Writing

Grade 2

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Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 2, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

The following is a summary of the key qualities of each aspect of personal, impromptu writing in Grade 2. The Quick Scale and Rating Scale provide more details regarding specific criteria related to these key qualities.

**Meaning** comes from thoughts, feelings, opinions, memories, and reflections.

**Style** is generally reflective, demonstrating clarity and some variety in language, but has not been revised or edited.

**Form** begins with a clear introduction and follows a logical sequence, ideas are connected, although the writing reflects a “stream of consciousness”.

**Conventions** follow standard conventions for basic spelling, punctuation, and sentence structure.
Personal Writing

Students are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 2, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

Key Qualities

The following is a summary of the key qualities of each aspect of personal, impromptu writing in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

**MEANING**
- comes from thoughts, feelings, opinions, memories, and reflections

**STYLE**
- is generally reflective
- demonstrates clarity and some variety in language, but has not been revised or edited

**FORM**
- begins with a clear introduction and follows a logical sequence
- ideas are connected, although the writing reflects a “stream of consciousness”

**CONVENTIONS**
- follows standard conventions for basic spelling, punctuation, and sentence structure.
Prescribed Learning Outcomes

The BC performance standards for Grade 2 personal, impromptu writing reflect the following prescribed learning outcomes from Grade 2 of the English Language Arts K to 7 Integrated Resource Package. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes [C1]

STRATEGIES (WRITING)

[C4-6] *Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

THINKING (WRITING)

It is expected that students will:

- use writing and representing to express personal responses and opinions about experiences or texts [C7]
- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)

It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]
Quick Scale: Grade 2 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal writing is usually expected to be checked for errors but not revised or edited.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.</td>
<td>The writing offers some logical ideas and reactions, but connections are not always clear. May be difficult to follow in places.</td>
<td>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</td>
<td>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</td>
</tr>
<tr>
<td>MEANING</td>
<td>* topic may be hard to determine</td>
<td>* some connections to experiences, dislikes, likes</td>
<td>* makes connections to personal experiences, likes and dislikes</td>
<td>* offers opinions and observations with some development</td>
</tr>
<tr>
<td></td>
<td>* often very short</td>
<td>* offers some ideas and opinions</td>
<td>* a series of loosely related ideas and opinions</td>
<td>* sense of purpose; ideas are related and often focus on a central theme</td>
</tr>
<tr>
<td></td>
<td>* little logical detail or description</td>
<td>* some details; often irrelevant or repetitious</td>
<td>* some relevant details or examples</td>
<td>* relevant details, reasons, or examples</td>
</tr>
<tr>
<td>STYLE</td>
<td>* language is often unclear; may make errors in word choice</td>
<td>* simple, basic language; often repetitive</td>
<td>* conversational language; may include some description</td>
<td>* simple descriptive language; some variety</td>
</tr>
<tr>
<td></td>
<td>* relies on short, simple sentence frames that have been provided</td>
<td>* tends to rely on short, simple sentences or one or more long, rambling sentences</td>
<td>* some variety in sentence length; often short and abrupt; some long and run-on</td>
<td>* beginning to show some control of sentence structure; some variety in length and pattern</td>
</tr>
<tr>
<td>FORM</td>
<td>* topic is not clear</td>
<td>* often has no beginning (starts in the middle)</td>
<td>* opening sentence may signal the topic</td>
<td>* a title or opening sentence signals the topic (or time period—e.g., &quot;yesterday&quot;)</td>
</tr>
<tr>
<td></td>
<td>* sequence is illogical</td>
<td>* may ramble without clear sequence or connections</td>
<td>* ideas are loosely connected, often by time (e.g., same day)</td>
<td>* logically sequenced and connected</td>
</tr>
<tr>
<td></td>
<td>* omits connecting words</td>
<td>* seldom uses connecting words</td>
<td>* repeats a few simple connecting words</td>
<td>* beginning to use a variety of connecting words</td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>* errors make the writing difficult to read</td>
<td>* frequent errors may interfere with meaning in places</td>
<td>* several errors, but these do not obscure meaning</td>
<td>* may include errors (particularly in more complex language); these do not affect meaning</td>
</tr>
<tr>
<td></td>
<td>* not written in sentences</td>
<td>* some complete sentences</td>
<td>* most sentences are complete</td>
<td>* written in complete sentences</td>
</tr>
<tr>
<td></td>
<td>* may omit letters and sounds</td>
<td>* frequent spelling errors (but all sounds are represented)</td>
<td>* most common words are spelled correctly</td>
<td>* most spelling is correct</td>
</tr>
<tr>
<td></td>
<td>* often omits or uses punctuation and capital letters inconsistently</td>
<td>* inconsistent use of capitals and punctuation</td>
<td>* occasional errors in end punctuation; uses capital letters for names, places, first word in sentence</td>
<td>* uses capital letters and end punctuation correctly</td>
</tr>
<tr>
<td></td>
<td>* frequent errors in pronouns and verbs</td>
<td>* some errors in pronouns and verbs</td>
<td>* most pronouns and verb forms are correct</td>
<td>* uses correct pronouns and verb forms; may make occasional errors</td>
</tr>
</tbody>
</table>
## Rating Scale: Grade 2 Personal Writing

