GRADE 4 WRITING: Additional Tasks/Samples

Personal/Impromptu Writing 1 task
Writing to Communicate Ideas and Information tasks
Literary Writing tasks
Grade 4 Personal/impromptu Writing: Additional Sample 1
*In-Role Response to the short story ‘Night of the Ray’*

**Context**

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

**Process**

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

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

Students were asked to assume the role of the boy as he was yanked into the water by the ray. The teacher asked students to write how they would feel if they were the boy at this point in the story and to describe their thoughts, and feelings.
Not Yet Within Expectations

Teacher’s Observation

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

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

I was caught by a shark and I was scared because I got pulled over my paddle boat, and a pike came up and I hit it and the string broke.
Meets Expectations (Minimal Level)

Teacher’s Observations
The response is a series of loosely connected ideas with little development.

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

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My feelings would be like I’d be very scared and I would contemplating on being calm and breathing and pulling. If I was that boy I would’t go out at night. I’d be very
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scared at the time of seeing the stingray. I would think like at the time of the pilings and barnacles I'd think I'm going to die right if I was in his place I would be very scared I wouldn't want to be smashed to ribbons but after I think fishing at night is not good
**Fully Meets Expectations**

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**Teacher’s Observations**

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

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

I was very scared, as the ray fought as hard as it could. I tried to pull the ray out of the water, but it was useless as the ray pulled me out of my little boat. The ray pulled me across the water as we were catching a lot of water in my mouth. It was terrible. All of a sudden, I was pulled underwater and went very deep under the water. All of a sudden, I hit the bottom. I tried to stop the ray but the ground was all muddy and I could not hold my breath. I passed out. When I came to, I could see the piling at the shore. I was gasping. I was getting closer every second. All of a sudden, the ray pulled so hard that the rope slipped off my hand. I was bleeding. I was so scared.

The End.
Exceeds Expectations

Teacher’s Observations
The writing is clear, focused and developed with elaboration and individuality.

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

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

The End.
Grade 4 Writing Stories and Poems: Additional Sample 1

Traditional Legends

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

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

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

Teacher’s Observations

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

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

Thunderbird wasn't big yet, so Thunderbird went to eagle. They thought of a way to make Thunderbird big. Eagle said, Whale can help! He can help by making you so mad that you might become mad enough that you might get to mad that you mad.

And the anger might get you to grow meters.

Higher! Thanks! Said thunderbird. Whale came by and teased him so much that thunderbird grew as big as the sky. By then whale stopped teasing. The end. He became the sky lord.
In this legend, Thunderbird might become big because he is small. If you read it, you might have tons of fun!

About the Author:
Devon Born attends Blakeburn Elementary and is in Grade 4. He enjoys playing hockey and soccer. He wrote saving sea animals.
**Fully Meets Expectations**

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**Teacher’s Observations**

The writing is a complete story with some interesting detail.

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

By Elisa
How The Thunderbird Got Its Wings

Long ago in the wild nature, a baby Thunderbird was born! It had no wings. Their mother and father were surprised. So the father and the mother didn’t want the child any more. When the Thunder bird was 1 month old a Skygod brought him to a mountain to get some friends. His friend was the Raven. A couple years later Thunderbird learned that he don’t have wings. So he kept on searching and searching but still he couldn’t find any wings. He was really disappointed. He wanted to fly high but he couldn’t. One day Raven Told Thunderbird about a Destiny Egg. If he gave it to the skygod he will give you anything you want. So Thunderbird found this weird looking bird found a Destiny Egg. Instead it was only a normal egg. Then he found a cave and inside he found a DESTINY EGG! He
pulled and pulled! Finally he got the Egg! He quickly called the Raven and Raven flew him up to the Skygod. 
The Skygod looked surprised. Before this no one could find the destiny egg? Now everyone has good luck and you too! What is your Wish? “My wish is to have a new pair of wings.” “Ok, I will make a new pair of wings. 
(Magic spell) A BARCA SALOMSH BOOM!! A new pair of wings was on the Thunderbird!
In this exciting legend, Thunderbird loses his wings. He uses his friend to find the Sky God. But Sky God wants an egg. Will he find the egg? Read this book to find out.

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


**Exceeds Expectations**

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**Teacher’s Observations**

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

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

What would you do if you had to go face-to-face with a fierce thunderbird?
How Frog Got His Long Tongue

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

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

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

* * *

Meanwhile, Raven, a powerful trickster who had nothing to do, had seen everything that had happened. He decided to play a trick. Raven flew into Bear’s cave and turned into a bear. Lucky for him, Bear had gone fishing. Frog arrived minutes later. “Bear, I
have a problem. Can you help me?” he asked. “Of course,” Raven answered. “What is your problem?” Frog told Bear, who was really Raven, what his problem was. He explained that he was having stomachaches all the time. Raven nodded and said: “I will help you, but first, you will have to get me a feather from the great Thunderbird.”

