

BC Performance Standards

Grade 3 Writing

Additional Samples

The BC performance standards for Grade 3 writing consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 3 writing included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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Grade 3: Personal, Impromptu Writing

Sample 1: Journal Entries About a Field Trip

Context

Students in this class regularly recorded their experiences, observations, ideas, and feelings in journals. Sometimes students were encouraged to choose their own topics; other times, the teacher assigned a topic.

Process

Following a field trip to the IMAX theatre, the class discussed the experience, and the teacher recorded their ideas on the chalkboard. The teacher asked them to write journal entries of at least one page about their experiences. Students had time to reread their work and correct surface errors, but they did not make “good” copies.

Meets Expectations (Minimal Level)

Teacher's Observations

Although the writing begins with sentences marked by capital letters and periods, the last part is written as one long, run-on sentence. The writing is repetitive. Rather than developing ideas with details, the writer has listed everything that happened on the field trip.

- opinion or reaction is vague and unsupported
- relies on retelling, without explanation or analysis
- language is vague and repetitive
- relies on simple and compound sentences
- shows some attention to sequence
- many incomplete or run-on sentences
- simple, familiar words are misspelled
- capitals and periods often omitted

In Tuesday we went to see a movie at
The Imax theatre. It was a good movie. It was
about space the movie was called
Destiny in space. After we went to a cafeteria
to eat lunch. Then we walked around the mall
we bought some snakes. In the mall our

class got to see Dinoworld It cost
\$9.50 to get in that is a lot of money to pay.
Then we had to go back to the school
to get ready to go home. first we had to
take the sky train to where we left our
cars that we parked. Well we were on the
sky train we went over the Fraser river. It
was very big and also it has a lot of bridges. We
went home now at school we got home at 3:50.
we all were glad that we went to
see the movie and it was great to go on the sky
train. Some times I thought we were going to fall
off the tracks and land in the middle of
the road now the bell rings by that you
come to read this place.

Fully Meets Expectations

Teacher's Observations

The writing offers a straightforward, easy-to-follow retelling of the field trip.

- focuses on retelling the experience rather than reacting or analyzing
- provides some explanations, details, and examples
- language is somewhat vague and repetitive
- some variety in sentence length and pattern
- ideas are generally logically sequenced
- includes some errors, but these do not interfere with meaning (e.g., *are/our*; *travled*)

On Tuesday, xxxxxx are class
went to the Imax theatre. We
traveled to Imax theater with a
sky train. Our class watched
Destiny in space. When we
watched Destiny in space it
felt like we were going up and
down on Mars and Venus. There
was another class watching
Destiny in space from a
different school. When we watched
it we saw the Canada
arm. After we watched it we
went down to the Cafeteria.

We took the sky-train to the
Imax theatre. The sky-train
was at Surrey. We were the
last stop. We started on
King George. There were about 18
stops so we stoped about 18
times. Our class passed about
6 rivers and 3 bridges about.
We passed Science world, Junk
Yards, Home Depot, and some
other places. We passed McD-
nalds and some stores.

Grade 3: Personal, Impromptu Writing

Sample 2: Response to a Story

Context

Students previously had several opportunities to summarize stories they had read and to respond to literature, both orally and in writing.

Process

The teacher read to the class the story *The Northern Lights: The Soccer Trails*, by Michael Kusugak and Vladyana Krykorka. Students reread the story independently, then wrote summaries and responses. They were asked to:

- summarize the story
- respond to the story using prompts such as:
 - I liked the part where . . .
 - I didn't like the part where . . .
 - Rich language I enjoyed was . . .
 - I felt . . . when . . .
 - This reminded me of . . .
 - It surprised me when . . .
 - I wondered about . . .
- close with an opinion of the story

Students did not revise their work, but they were encouraged to check for errors and make corrections.

Note: This was an integrated reading/writing activity. In this section, only the analysis for writing is described.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing features personal connections to the selection, but relationships between the ideas are not always clear.

- makes connections to personal experiences, feelings, and opinions
- provides some explanations, details, and examples
- language is somewhat vague and repetitive
- relies on simple and compound sentences (sentences run on or are incomplete in places)
- omits connecting words in places, which causes abrupt transitions (e.g., the last sentence)
- includes several errors, but these do not interfere with basic meaning

Northern Lights The soccer Trails

In This story Kataudags problem is that the mother gets very sick and dies. But kataudag is very sad. But she sees her mother in the sky. I felt sad when Kataudags mother died. It reminds me of my gramma dying from a heartake. I feel really sad and so will Kataudag. I liked the part when Kataudag saw her mother in the sky. Because it makes me happy like if my mother died and I saw her in the Moon light. I wondered about how Kataudags mother came back to life in the sky. it is kind of strange. From one to ten I pick 5 because you would like it.

Fully Meets Expectations

Teacher's Observations

The writing is clear, straightforward, and easy to follow.

- makes connections to personal experiences, feelings, and opinions; focuses on retelling rather than reacting or analyzing
- provides some explanations, details, and examples
- language is clear and shows some variety
- ideas are generally logically sequenced; connections are not always clear (e.g., connection between walrus head and firecrackers is not clear)
- includes some errors, but these do not interfere with meaning (e.g., verb tenses are not consistent)

Northern Lights The Soccer Trail



This story is about a girl named Kataujag. Kataujag's mother died and Kataujag was really sad. Kataujag's grandmother told Kataujag that when you see northern lights that mean your mother is in heaven playing soccer. Kataujag was happy when her grandmother told her that. Now Kataujag is happy. I liked the part when the northern lights kick the frozen walrus head because it was funny.

It reminded me of when I saw firecrackers. I felt happy when Kataujag saw

the northern light because
she felt happy. I think
you should read this book
because it is a good story.