Student achievement in personal writing by March-April of Grade 2 can generally be described as shown in this scale.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.</td>
<td>The writing offers some logical ideas and reaction, but connections are not always clear. May be difficult to follow in places.</td>
</tr>
</tbody>
</table>
| **MEANING**                                 | • topic may be hard to determine  
• often very short  
• little logical detail or description                                                                                 | • makes some connections to personal experiences (usually recent events), likes and dislikes; tends to be very general (often short)  
• offers some ideas and opinions, but the connections may be illogical in places  
• includes some details; these are often irrelevant or repetitious (and confusing)                                      |
| **STYLE**                                   | • language is often unclear; may make errors in word choice  
• may rely on short, simple sentence frames that have been provided by the teacher  
• uses pronouns inappropriately, often shifting from “I” to “he/she,” leaving the reader confused | • simple, basic language; often repetitive  
• tends to rely on short, simple sentences or one or more long, rambling sentence  
• overuses pronouns                                                                                                         |
| **FORM**                                    | • topic is not clear  
• sequence is illogical; sentences and ideas appear to be random and unrelated  
• does not use connecting words                                                                                           | • often has no beginning (starts in the middle)  
• tends to ramble without clear sequence or connections (may be hard to follow in places)  
• seldom uses connecting words                                                                                             |
| **CONVENTIONS**                             | • repeated serious errors in basic language may make all or part of the writing difficult to read  
• not written in sentences; may be one long string of words and ideas or may incorporate several fragments  
• 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 or uses them inappropriately and inconsistently  
• frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”)  | • 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  
• some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)                                                                 |

The rating scale may require adaptation when used for different purposes and tasks.
<table>
<thead>
<tr>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</strong></td>
<td><strong>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</strong></td>
</tr>
<tr>
<td>• makes connections to personal experiences (usually recent events), likes and dislikes</td>
<td>• offers opinions and observations about personal experiences with some development</td>
</tr>
<tr>
<td>• generally offers a series of loosely related ideas and opinions (rather than developing one central idea)</td>
<td>• shows a sense of purpose; ideas are related and often focus on a central theme</td>
</tr>
<tr>
<td>• includes some relevant details or examples</td>
<td>• includes relevant details, reasons, or examples</td>
</tr>
<tr>
<td>• conversational language; may include some description (often vague—e.g., nice, cool—and repetitive)</td>
<td>• includes simple descriptive language and shows some variety (may have some repetition)</td>
</tr>
<tr>
<td>• some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on</td>
<td>• some variety in sentence length and pattern</td>
</tr>
<tr>
<td>• uses pronouns frequently; these sometimes become confusing</td>
<td>• uses pronouns frequently; it is usually easy to tell who or what the pronouns represent</td>
</tr>
<tr>
<td>• the opening sentence may signal the topic</td>
<td>• a title or opening sentence signals the topic (or time period—e.g., “yesterday”)</td>
</tr>
<tr>
<td>• ideas are loosely connected, often by time (e.g., they all happened on the same day) but not clearly focused</td>
<td>• events and ideas are logically sequenced and connected (may require some inferences)</td>
</tr>
<tr>
<td>• tends to repeat a few simple connecting words (e.g., and, then, so)</td>
<td>• beginning to use a variety of connecting words (e.g., and, then, so, because, after, when)</td>
</tr>
<tr>
<td>• includes several errors, but these do not obscure the intended meaning</td>
<td>• may include errors (particularly in more complex words and structures), but these do not interfere with meaning</td>
</tr>
<tr>
<td>• most sentences are complete</td>
<td>• written in complete sentences</td>
</tr>
<tr>
<td>• most common words are spelled correctly</td>
<td>• most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words</td>
</tr>
<tr>
<td>• 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)</td>
<td>• generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas</td>
</tr>
<tr>
<td>• most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”)</td>
<td>• uses correct pronouns and verb forms; may make occasional errors (e.g., “My dad and me went fishing.”)</td>
</tr>
</tbody>
</table>
Sample Task: Writing About Families