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

* * *

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

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

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

Frog was worried. He didn’t know what to do. Then he saw a shape in the distance. The closer he got towards it, the clearer the object got. When Frog was only two feet away from it, he saw what it was: A sleeping thunderbird. Frog looked around. Nothing but sky. Even the soft feeling of cloud beneath his feet didn’t help calm his fear. At least no one was around to disturb Thunderbird’s
sleep. Frog decided it was as safe as it could get. Taking a deep
breath, he pulled on Thunderbird’s back tail feather. The feather
loosened, but Thunderbird awoke. Frog jumped back as the giant
bird soared up towards the sky. It’s feather, still partially attached
to the tail, went up too. Then it loosened completely, and Frog
jumped up to catch it just as Thunderbird aimed a giant bolt of
lightning at him. Thunderbird missed, and frog successfully
catch the feather. Raging with anger, Thunderbird soared
straight towards Frog. Frog was certain he would win the battle. He
stuck out his short tongue at Thunderbird. That was a big mistake.
Thunderbird grabbed Frog’s tongue, and it got all stretched out.
Frog’s tongue was now twice his own size. Then Frog lost his
balance and fell off the cloud. Thunderbird, pleased with what he
had done, let go of Frog’s tongue, and Frog fell into a soft
flowerbed. Then he blacked out, still holding the feather.

*   *   *

An hour later, Frog awoke to find Bear and Hawk standing
beside him. “What happened?” asked Hawk. Frog, barely able to
speak, tried his best to tell the story. His friends listened carefully
to every word. When Frog finished, Bear said that he had never
asked Frog to get a feather from Thunderbird, and that he had
cought Raven fly out of his cave with Frog. When the discussion
was over, everyone knew exactly what had happened. Frog was
burning with anger at Raven. Just then, a fly buzzed by. Frog
cought it with his long tongue. It tasted delicious! Frog was really
happy. He could actually eat! He decided that, in some way, Raven
had done the right thing. His friends all agreed.
In this legend, you'll hear how a starving frog fights a fierce thunderbird. Will he survive? Find out when you read this book!

About the Author

Mina Savovic has been writing since she was five. Sometimes she makes up stories and tells them to her little brother, Luka. Mina likes sports, and has five lessons: dancing, swimming, skiing, piano, and skating.
Grade 4 Writing Stories and Poems: Additional Sample 2

The True Story of Cinderella

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

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

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

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

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

You all know the story of Cinderella but you don’t know the story of the Big Bad Cinderella. Once upon a time 200 years ago there was a girl named Cinderella but everyone called her Big Bad Cinderella because she is mean. Sorry I forgot to introduce myself. My name is Cinderella. The good.
Big bad Cinderella always
told people what to do like
do my hair do this do that
and so on. Then I decided to
Sue her so I could live in
peace. But I could not sue
her because I don't have
a lawyer.
Fully Meets Expectations

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

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

Hi my name is Mariah and I am one of Cinderella’s step sisters. You probably think you know the real story of Cinderella but you don’t.

This is the real story. My mother, Selidia, once met this man and got married.

Then he moved in with me, my sister, and my mom.
The True Story of: Cinderella

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

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

She was spoiled too.

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

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

One Year Later

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

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

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

That’s the real story of: CINDERELLA

P.S. Me, my sister, and my mom lived happily at home with no one to bother us. And Cinderella got married to the cool prince.
Grade 4: Writing to Communicate Ideas and Information: Additional Sample 1

Mission Possible

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

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

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

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

Teacher’s Observations

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

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

Peanut butter cookies. How to make them?

What do you do with them?

Introduction

Ingredients

What the ingredients are

Where they come from

Conclusion
Introduction

Hello my name is 2482. I am from earth and I came in peace. But I don't want to leave in pieces. So I'll be nice and will show you how to bake peanut butter cookies. (for eating)

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

Reminder

All the ingredients are found on Earth.
Ingredients

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

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

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

\( \frac{1}{2} \) cup of peanut butter.
Peanut butter is fresh roasted peanuts that have been pureed.
2 Tablespoons of milk.
It's the liquid that comes from the things you steal from us when you visit.

1 Teaspoon of vanilla.
Vanilla is something that's made from a bean.

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

1 1/3 cups flour. A fine powder that comes from a plant called wheat.
1 1/2 Tea spoon of baking soda. This makes the cookies rise.

2 1/2 tea spoon of Salt. A powder that comes from the Dead Sea on earth. First put the dry ingredients then mix the wet ones, and then heat the oven to 350°F. An oven is a metal kitchen appliance that is used to bake. Form into 1 inch balls and place on a baking sheet. Bake for 10-12 minutes. Then leave them to cool. In conclusion, once cooled, put them in your mouths then move your jaws up and down. Next: swallow. If you like these cookies let your friends try them too.