Grade 3: Personal, Impromptu Writing

Sample 3: Reflections About a Favourite Place

Context

Students in this class frequently write on a wide range of topics. They have learned a variety of ways to generate ideas about topics, including webbing, brainstorming, and questioning.

Process

Students brainstormed a list of some of their favourite places, and the teacher recorded their ideas on the chalkboard. Students discussed what makes a place “special.” They then spent 10 minutes developing individual webs to record details about one of their favourite places. During the webbing, the teacher responded to questions and offered advice.

Students then had 20 minutes to write a first draft about a favourite place. The teacher encouraged them to reread and correct their work, but they did not make “good” copies.

Meets Expectations (Minimal Level)

Teacher's Observations

The work is characterized by short, choppy sentences that offer loosely connected ideas about a special place, Bear Creek.

- makes connections to personal experiences, feelings, and opinions
- relies on offering factual details, without explanation or analysis
- language is somewhat vague and repetitive
- a series of short, stilted sentences
- has no opening or introduction
- omits connecting words, causing abrupt transitions
- includes several errors, but these do not interfere with basic meaning



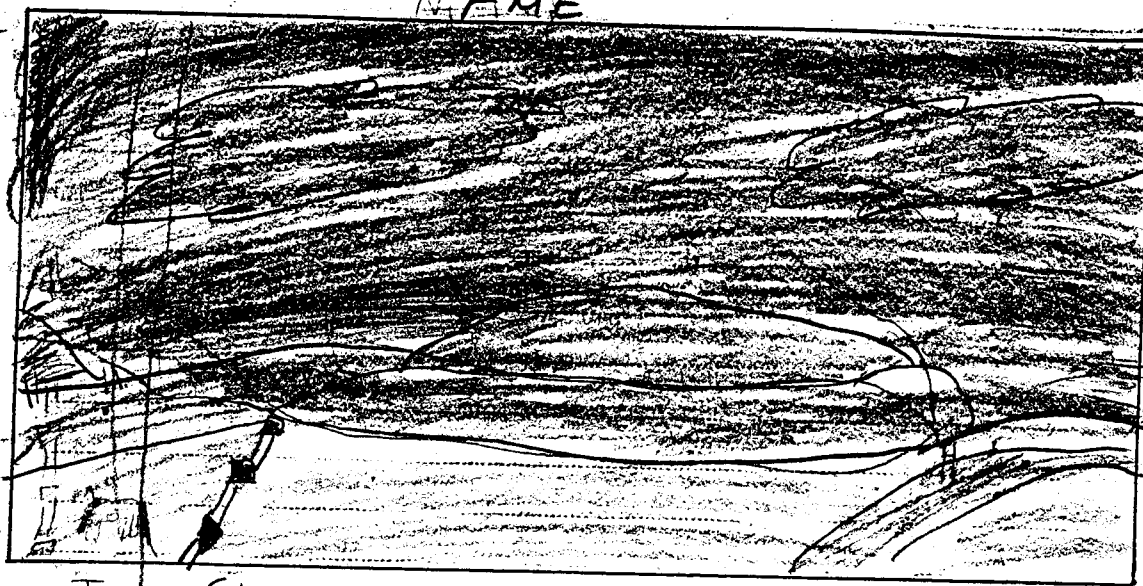
Bear Creek
I like it because it is small. I like
going out deep. I like it when other
kids are there. There are nine parking
spots. It is shady. Bear creek has a
lake. The lake's name is Horrasem
Lake. The water is green. Big
camping spots for cars and tents.
It freeze over in the winter.

Fully Meets Expectations

Teacher's Observations

The writing is clear and offers personal connections developed with some supporting detail.

- makes connections to personal experiences, feelings, and opinions
- provides some explanations, details, and examples; includes irrelevant information in places (e.g., names of horses)
- language is somewhat vague and repetitive (e.g., *very*)
- generally sticks to the topic
- most sentences are complete
- most familiar words are spelled correctly, including capitals and apostrophes



In Clinton

I like Clinton because we go to one of my mom's friends house in Clinton. It's on a lot of property. It's is very peaceful and very quiet. We get invited all the time. we usually get invited in July. We stay for almost a month. When I am up there I feel very very happy, I feel like I could live there forever. we sleep in the front of the horse trailer in a room that is built to sleep in.

we take me my brother my mom +
dad. We take four of my horses Tango,
Rena, and Freddy and Flicer. Every morning
we go riding on a trail. We eat porage
for breakfast. We swim in a lake. We
always watch the sun set. That's my favorite
place.

Grade 3: Personal, Impromptu Writing

Sample 4: “The Best Things About Snow Are . . .”

Context

Students in this class regularly wrote journal entries, sometimes on topics of their own choosing and sometimes in response to prompts provided by the teacher. These students live in a northern community.

Process

During the first snowfall of the year, the teacher asked students to talk about some of the things they were looking forward to doing in winter. They also discussed some of the things they were not looking forward to.

Students wrote journal entries independently in response to the prompt: *The best things about snow are . . .* The teacher noted that the stem gave some students problems because they tried to use it as the beginning of sentences about just one thing. In retrospect, the teacher would have simply given students a direct question: What are the best things about snow?

Students wrote independently for 10 minutes. They did not revise their work.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing offers some personal connections. It is written as one long run-on sentence, which makes it hard to follow in places.

- makes connections to personal experiences, feelings, and opinions
- provides some explanations, details, and examples
- language is somewhat vague and repetitive
- most simple, familiar words are spelled correctly
- capitals and periods often omitted

The best things about snow
are I can make snow
forts and snowmans & snow angels.
& pull some branches that
have snow on them so
they snow falls down on
me so I have a snow
made out of snow. the worst
things about snow is
its cold.

Fully Meets Expectations

Teacher's Observations

The writing is clear and straightforward, and it sticks to the topic.