CONTEXT
This class participated in daily writing experiences to record their ideas, feelings, and thoughts in response to specific themes, topics, stories, magazine articles, and current events. Students understood the importance of practising writing daily to become more effective writers. They recorded their personal responses in writing journals.

As part of an integrated English Language Arts and Social Studies theme, this class was learning about “Children’s Lives Around the World.” They discussed similarities and differences between children’s lives in Canada and the lives of children in other countries. Some of the topics they studied and wrote about included food, shelter, clothing, games, art, music, dance, customs, language, schools, and families.

PROCESS
Students were asked to think about their own families and why families are important. The teacher instructed them to draw a picture of each family member on a cardboard square. They labelled the drawings with the names of family members and wrote something they liked to do with each person. Students then created family mobiles by tying the pictures together with string. The “Family Mobiles” were suspended from the classroom ceiling for display.

The class discussed different things families do together. They brainstormed to create a list of the many activities families engage in and the varied experiences they have together. Students were also encouraged to talk about the feelings they had about the different family activities. The teacher recorded their ideas on a two-column chart. One column listed the family experiences, and the second column listed the students’ feelings. Students were then asked to write about things they do with their families. The teacher encouraged them to use the class chart as a reference.
**NOT YET WITHIN EXPECTATIONS**

**Teacher's Observations**

The teacher provided the student with the sentence stem “My family is...” to support the student’s attempt at writing. Problems with conventions make it difficult to figure out the meaning.

- little logical detail or description
- relies on short, simple sentence frames
- language is unclear
- does not use connecting words
- frequent serious spelling errors in basic vocabulary
- often omits punctuation

**TRANSCRIPT:**

**MY famle**

MY Famle is dunt LucSS cat.
MY Famle is dunt LucSS fog.
MY Famle is LucSS Dog.
MY Famle is a gdo at crc.
MY Famle is a grod famle.
MY Famle is a tcSS grcDog.
MY Famle is a gtr bdrisagahcE.
MY Famle is a gdo
MY DaDDY. is a gdo hce
MYFamle is a fe MLoog.
MYFamle is a dt LucSS.cat.
MY Famle is a Fem mlda.
MY Famle. is a gogo

<table>
<thead>
<tr>
<th>SNAP/SHOT</th>
<th>Mean</th>
<th>Style</th>
<th>Form</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

The writing offers some logical ideas and includes some details.

- makes some connections to personal experiences
- very short
- simple, basic language which is repetitive
- relies on short, simple sentences
- seldom uses connecting words
- frequent spelling errors
- confuses common sight words

TRANSCRIPT:
My Daddy plays my gams with me My Mommy reed with me, Sum times I go with mi Daddy to work. My Mommy dos her londrie. My Daddy wrks all nit.
FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's writing is clear and easy to follow. There is a series of connected ideas and experiences with some detail.

- makes connections to personal experiences
- includes some examples
- conversational language
- some variety in sentence length
- tends to repeat a few simple connecting words
- generally written in complete sentences
- most common words are spelled correctly

My family likes to go for bike rides on the dike. Me and my dad like to ride our dirt bikes. Me and my mom like to go to movies. Me and my sister like to play outside. And I like to read. This summer me, my Mom, my Dad, my Sister, my Grandma and Grandpa mite go to DisneLand.
EXCEEDS EXPECTATIONS

Teacher's Observations

The writing has a clear topic and focus with related supporting details and examples.