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**Teacher’s Observations**

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

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

Secret Code Name \( \text{no code} \)

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

**Criteria:**
1. You must brainstorm all your ideas. /10

2. Everything has to be in writing – you cannot demonstrate actions because these foreigners are extremely fearful of you and they may think that you are acting aggressively. They also have laser guns! /40

3. Must have an introduction and a conclusion. /10

4. Your explanation must be at least two double spaced pages. (Students who have large handwriting must have three pages.) /10

5. You must try to communicate in the most clear and detailed way you can. Don’t miss any steps or else it will not make sense. /20

6. Spelling, punctuation, and grammar will be evaluated. /10

Total = _____/100
Mission Possible

Teach them how to play the game

You need a stick and a ball, and how to be a good player

What you need to be goalie pads, goalie gloves, blocker, stick, mask, chest, and protector

To be a referee men you need a hockey stick and a rollerblade

There are intermissions trough period

A forward need rollerblades and a hockey stick

A forward is the one who gets the goal
The story of the aliens who played Hockey

Hello my name is [Student] I'm from planet Earth I was sent here to teach you how to play Hockey. I should them what they needed to play Hockey like for a Goalie you need Pads, Blocker, Gloves, Chestprotector and a mask. A Forward needs a stick and Rollerblades. The Defencemen needs Rollerblades and a stick. I know I hate to teach them how to take a shot there are 3 different ways to the Snapshot, Wristshot and Wristshot. The Snapshot you have to raise your hand up and then you snap your wrist.
A wrist shot is when you flick your wrist and shoot. The slapshot is when you raise your stick up to your head and put all your strength into the shot. In a Hockey game you can have Timeout and through periods you can have intermissions
A Goalie person who stops shots
The Defencemen check the people who come in there zones
The Forward is the person who provides offense. You get penalties to people who have good chances to score like if you hold somebody who's on a breakaway. Now the aliens no how to play Hockey
Grade 4: Writing to Communicate Ideas and Information: Additional Sample 2
Willow River Brochures

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

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

Teacher’s Observations

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

• topic is clear
• opening shows some sense of audience
• generally simple, often vague language with little variety or specificity
• identifies the topic in a title but omits ending
• visual information is inaccurate and difficult to interpret
• organized into sections however combines some sections
• many incomplete sentences
• most simple words are spelled correctly
<table>
<thead>
<tr>
<th>Willow River is a Nice Place to have a walk.</th>
<th>The Berries you will see at Willow River are.</th>
<th>The Special features are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get to Willow River you go on Highway 15 E. 30 minutes from Downtown Prince George. Tabor Min. come before Willow River. Trees you will see at Willow River.</td>
<td>You might see Wild Straw Berries at Willow River. Animal you will see at Willow River is a Bear or a moose. You could even see a Deer at Willow River.</td>
<td>A Picnic Table at Willow River. Map. Diagrams. River.</td>
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At Willow River you will see a Pine tree, Spruce trees and Paper Birch.
Joey Liew,
Willow River is a good place to have a walk.
**Fully Meets Expectations**

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**Teacher’s Observations**

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

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

Please have the best quiet evening at Willow River with your family please.

The wild strawberries are just great. There are blueberry trees and there are blueberry trees and the dogwood tree and the dogwood tree and the dogwood tree and the dogwood tree and the dogwood tree. There are the spruce and the firs. There are the firs and the pines. There are the pines and the firs. There are the firs and the pines.

There are the trees. There are the trees. There are the trees. There are the trees. There are the trees.

Special Feature: There are rapids and a river. Picnic tables and chairs. A river trail. And there's a very interesting and a very interesting and a very interesting.

As for my very interesting family, I still love you my family.
What you need to bring:
You need insect repellant and warm clothing but don't forget to bring your spring boots because it's kind of muddy up there.

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

This is how you get to Willow River. If you have a map you could use that. It's 30 minutes from downtown Prince George. Highway 16 East (Yellowhead). Site is well marked.
Exceeds Expectations

Teacher’s Observations

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

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

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

Describing words.

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

Candice

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

How to get there:
Willow River isn't very far away. It is just 30 minutes away from downtown. It is on Highway 10 east.

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

Trees
Here are some trees you will see at Willow River while walking on the trail:
- Lodge pole pine
- Spruce trees
- Douglas fir trees
- Burch trees
- Cotton wood trees
You may see other kinds of trees too. Because I don't think I mentioned them all you should more.

Berries
There are not a lot of berries at Willow River but if you are lucky you will see these:
- Blueberries
- Wild strawberries
- Soapberries

Wildlife
While you are walking through the trail be careful because there is a lot of wildlife at Willow River. Here is some you might see:
- Bears
- Moose
- Mice
- Squirrels
- Porcupines
- Deer
- Beavers
- Woodpeckers