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)
**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 grandma and mummy. Are doing something Bonnie. All of us
**Meets Expectations (Minimal Level)**

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**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 ignored the cat, got scared, the cat was in the closet, hiding from the fish.
**Fully Meets Expectations**

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**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 SQUIRREL

One day two squirrels were walking by. Their names were Jason and Jill. Then Jason fell down and hurt his leg. So Jill helped Jason, and then Jill saw a hopspit, and the doctor helped 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 time and were friends for ever.
**Exceeds Expectations**

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**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
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 hunter's 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 herd 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 herd 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 ‘fairytale 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.
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**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
sold a cat running a
rad my home but I
took it the cat.
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 new
habit because it was out to sea
a man ped it and he kept it warm
it strid 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

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 Butaful

Once upon a time a green
penguin demanded only 1 penguin

will be butaful make all the
butaful ones ugly so get for one
Jan 1920
When the king penguin herd
this he was cross. Nonsense he said
from the other room now he is
really cross. But the geen
has made her choice and I can't
change it very well said the king
they change the penguins do you kno
the oldest penguin became butiful
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.
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**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 Lighthearted Rock Cookies

1. Get your equipment and tin on the stove.
2. Second, put in the more next sugar, cocoa, and milk. After that, stir.
3. Stir in then stir mirel.
4. The rest finally eat it all up.
**Fully Meets Expectations**

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**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 magren in and wait till it melts.

Next stir the magren.

After that add sugar, cocoa and milk.

Then stir and add quick oat and stir again.

Finally get cookie sheet and put the ingredient in pan on cookie sheet and put it in the oven and wait. After take out cookie 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.
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**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
Nasteshoms

Materials needed:

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Directions:

First, place the planter and then place seed in the planter. Then name or sticker pot. Slice in planter, then pot planter by sun lit.
**Fully Meets Expectations**

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**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
HOW TO plant a

Materials needed:
- planticle stick
- seeds
- a flowerpot
- water
- dirt or soil

Directions:
1. Get the flowerpot 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.
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.
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
What was the important that the Reapers gave us?
Pot you're froot and vegdubbls in a compost.
Pot you're bottle in resikls. don't bern plastik bottles!
Fully Meets Expectations

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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 REAPS give us?
REAPS 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)

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 eat.

By Reegan Chapter
Babies in an egg. It went in packs.
He was the fiercest meat eater in Kantado.
It had a big claw on its leg.
Fully Meets Expectations

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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)
It's a meat eater.
Rex was the moste biggest and moste feareses meat eater that ever lived on earth.

Rex had two claws and its haunds.
Its head was 5 feet long.

Its arms helped it get up after it slept.
It's teeth were the size and shape of steak knives.
T-Rex piddled a dozen feet with its enemy.
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)*

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**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
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<td>It had 15 moon.</td>
<td>It is a outer plant.</td>
<td>Is blue and green.</td>
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<td>It is a very cold planet.</td>
<td>It is in the solar system.</td>
<td>Mode of ice and rock.</td>
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<td>It is the 7 planet from the sun.</td>
<td>10s smaller one man.</td>
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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, with gases and liquids. It's very fast.

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 is the Ringed Planet.
It has over one thousand rings.
Travel Tips
Saturn is cold. So you would like to bring the heaviest clothes you have.
For one week:
$100.
For two weeks:
$200.
For four weeks:
$400.
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)

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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 different types of frogs.
Yellow and red means there is poison.
There are 500 types of tree frogs. Only 1 frog lives a year.

Frogs lay eggs
Frogs lay tadpoles
Tadpoles eat plants.
Frogs lay an egg.
Frogs breed in early spring.
Frogs grow their back legs.

Other interesting facts
Frogs are part of amphibians.
Predators: Raccoons, go cats, birds, anteaters are predators.
Frogs get killed when building roads.
Tadpoles gulp water to breathe.
Tadpoles don't grow when they eat.
Frog last stage is a frog.
Frogs go through 5 different stages.

A small frog lives in the desert.
The shape of the frog depends on its habitat.
Frogs get killed when building buildings.
Frogs can swim.
Frogs sleep during winter.
Frogs puff up their sacs.
Frogs bury themselves in mud
jumping water
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 frog of frogs is as big as a fat ball.

Frogs come in different shades,
There is a frog it looks like a mop.
Frogs are slimy
Frogs have smooth skin
Some frogs are hairy
Frogs come in different sizes.
Frogs have big mouths.

Frogs come in different sizes.

Frogs eat bugs.

Bigger frogs eat smaller frogs.
**Fully Meets Expectations**

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**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 their arms and legs in
to cool off. Frogs sing in the rain.
They puff out their air sacks.
Frogs sit on lily pads. Frogs can swim.
Frogs sleep high. Frogs can blow bubbles
in water.

Habitat
Tree. Frogs live in bushes and trees.
Some tree frogs spend their whole
life in a tree. Most frogs live in
water and land.
What they eat
Some frogs eat smaller frogs
and worms.
Appearance

Frogs have two eye lids. Some frogs 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.

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 these eggs. Frogs grow their back legs first. Frogs are born in the water and they must return to the water to breed. Each black egg is surrounded 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 amphibians. Spring time is the best time to listen for Frogs.
**Exceeds Expectations**

**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
Behavior

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 are 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 poisons. Some frog 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 air sac to crack. There are about 500 species of the frogs in the world.

They are cold blooded. Some frogs eat other frogs. If a frog’s skin dries out they die. 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 breathe oxygen. They puff out their air sac 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 haging 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.