- offers opinions and observations about personal experiences
- ideas are related
- includes simple descriptive language
- some variety in sentence length and pattern
- events and ideas are logically sequenced and connected
- most words are spelled correctly
- uses correct pronouns and verb forms

My fammy likes to go on walks with me. I spend most of my time with my dad. Yesterday my dad and I playd baseball in the backyard. My siter and I and my friend took my dog on a walk to the park. We ran up the hills. Sometimes my mom one I have a game of cards. In the summer my mom and dad take me on bike rides. It is run playing with my dog. But sometimes my sister can be bosy.
Writing to Communicate Ideas and Information

Students frequently write to communicate ideas, information, and opinions in a variety of curriculum areas. In Grade 2, they often prepare articles and reports; record observations, procedures, and conclusions; write explanations; and share their opinions in editorials and letters.

This type of writing is usually presented to audiences within and outside of the classroom. In some cases, the audience is imagined, as when students are asked to write letters convincing a story character or historical figure to pursue a particular course of action, or when they take on a role to present information and ideas from a particular point of view.

Whenever possible, students benefit from writing for real audiences, such as students in other classrooms, community members, pen pals, or e-pals. School newspapers and yearbooks, community newspapers, school or class web sites, and letters or e-mail (e.g., to authors or public figures) can expand the range of audiences students address. Because this writing is intended for an audience, students should have opportunities to revise, edit, and proofread their work before creating a final copy.

Key Qualities

The following is a summary of the key qualities of each aspect of writing to communicate ideas and information in Grade 2. The Quick Scale and Rating Scale provide more details regarding specific criteria related to these key qualities.

**Meaning**
- is focused around a clear purpose
- provides relevant and accurate detail

**Style**
- is generally clear and concrete
FORM
- follows the “rules” for specific forms (e.g., instructions, letters)
- follows a logical sequence
- uses appropriate visuals and text features

CONVENTIONS
- follows standard conventions for basic spelling, punctuation, and sentence structure

Prescribed Learning Outcomes

The BC performance standards for Grade 2 writing to communicate ideas and information reflect the following prescribed learning outcomes from Grade 2 of the English Language Arts K to 7 Integrated Resource Package. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)
It is expected that students will:
- create informational writing and representations about non-complex topics and procedures [C2]

STRATEGIES (WRITING)
[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)
It is expected that students will:
- use writing and representing to express personal responses and opinions about experiences or texts [C7]
- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)
It is expected that students will:
- use some features and conventions of language to express meaning in their writing and representing [C10]
## Quick Scale: Grade 2 Writing to Communicate Ideas and Information