- makes connections to personal experiences, feelings, and opinions
- provides some details and examples (e.g., “that is what I did bufor school today”)
- relies on simple and compound sentences
- most sentences are complete
- most simple, familiar words are spelled correctly, but there are several errors (e.g., *makeing, evry, sum times, shuvuling, bufor, are/our*)
- basic sentence punctuation is correct

The best things about snow are
makeing big snow balls and
then playing on them evry
day after school.

I sum times like shuruling
the walk in the morning
bufor school that is what
I did bufor school today.

The worst things about are
you can't throw snow at
are house or at are school.

Grade 3: Writing to Communicate Ideas and Information

Sample 1: Persuasive Letters

Context

Students in this class are accustomed to role-playing and to writing in-role. They frequently take on the point of view of a story character or historical character to extend their understanding of events. They have a standard editing procedure they follow, and they self-evaluate most of their activities.

Process

The teacher introduced the story *The Tiger* by having students brainstorm reasons why people should or should not hunt. Students read and discussed the story. Then the teacher took on the role of a villager who was going to hunt the tiger. Students were invited to ask questions to understand the villagers' point of view and to try to persuade the villagers to change their minds.

Students then wrote letters to either Lee (a character in the story) or the villagers, expressing their opinions about hunting the tiger. Before they began writing, they reviewed what they had previously learned about writing to persuade. For example:

- talk directly to the person and tell her or him what you want her or him to do
- show that you understand the person's point of view
- give convincing arguments
- add details to make your arguments more powerful
- have a strong ending so she or he will remember what you said

Students worked independently to revise and edit their letters.

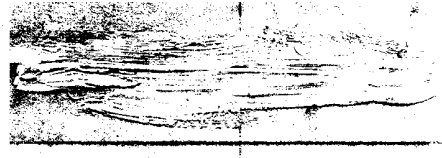
Meets Expectations (Minimal Level)

Teacher's Observations

This student tried to develop powerful arguments, but the writing is seriously flawed by repeated, basic errors in sentences and spelling.

- topic is clear; purpose is vague (e.g., begins mid-thought, without explaining what the villagers should or should not do)
- includes some explanations, examples, and details
- shows a sense of audience (e.g., develops an argument about how the tiger is like humans)
- shows some attention to form (e.g., begins, “Dear vilegers”)
- some sense of order and sequence; lapses in places
- includes both incomplete and run-on sentences
- misspells many simple, familiar words (e.g., *dose/does; make/mack; eney/any*)
- capitals and periods are often omitted

Vileagers



Dear vileagers Tiger meat dose not mack
you stronger it is just ordany meat lik all the
other meats it might tast unlik other meats
but is the exakd same thing. why kill a tiger
when it has not done eney thing to man kind,
a Tigger is a little bite like us it swims like
us like's shad and mother Tigers are like
Teachers to cubs.

from

Bradley

Fully Meets Expectations

Teacher's Observations

This student shows a sense of audience by beginning with a question. However, the point of view shifts abruptly to third person in the last sentence, rather than continuing to address the villagers.

- focused around a clear purpose
- includes some explanations, examples, and details
- some variety in sentence length and pattern
- shows awareness of some key features of the specific form (e.g., begins with a question)
- includes some errors, but these do not interfere with meaning
- sentences are complete
- most familiar words are spelled correctly

Dear villagers

Why do ^{villagers} you think that
if you kill a tiger and
eat the meat it will make
you as strong as a
tiger? I think that you
villagers are wrong and
that Lee is right and
you should not kill tigers
or they will be
extinct. I think that it
was good that the
hunter did not
have found the tiger.

Grade 3: Writing to Communicate Ideas and Information

Sample 2: Setting Up an Obstacle Course

Context

Students had previously practised writing instructions together, both for simple, familiar activities (e.g., making a sandwich) and for simple science experiments. The students worked in cooperative groups to complete this task, which integrates physical education and writing.

Process

The class reviewed what they had learned about writing instructions (list materials; include all the steps; number the instructions; start each one with an action word; make them neat, so the person can read them; and use clear, specific words).

The teacher formed cooperative groups and explained that students were to work together to design and set up an obstacle course, and then write instructions for other groups to follow. Their completed work was to include:

- the steps they followed to create the obstacle course
- a list of equipment
- rules and detailed instructions for using the course
- a diagram of the stations

