After 10 days  
the tadpole is ready to hatch. When they  
are froglets they swim by themselves.  
Frogs lay eggs and cover them  
with jelly

Bull frogs can live up to be twenty years old. They are all different colours. The shape of the frog depends where it lives. Some frogs get covered with ice and their heart stops beating and they stop breathing. Tadpoles have gills to breath oxygen. They puff out their airsack to croak.

When frogs hatch they are tadpoles. Tadpoles have long tails. They lay thousands of eggs. The tadpole stores its food in its tail. Baby frogs get their back legs then their front legs. The tadpole is now ten weeks old and is baging to look like a frog. The eggs stick together with jelly.



there are about 500 species of  
tree frogs in the world. They are  
cold blooded. some frogs eat other frogs.  
If a frog's skin dries out they die.