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Information writing at this level is expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The writing is hard to understand. The student is unable to provide clear written information without intensive, ongoing help.</td>
<td>The writing offers some accurate information (usually from class discussion); parts are illogical or inaccurate and may be difficult to follow.</td>
<td>The writing is clear, mostly in the student’s own words; provides accurate information on simple topics and procedures. Includes some detail.</td>
<td>The writing is purposeful; provides accurate information with some specific detail on simple topics and procedures. Shows a sense of control.</td>
</tr>
<tr>
<td><strong>MEANING</strong></td>
<td>• little or no accurate information (unless copied)</td>
<td>• some accurate information, usually from discussions and guidance</td>
<td>• accurate basic information, often based on discussions and guidance</td>
<td>• accurate, logical information; may add parts not discussed in class</td>
</tr>
<tr>
<td>• ideas and information</td>
<td>• often very short; omits required parts</td>
<td>• has some required parts</td>
<td>• generally includes all required parts; these are often very basic</td>
<td>• includes all required parts; often extra detail</td>
</tr>
<tr>
<td>• use of detail</td>
<td>• little logical detail or description</td>
<td>• some details; often irrelevant or repetitious</td>
<td>• some specific, relevant details</td>
<td>• relevant explanations, examples, or details</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>• language is often unclear; may make errors in word choice</td>
<td>• simple, basic language; often repetitive</td>
<td>• conversational language; may include some description (often vague and repetitive)</td>
<td>• simple descriptive language; some attempts to be specific or exact</td>
</tr>
<tr>
<td>• clarity, variety, and impact of language</td>
<td>• relies on short sentence frames that have been provided</td>
<td>• tends to rely on short, simple sentences or one or more long, rambling sentences</td>
<td>• some variety in sentence length</td>
<td>• beginning to show some control and variety in sentences</td>
</tr>
<tr>
<td><strong>FORM</strong></td>
<td>• does not resemble the intended form</td>
<td>• includes some required features, but may have difficulty with the form (e.g., recipe may be a paragraph)</td>
<td>• some awareness of form (e.g., instructions look like instructions); may omit key features</td>
<td>• tries to use basic conventions of form (e.g., instructions look like instructions)</td>
</tr>
<tr>
<td>• required features</td>
<td>• topic often unclear</td>
<td>• begins in the middle</td>
<td>• title signals the topic</td>
<td>• a title signals the topic; usually has a conclusion</td>
</tr>
<tr>
<td>• beginning</td>
<td>• sequence is illogical</td>
<td>• rambles; little sequence</td>
<td>• logical sequence; may lapse in places</td>
<td>• logical sequence</td>
</tr>
<tr>
<td>• sequence</td>
<td>• few, if any, connecting words</td>
<td>• seldom uses connecting words</td>
<td>• repeats a few simple connecting words</td>
<td>• variety of connecting words</td>
</tr>
<tr>
<td>• connecting words</td>
<td>• visual features are omitted, inaccurate, or unrelated to the topic</td>
<td>• visual features may be incomplete</td>
<td>• visual features are clear and relevant</td>
<td></td>
</tr>
<tr>
<td>• visual features</td>
<td><strong>CONVENTIONS</strong></td>
<td>• repeated serious errors make the writing difficult to read</td>
<td>• frequent errors may interfere with meaning in places</td>
<td>• may include errors (particularly in more complex language); these do not obscure meaning</td>
</tr>
<tr>
<td>• complete sentences</td>
<td>• not written in sentences</td>
<td>• some complete sentences</td>
<td>• most sentences are complete</td>
<td><strong>WRITING TO COMMUNICATE IDEAS AND INFORMATION</strong></td>
</tr>
<tr>
<td>• spelling</td>
<td>• may omit letters and sounds</td>
<td>• frequent spelling errors (but all sounds are represented)</td>
<td>• most common words are spelled correctly</td>
<td>53</td>
</tr>
<tr>
<td>• capitalization</td>
<td>• often omits punctuation and capital letters or uses them inconsistently</td>
<td>• inconsistent use of capitals and punctuation</td>
<td>• occasional errors in end punctuation; uses capital letters for names, places, first word in sentence</td>
<td><strong>WRITING TO COMMUNICATE IDEAS AND INFORMATION</strong></td>
</tr>
<tr>
<td>• punctuation</td>
<td>• frequent errors in pronouns and verbs</td>
<td>• some errors in pronouns and verbs</td>
<td>• most pronouns and verb forms are correct</td>
<td><strong>WRITING TO COMMUNICATE IDEAS AND INFORMATION</strong></td>
</tr>
<tr>
<td>• grammar</td>
<td><strong>RATING SCALE</strong></td>
<td><strong>GRADE 2 WRITING TO COMMUNICATE IDEAS AND INFORMATION</strong></td>
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</tr>
</tbody>
</table>
### Rating Scale: Grade 2 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information by March-April of Grade 2 can generally be described as shown in this scale.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>The writing is hard to understand. The student is unable to provide clear written information without intensive, ongoing help.</td>
<td>The writing offers some accurate information (usually from class discussion); parts are illogical or inaccurate and may be difficult to follow.</td>
</tr>
<tr>
<td><strong>MEANING</strong></td>
<td>• little or no accurate information (unless copied)</td>
<td>• provides some accurate information or observations, usually from class discussions and teacher guidance (parts may be copied or closely modelled on the teacher's suggestions)</td>
</tr>
<tr>
<td></td>
<td>• often very short; omits many required parts</td>
<td>• includes some required parts (i.e., tries to follow instructions or frame provided by the teacher, but not entirely successful)</td>
</tr>
<tr>
<td></td>
<td>• little logical detail or description</td>
<td>• includes some details; these are often irrelevant or repetitious (some may be inaccurate)</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>• language is often unclear; may make errors in word choice</td>
<td>• simple, basic language; often repetitive</td>
</tr>
<tr>
<td></td>
<td>• may rely on short, simple sentence frames that have been provided by the teacher</td>
<td>• tends to rely on short, simple sentences or one or more long, rambling sentences</td>
</tr>
<tr>
<td></td>
<td>• uses pronouns inappropriately, often shifting from &quot;I&quot; to &quot;he/she,&quot; leaving the reader confused</td>
<td>• overuses pronouns</td>
</tr>
<tr>
<td><strong>FORM</strong></td>
<td>• often does not resemble the intended form</td>
<td>• includes some required features, but may have difficulty following the intended form (e.g., a recipe may be written in a paragraph)</td>
</tr>
<tr>
<td></td>
<td>• topic is not clear</td>
<td>• often has no &quot;beginning&quot; (starts in the middle) or conclusion</td>
</tr>
<tr>
<td></td>
<td>• sequence is illogical; sentences and ideas appear to be random and unrelated</td>
<td>• tends to ramble without clear sequence or connections (unless following a frame or template provided by the teacher)</td>
</tr>
<tr>
<td></td>
<td>• does not use connecting words</td>
<td>• seldom uses connecting words</td>
</tr>
<tr>
<td></td>
<td>• visual features (e.g., illustrations, diagrams) are omitted, inaccurate, or unrelated to the topic</td>
<td>• visual features (e.g., illustrations, diagrams) may be incomplete or need explanation from the writer</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td>• repeated serious errors in basic language may make all or part of the writing difficult to read</td>
<td>• frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)</td>
</tr>
<tr>
<td></td>
<td>• not written in sentences; may be one long string of words and ideas or may incorporate several fragments</td>
<td>• some sentences are complete</td>
</tr>
<tr>
<td></td>
<td>• frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds)</td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• often omits punctuation and capital letters or uses them inappropriately and inconsistently</td>
<td>• inconsistent punctuation and capitalization</td>
</tr>
<tr>
<td></td>
<td>• frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”)</td>
<td>• some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)</td>
</tr>
</tbody>
</table>