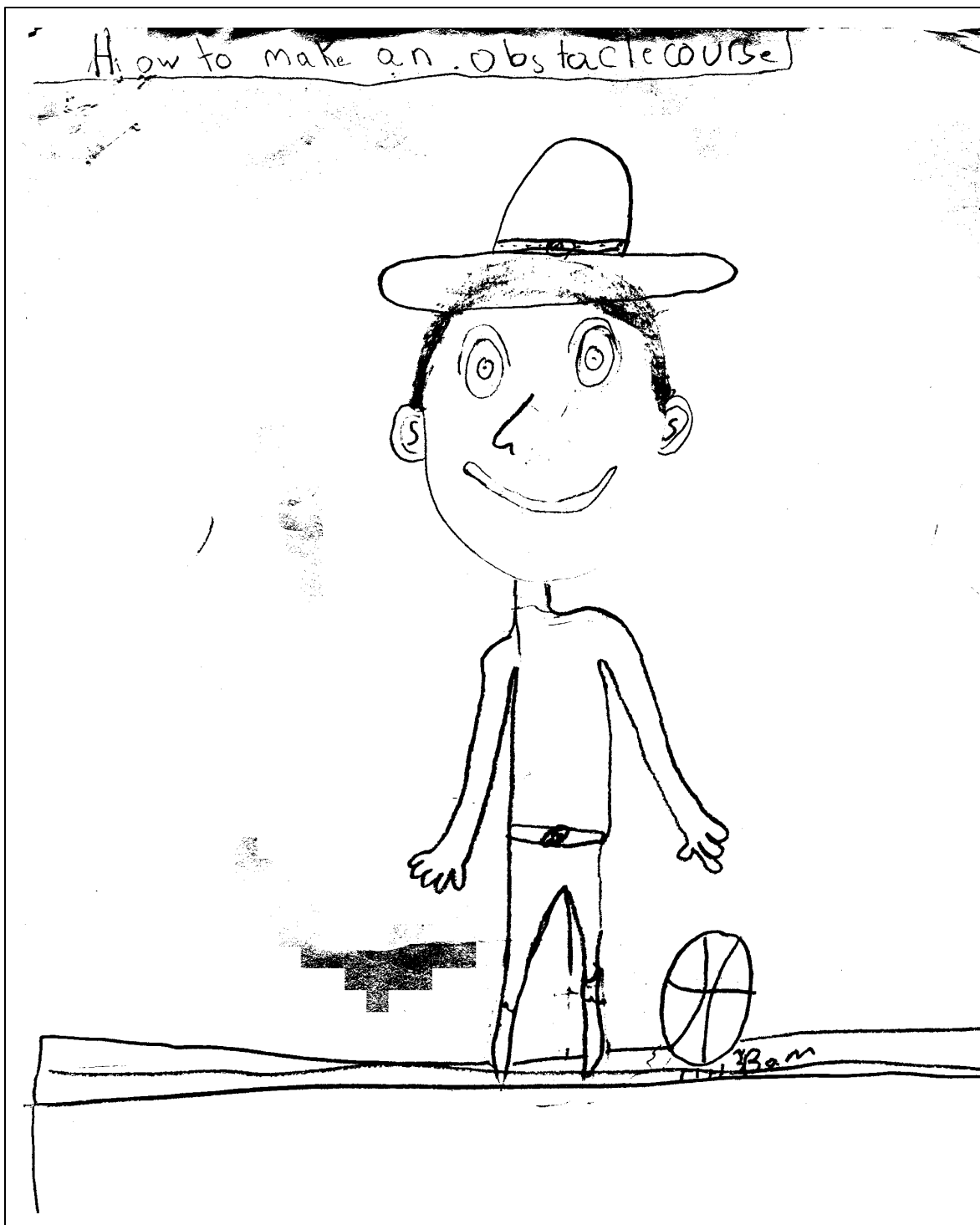
Students first planned their obstacle courses and then constructed them and tried them out. Then they gave the rules and instructions to other groups to try.

Meets Expectations (Minimal Level)

Teacher's Observations

The instructions are confusing in places, partly because the relationship between the rules and the various stations is unclear.

- some parts are missing (e.g., there is no list of equipment)
- vague and general; the reader has to make some inferences (e.g., how to connect rules and stations)
- shows awareness of some key features of the specific form (e.g., instructions are numbered and begin with a verb)
- visual features (i.e., diagrams) are hard to interpret
- includes some incomplete and run-on sentences
- capitals and periods often omitted or misused



RULES

You can't just walk through our obstacle courses.

When you get over the bench you can't holed onto the Walls.

you need to try hard get through obstacle courses fast.

throw hard to the bean bag board.

You have to Do The Lines Line fast!!!!

You will be timed

You have to go over then under chairs.

Step By Step

Step 1. We went to the aquitment Room.

Step 2. We thouth about Some things for each station.

Step 3. We found the bean bag broad it gave us idea How to use the broad.

Step 4. We thouth about some other things

Step 5. We thouth it would be good!

Step 6. We sit it up into station

Step 7. We tryed it out.

Step 8. We Made some changes that we would not fall down.

Rules How to go through all the stations

Station 1. You throw 5 beanbags at the board with 5 holes

8.0	9.0
4.0	
6.0	7.0

Station 2. One foot on the scooter and one pushes

Station 3. Bowl pins then you try to

Knock the pins down by rolling a ball at the pins. you get 10 points if you knock one down.

Station 4. You hop with both feet together through the hoops.

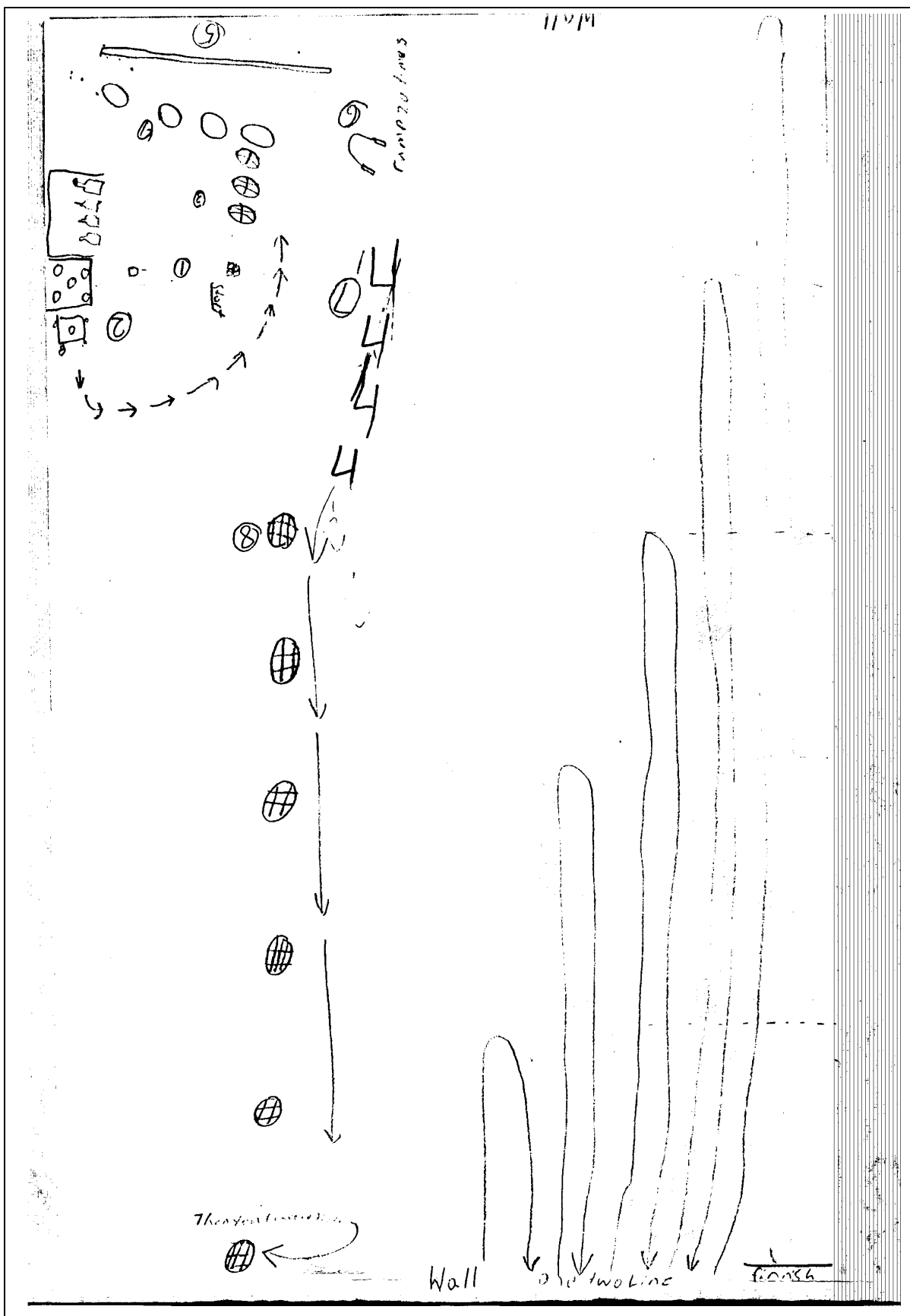
Station 5. You run on the upside down. Bench don't put your feet on the floor.

Station 6. You skip 20 times with a skipping rope.

Station 7. Run under then over chairs.

Station 8. You have to run to the wall and Bounce a soccerball.

Station 9. You run the Lines twice your finger has to touch the Line.



Fully Meets Expectations

Teacher's Observations

The instructions are complete and clearly written. The diagram is hard to follow. The format also mixes steps they followed in designing the course with rules for completing the course.

- focused around a clear purpose that is accomplished to some degree (i.e., you could follow the instructions)
- includes some explanations, examples, and details (e.g., equipment list)
- language is clear and shows some attempts to be exact (e.g., instructions are concise)
- follows the key features of the form (e.g., instructions are numbered; includes a materials list; most instructions begin with a verb)
- ideas are logically sequenced, although there are occasional lapses (e.g., the rules and instructions are presented within one of the “steps,” which is somewhat confusing)
- few errors; these do not interfere with meaning

How to design an obstacle course

List of equipment:

- cones - 4
- bean bags - 10
- Hockey nets - 2
- Long skipping rope - 1
- Basket ball net - 1
- Hoola hoops - 4
- Jump on 1 foot on the red line - 2 times
- pushups - 20

Step 1. We thought about what we wanted for our obstacle course.

Step 2. We did a rough draft of our obstacle course.

step 3. Our group got the equipment from our list

step 4. We set it up in our stations.

Rules

station 1. Run around the cones.

station 2. Throw the 10 beanbags into the hockey nets.

station 3. We run under the long skipping rope.

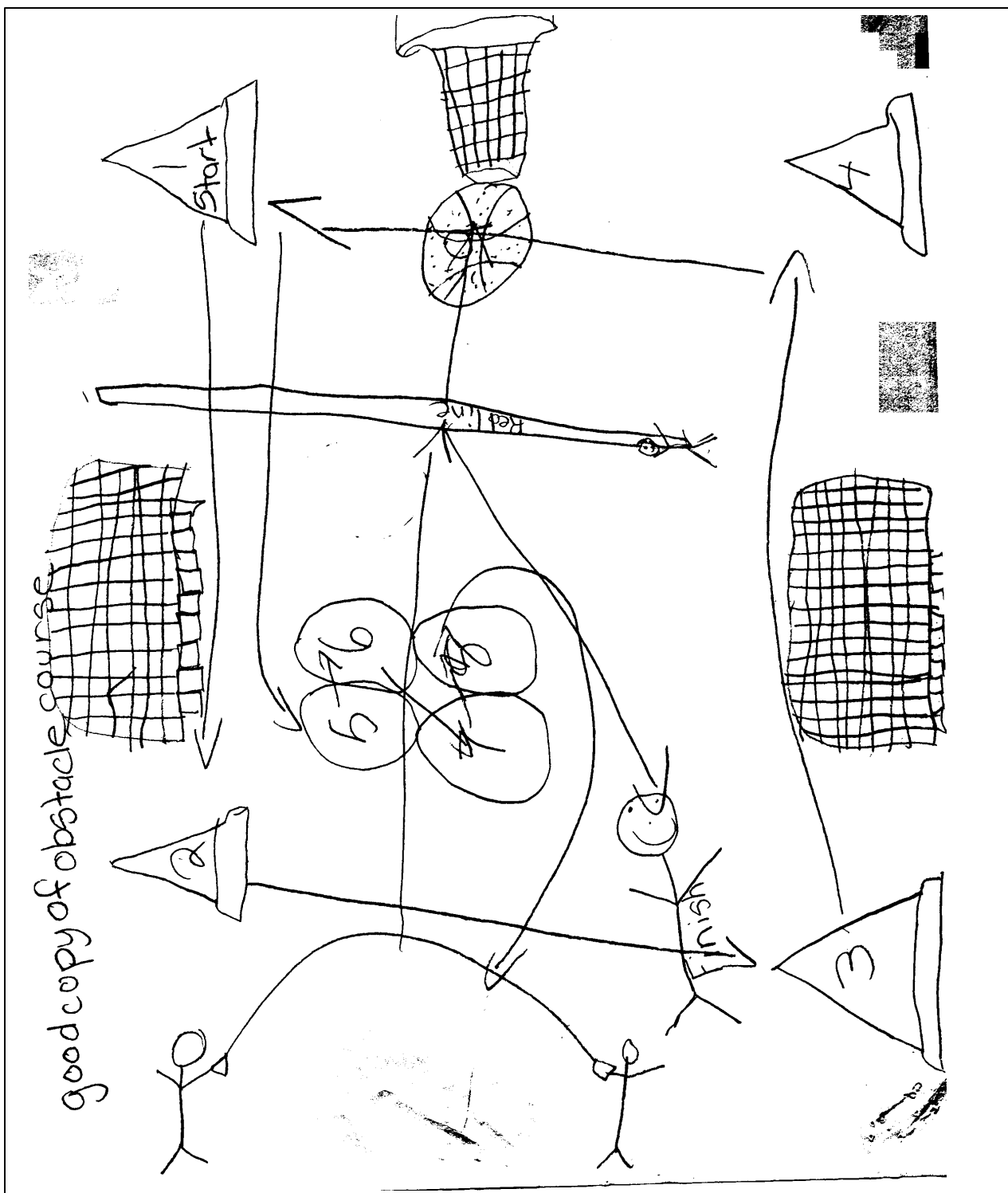
station 4. Throw the Basket Ball into the basket ballnet.