The rating scale may require adaptation when used for different purposes and tasks.
Information writing at this level is expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

<table>
<thead>
<tr>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The writing is clear, mostly written in the student’s own words, and provides accurate information on simple topics and procedures. Includes some detail.</strong></td>
<td><strong>The writing is purposeful and provides accurate information with some specific detail on simple topics and procedures. The writing shows a sense of control.</strong></td>
</tr>
<tr>
<td>• provides accurate basic information or observations, often based on class discussions and teacher guidance</td>
<td>• provides accurate and logical information that accomplishes purpose at a basic level; may include parts that were not covered in class discussions</td>
</tr>
<tr>
<td>• generally includes all required parts (i.e., follows instructions or frame provided by the teacher); these are often very basic</td>
<td>• includes all required parts; often adds extra detail</td>
</tr>
<tr>
<td>• includes some specific details; these usually relate to concrete features such as size or colour</td>
<td>• includes explanations, examples, or details</td>
</tr>
<tr>
<td>• conversational language; may include some description (often vague—e.g., nice, cool—and repetitive)</td>
<td>• includes simple descriptive language; some attempts to be specific or exact</td>
</tr>
<tr>
<td>• some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on</td>
<td>• some variety in sentence length and pattern</td>
</tr>
<tr>
<td>• uses pronouns frequently; these sometimes become confusing</td>
<td>• uses pronouns frequently; it is usually easy to tell who or what the pronouns represent</td>
</tr>
<tr>
<td>• beginning to show awareness of form (e.g., instructions look like instructions); may omit key features (e.g., fail to number instructions)</td>
<td>• shows understanding of the basic conventions of form (e.g., instructions look like instructions)</td>
</tr>
<tr>
<td>• a title or opening sentence signals the topic; may omit conclusion</td>
<td>• a title or opening sentence signals the topic; there is usually a simple conclusion</td>
</tr>
<tr>
<td>• ideas are presented in logical sequence (often following a template or frame provided by the teacher); may lapse in places</td>
<td>• information and ideas are logically sequenced and connected (may require some inferences)</td>
</tr>
<tr>
<td>• tends to repeat a few simple connecting words (e.g., and, then, so)</td>
<td>• beginning to use a variety of connecting words (e.g., and, then, so, because, after, when)</td>
</tr>
<tr>
<td>• visual features (e.g., diagrams, illustrations) are connected to the written information but often hard to interpret</td>
<td>• visual features (e.g., diagrams, illustrations) are generally clear and connected to the written information</td>
</tr>
<tr>
<td>• includes several errors, but these do not obscure the intended meaning</td>
<td>• may include errors (particularly in more complex words and structures), but these do not interfere with meaning</td>
</tr>
<tr>
<td>• most sentences are complete</td>
<td>• written in complete sentences</td>
</tr>
<tr>
<td>• most common words are spelled correctly</td>
<td>• most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words</td>
</tr>
<tr>
<td>• 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)</td>
<td>• generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas</td>
</tr>
<tr>
<td>• most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”)</td>
<td>• uses correct pronouns and verb forms; may make occasional errors (e.g., “My dad and me went fishing.”)</td>
</tr>
</tbody>
</table>
Sample Task: A Canadian Animal Research Project

CONTEXT
Throughout the year, students had many experiences writing to communicate ideas and information to a wide variety of audiences, including classmates, the teacher, pen pals, and family and community members. The monthly class newspaper was a favourite activity for students, as it gave them an opportunity to inform their families about current classroom themes, activities, and special events, and about learning in their classroom.

PROCESS
As part of a Science and Social Studies theme, students learned about “Canadian Animals.” The teacher displayed an ongoing class chart that listed Canadian animals they had learned about. Each time a new Canadian animal was discussed, it was added to the list for student reference. The teacher explained that each student would select and research one Canadian animal and create a research report to inform others about it.

Students had opportunities to gather information about their chosen animals using resource books the teacher provided and information students brought from home to share with others. They also gathered additional information from the Internet. The teacher provided the research frame, (in a booklet format), for the students to gather their information in the following categories:

- Interesting Facts and Special Characteristics: What is important about this animal?
- A diagram of a _____________________ (the animal)
- Classification: What kind of animal is it?
- Appearance: What does it look like?
- Life Cycle and Offspring: How does it grow and change?
- Habitat: Where does it live?
- Diet: What food does it eat?
- Adaptation: How does it move? What does it do?
- Communication: How does it communicate?
- Defence: How does it protect itself?
The students’ completed research projects were displayed in the “Canadian Animal Research Project” centre for sharing. Students were also invited to present their research projects to the class.
**NOT YET WITHIN EXPECTATIONS**

**Teacher's Observations**

The student was unable to provide any written information. The teacher scribbed the section on Habitat, and the student completed one drawing.

- no accurate information
- omits required parts

---

**Friends & Enemies**
(Who helps my animal? Who hurts it?)

Predator or Prey, Conservation

---

**Interesting Facts & Special Characteristics**
(What is important about this animal?)

---

Wolves

An Animal Research Project by

---

A diagram of a Wolf
Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

Interesting Facts & Special Characteristics
(What is important about this animal?)

A diagram of a Wolf

Classification (What kind of animal is it?)

Appearance (What does it look like?)

Life Cycle and Offspring (How does it grow and change?)

Habitat (Where does it live?)

Timber wolves live in the wilderness.
Timber wolves live on the prairies. Timber wolves live in forests.
Timber wolves live in dens.
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

The writing offers some accurate information that was discussed in class. Parts are illogical and difficult to follow.

- provides some accurate information from class discussions and teacher
- very short
- omits many required parts
- simple, basic language
- relies on short, simple sentence frames that have been provided by the teacher
- includes some required features but has difficulty following the intended form
- visual features are incomplete
- some sentences are complete
- often omits punctuation and capital letters and uses them inappropriately and inconsistently
Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation
killer whales only Enemies
are sharks

An Animal Research Project
Killer whales

Interesting Facts & Special Characteristics
(What is important about this animal?)
Killre whale eats fish
because It Is good for Them.
cause They like fish.

A diagram of a
Killer whale

Classification (What kind of animal is it?)
(blank - no response)

Appearance (What does it look like?)
K.W. have 40-48 large
pointed teeth.

Life Cycle and Offspring (How does it grow and change?)
(blank - no response)

Habitat (Where does it live?)
Killer Whales
are Black and White.
Killer Whale have
Black eyes
FULLY MEETS EXPECTATIONS

Teacher's Observations

The writing is clear and mostly written in the student’s own words. It provides accurate information on the topic and includes some detail.

- provides accurate basic information
- generally includes all required parts
- includes some specific, relevant details
- some variety in sentence length
- uses pronouns frequently
- beginning to show awareness of form
- ideas are presented in logical sequence
- visual features are connected to the written information
- generally written in complete sentences
TRANSCRIPT:

Friends & Enemies (Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

a Human is a
enemie of Bever. so
is bears. and wolves.
and coyotes. and lynxes.
and wolverine.