Station 5. Jump with one foot through the hoola hoops.

Station 6. Jump on a red red line with only 1 foot.

Station 7. Do 20 girls pushups *Finish Line*

Step 5. Try it out.



Grade 3: Writing to Communicate Ideas and Information

Sample 3: Recounting an Experiment

Context

Students had previously learned and practised a writing process called “Recount,” which they used for retelling what they had observed.

Process

The class observed an experiment (making frost). After the experiment, the teacher and students constructed a web together to record what they had seen. Students used the common web as a model for their reconstruction or recount of the experiment. The teacher reminded students that their writing should include the following:

- a main or topic sentence that explains the whole idea
- action words
- time words that writers use to put ideas in sequence (the class brainstormed a list)
- a final sentence that tells how they felt about the experiment

Most students worked independently.

Note: There is only a “Fully Meets Expectations” example of student work for this sample.

Fully Meets Expectations

Teacher's Observations

This student used the class web to create a clear, easy-to-follow account of the experiment.

- information is accurate and complete
- includes some details
- language is clear
- shows awareness of some key features of the specific form (e.g., uses order words)
- visual information is relevant to the written text
- sentences are complete
- most words are spelled correctly



Today we did an experiment with salt and ice. First we got a tin can and some salt and a lid. Next we filled the can with ice and salt, then we put the lid on and left the can alone. Finally we took the can out and the can was covered with frost.

I was excited well.
I saw the experiment.

Grade 3: Writing Stories and Poems

Sample 1: Pourquoi Stories

Context

The class had completed a unit on *Pourquoi* stories from around the world, during which they read, listened to, responded to, discussed, dramatized, and represented a variety of *Pourquoi* stories. Some of the work involved the whole class. Other times they read stories in small groups, then shared the story with the class. Students also chose and read stories independently.

Students in this class had previously written a variety of stories, including folk tales modelled on stories they had read.

Process

The class reviewed what they had learned about *Pourquoi* stories (e.g., they explain something that happens in nature; they usually have animal characters; sometimes there is a trick or mischief). The teacher explained that they were going to write *Pourquoi* stories, and students worked in groups to brainstorm questions that could be answered by these types of stories. Students then shared their ideas as a class. The teacher chose two of the questions (e.g., Why do giraffes have long necks?), and the class suggested story ideas.

The class reviewed criteria from previous story-writing work and agreed that the following criteria would apply to these stories:

- explanation should make sense (but it doesn't have to be "possible")
- include interesting detail
- use "story language" (e.g., "A long time ago . . ." "and that is why . . .")
- write in complete sentences
- check for correct spelling, punctuation, and capital letters

Students wrote their first drafts independently. They then consulted with partners to revise and edit, using a set of questions provided by the teacher. They made illustrations for their stories and contributed their “good” copies to a class book.

Meets Expectations (Minimal Level)

Teacher's Observations

This story is complete but very brief, with little detail. Most of the story is written as a single run-on sentence.

- few details
- sentences are long and rambling
- language is clear and includes some “story language”
- has a beginning, middle, and end
- capitals and periods often omitted or misused
- most simple, familiar words are spelled correctly
- legible; clearly presented (but does not include an illustration)

How the Elephant got it's ears

A long time ago there was Two Mice and a elephant, They were all friends. One day The two were Fighting over the Elephant, the mice were pulling on the Elephants Ears, they pulled so hard that his ears Stretched out and that is why Elephants have such big Wide Ears today.

THE END

Fully Meets Expectations

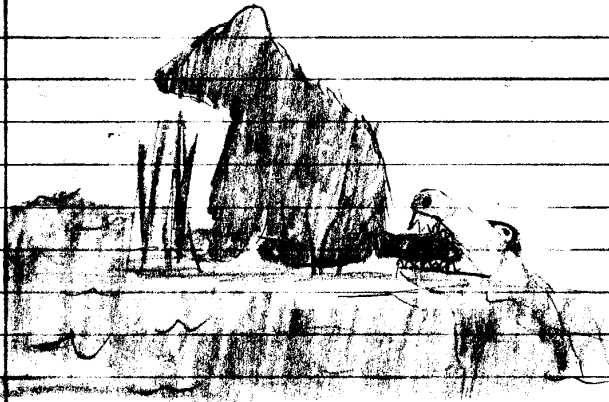
Teacher's Observations

This story is modelled closely on another story the student had heard.

- complete, easy-to-follow story
- includes some supporting details
- language is clear and includes some “story language”
- includes dialogue
- most sentences are complete
- most familiar words are spelled correctly
- legible; presentation shows care

Why Bears don't
have tails

Mar. 31,
198



A long time ago, a bear was very hungry. He was so hungry he ask a alligator for help. The Alligator said "wait by the swamp a there will be lots of fish to eat." So the bear went to the swamp waiting for the fish, he glanced in the water but no fish. Then all of a sudden the aligator swam to the bear and bit off his tail. And that is why bears don't have tails.

Sample 2: Mystery Stories

Context

The teacher presented a six-week unit on mystery stories in which students read short mystery novels from popular series (e.g., Amber Brown), learned about the features of a mystery, role-played detectives, tried to solve classroom mysteries (e.g., What happened to Brittany’s pen?), collected “detective” artifacts, and wrote a collaborative mystery story.

Process

The teacher reviewed the characteristics of a mystery story with the students and gave each student a copy of the following outline, which they had used for both reading and writing activities during the unit:

- the crime
- the detective
- the victim
- suspects:
 - opportunity
 - motive
 - alibi
- the clues
- the solution

The teacher illustrated how to use the outline by working collaboratively to plan a story called “The Case of the Missing Swings.”

Students outlined their stories. Those who had difficulty coming up with ideas for their own stories were allowed to use some information from the class outline for “Missing Swings.”

The teacher provided a criteria sheet for the students to use as they revised and edited their stories with partners. A parent volunteer helped them make final copies of their stories using a word processor, but the volunteer did not make any changes or suggestions.

Meets Expectations (Minimal Level)

Teacher's Observations

This story is based almost entirely on ideas that were suggested by the teacher or other students. Much of the story is told through dialogue that is difficult to follow because of a lack of punctuation.

- makes some attempts to add interest through detail
- generally simple language with little variety
- relies on simple and compound sentences (run-on or incomplete in places)
- has a beginning, middle, and end
- begins with a problem, but development is incomplete
- most simple, familiar words are spelled correctly
- capitals and periods often omitted or misused

Note: The following is a transcript of the student's work.

The Case of the missing swings

On Friday detective Melonie went to the park and she noticed that the swings were gone so that started a mystery. Melonie went to get the other detectives Gerie, Emma and Victoria. When they got to Kin park Jennifer Robinson, Christy Jones, Sandy Smith and John Johnson were there Emma said did you happen to see a set of swings no Jennifer said are you sure yes John said. Then Friday at 7:00 Emma got a phone call to go to Jennifers house to play. When Emma got in the door she saw nike shoes. At 7:30 Emma went home at 7:45 she got another phone call from Victoria she said lets go the park and invesigate.

When they got to the park they went to check in the mud first Victoria went to one mud patch Emma went to the other patch aha said Victoria its nike prints now we just have to find who it belongs to no said Emma when I went to Jennifers house she had nike runners and her hands were dirty so she could of cut them with bolt cutters. The next day at 10:00 a.m. Emma went to Jennifers house she went out to here yard and there were the swings. Many days later on Monday Jennifer

phoned and said if you'll believe me I'll tell you ok said Gerie tell me I stole the swings.

The End

Fully Meets Expectations

Teacher's Observations

This simple, easy-to-follow story includes most of the key elements of a mystery.

- some sense of individuality (e.g., “bully dog warning system”)
- includes some supporting details
- appears to consider the audience or reader’s reaction
- develops from a logical problem
- most events are logically connected and sequenced
- includes some errors, but these do not interfere with meaning

THE MYSTERY OF THE MISSING CAT

Once upon a time there was a cat named Chelsea and she had a friend named Frisky. One day Frisky went missing, so Chelsea decided to investigate. When Chelsea got to Frisky's room, it was a mess! Chelsea saw some big footprints leading to an open window. Frisky had been catnapped! But by who? Chelsea had two suspects. One suspect was the bully dog that lives down the street. The other suspect was the cat that always bullies Frisky around. Chelsea decided to follow the footprints and see where they lead to. The footprints led to the bully dog's house.

Chelsea looked to see if the bully dog was home, but ~~thankfully~~ he wasn't. Chelsea saw Frisky all tied up in a corner, so she went over and untied her. Just when Chelsea finished untying Frisky, the bully dog came in, when he saw that Frisky was untied he started to chase them but they soon outran him. When they were safely back at Frisky's house they decided to install a bully dog warning system. Which is much like a security system, only instead of warning you about robbers, it warns you about bully dogs.

THE END

Grade 3: Writing Stories and Poems

Sample 3: New Versions of “Stone Soup”

Context

Students in this class frequently write new endings or new versions of stories they have read. They had recently read and compared two versions of “Stone Soup.” (This is a folk tale in which people of a village are tricked into adding ingredients to a soup made of stones. The result is a tasty soup as promised, but only because of the extra ingredients.)

Process

Students worked in groups to collaboratively retell the story of “Stone Soup.” They met as a class to talk about ways the story could be changed (e.g., make the soup out of something else; make the trick not work; change where it happens; change the characters).

The teacher explained that they were going to write their own versions of the story and briefly reviewed criteria for story writing:

- choose an interesting “story problem”
- have a beginning, middle, and end
- add colourful details and descriptions
- use different kinds of sentences
- check your spelling, punctuation, and capital letters

Students worked independently to write “soup” stories. The teacher guided them through an editing process in which they checked their drafts for each of the criteria. They made changes to improve the stories and then wrote “good” copies.

Meets Expectations (Minimal Level)

Teacher's Observations

This story is confusing because of shifts in point of view from third person to first person and dialogue that is not marked by punctuation.

- includes some supporting details
- generally simple language with little variety
- has a beginning, middle, and end
- most events are logically connected and sequenced
- dialogue is included, but it is sometimes hard to tell who is speaking
- many incomplete or run-on sentences
- misspells simple, familiar words
- capitals and periods often omitted or misused

Stick Soup

One day a forester was coming to the village for food first he stopped at an old woman and asked for food. No you may not said the old woman and slammed the door the forester went to a house near by a old man answered the door the forester asked for food. The old man said I only have a little food to feed my self, I guess I just have to make stick soup that is in passable no its not all I need is a simple stick. What kind of stick any kind of stick Okey I found one now put it in the pot stir it with what I'll get my wooden spoon

that's a good idea what's next

Said the old man Carrots and

parsly I have Carrots and parsly

what's next said the farmer meat

cubs and gratick, I tasted the

Soup and See if it is ready

I think it is ready lets eat the

Stick Soup every body get their

boles. let's go get our boles

yum this Soup is good! I have

never tasted enay thing as good

as this the villagours get their

the Soup the foraster nilly

tricked them the End

The End

Hilroy

Fully Meets Expectations

Teacher's Observations

This story is complete and easy to follow. It is very closely modelled on the original, with minor changes to the characters.

- includes some supporting details
- language is clear and includes some “story language” and description
- some variety in sentence length and pattern
- most events are logically connected and sequenced
- some characters are described; it is easy to tell them apart
- uses a variety of simple ordering or connecting words
- includes some errors, but these do not interfere with meaning
- uses capitals and periods correctly (but does not attempt to punctuate dialogue)

STONE SOUP

Once upon a time a very hungry forest ranger came upon a little town. He knocked on the baker's door and said may I stay here for the night? Yes said the baker. Do you have some food for me. NO, Of course not now says The forest ranger walked to the next house and knocked on the door. An old lady answered the door and the forest ranger said please let me in and warm myself by your fire. Oh come in said The lady. Do you have some food for me. NO said the

ladie now. All I ask for
is a spoon and a pot

OK said the woman. She
gave the forest ranger
the pot and spoon and he
left the house.

Then he made a fire and
got some water and 2
rocks. He put the pot
over the fire and boild
the water. Then he put
the stone in. Soon the
baker walked by and when
he saw the forest range
he asked what was cooking
Stone soup said the
forest ranger. But how
said the baker.

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Whatch and learn said
the forest ranger.

An hour later the hole
town was sitting around
the pot. Let's see what
it's like said the forest
ranger. Whats it taste
like the woman said good
said the forest ranger but
it would be better with some
potato and oats. Oh I
have that said the w
woman and then the
forest ranger said if we
had bread to eat with
it and butter for the
soup oh I have that said
the baker and Pg 3

the woman and baker
went to there house and
got the food and gave it
to the forest ranger
and he put it in. The
people took the soup
and they all ate and they
never found out the
trick of stone soup

The End

Grade 3: Writing Stories and Poems

Sample 4: Pussy Willow Poems

Context

In this class, students frequently read, listen to, and write poetry. They had previously used jeweller’s loupes to observe small objects, to “look and draw,” and to develop metaphors and similes. In the two weeks prior to this activity, the teacher had presented a series of lessons on poetry.

Process

Students were asked to examine pussy willows using loupes. The teacher provided the following prompts:

- What else could it be?
- What does it remind you of?
- If you were as tiny as . . . what could the pussy willow be used for?
- Close your eyes and stroke it. What does it feel like?
- It is as soft as . . .
- It is as gentle as . . .

Students worked independently to record their ideas. The class then reviewed what they had learned about poems, especially about the language of poetry. Students independently wrote poems with the title “What is a Pussy Willow?” The teacher asked them to create poems that did not rhyme.

Students read their first draft to either a classmate or the teacher. In response, listeners:

- said one thing they liked about the poem
- asked a question about the ideas or language in the poem
- made one suggestion that might help improve the poems

Students then revised their poems, checked their spelling, and wrote “good” copies.

Meets Expectations (Minimal Level)

Teacher's Observations

Most of the comparisons in this poem were suggested by other members of the class during discussions.

- includes some supporting details
- generally simple language, with some description
- tries to replicate a poetic form that has been modelled, but the result is in sentences
- most familiar words are spelled correctly, including capitals and apostrophes

What is a pussywillow?
a pussywillow is
a kitten's feet,
A pussywillow is like a hamster's sleeping
bag,
A pussywillow is peach fur,
a nest for an egg
It's like a tree growing
in spring,
It's as gentle as baby's hand
and that is a pussywillow.

Fully Meets Expectations

Teacher's Observations

The poem is clear and easy to follow, with some interesting and original images.

- some sense of individuality (i.e., uses some comparisons discussed by the class, along with some that are original)
- appears to consider the audience or reader's reaction
- language is clear and includes some description
- clear attempts to write in poetic form
- uses descriptive language for effect (i.e., includes both metaphors and similes)
- all words are spelled correctly

Mario What is a pussywillow?

A pussywillow is

As gentle as a baby's hand,

A fluffy bed for a butterfly,

A blanket for a caterpillar.

It's a sleeping bag for a baby bird.

A ladybug lays an egg on a pussywillow bed,

It's as fluffy as a hamster,

As gentle as a kitten's paw,

As soft as a snowball,

as soft as a polar bear's skin,

As fluffy as a furry ball,

A pussywillow is a little ball for a cricket,

As small as a mouse ear,

As fuzzy as a peach.

I like pussywillows!