Interesting Facts & Special Characteristics
(What is important about this animal?)
tails 30 cm long. have
strong flat tails. work
as a team. are away
Busy build dams

A diagram of a
Bever

Classification (What kind of animal is it?)
(blank - no response)

Appearance (What does it look like?)
(blank - no response)

Life Cycle and Offspring (How does it grow and change?)
babies of a bever are
called kits or pup. Kits drink milk
from ther mother. kits leave
home when they are 2 years old.
bevers Have 2 to 4 babies in spring.

Habitat (Where does it live?)
(blank - no response)
EXCEEDS EXPECTATIONS

Teacher's Observations

The writing is purposeful and provides accurate information, with some specific detail on the topic.

- provides accurate and logical information
- includes all required parts
- includes simple descriptive language
- shows understanding of the basic conventions of form
- information and ideas are logically sequenced and connected
- visual features are connected to the written information
- most words are spelled correctly
- generally uses capital letters and end punctuation correctly

Friends & Enemies
(Who helps my animal? Who hurts it?)
Predator or Prey, Conservation

Beavers enemies are some people because they want the beavers fur because they are really soft.

An Animal Research Project by

Interesting Facts & Special Characteristics
(What is important about this animal?)

Beavers are very good builders. They are famous builders.

A diagram of a Beaver
TRANSCRIPT:

**Friends & Enemies (Who helps my animal? Who hurts it?)**
**Predator or Prey, Conservation**

Beaver’s enemies are
Some people because
They want the beavers fur
Because they are really soft.

**An Animal Research Project**

Beaver

**Interesting Facts & Special Characteristics**
(What is important about this animal?)

Beavers are very
Good builder’s. They
are famu’s builder’s.

**A diagram of a**

Beaver

**Classification (What kind of animal is it?)**

**Appearance (What does it look like?)**

The beaver is the largest
Rodent in north america. A
Full grown beaver can weigh
From 16 to 52 kg.

**Life Cycle and Offspring (How does it grow and change?)**

Beavers start like
A baby then young
A teenager than a
Grownup then it gets
Married. How they
Grow up they eat lots of food

**Habitat (Where does it live?)**

Beaver’s live at place’s
Where they have lots
Of ponds because they
Will have a place to make their lodge.
Students learn to appreciate the power and beauty of language as they create their own literary works, often modelled on those they have read or viewed. As they revise and edit to create the effects they want, students develop in the craft of writing.

Grade 2 students often write in a variety of literary forms that may include short stories (e.g., about relationships), traditional stories (e.g., fables, folk tales), special genres (e.g., mysteries, science fiction), memoirs, parodies and other humour, and poems. They explore an increasing variety of literary techniques, such as figurative language, imagery, and mood to create specific effects.

Most often, classmates and teachers are the primary audiences for students' stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

The following is a summary of the key qualities of each aspect of literary writing in Grade 2. The Quick Scale and Rating Scale provide more details regarding specific criteria related to these key qualities.

**Meaning** comes from imagination, memories, and observations
- develops through engaging detail; has some emotional impact

**Style** is expressive, with descriptive and varied language

**Form** stories follow a logical sequence, with a beginning, middle, and end

**Conventions** follow standard conventions for basic spelling, punctuation and sentence structure
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Most often, classmates and teachers are the primary audiences for students’ stories and poems. School newspapers and yearbooks, web sites, and community publications can expand the range of audiences.

Key Qualities

The following is a summary of the key qualities of each aspect of literary writing in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

**Meaning**
- comes from imagination, memories, and observations
- develops through engaging detail; has some emotional impact

**Style**
- is expressive, with descriptive and varied language

**Form**
- stories follow a logical sequence, with a beginning, middle, and end

**Conventions**
- follows standard conventions for basic spelling, punctuation and sentence structure
The BC performance standards for Grade 2 literary writing reflect the following prescribed learning outcomes from Grade 2 of the English Language Arts K to 7 Integrated Resource Package. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)
It is expected that students will:

- create imaginative writing and representations, sometimes based on models they have read, heard, or viewed [C3]

STRATEGIES (WRITING)
[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)
It is expected that students will:

- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

FEATURES (WRITING)
It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]
Quick Scale: Grade 2 Writing Stories

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Stories at this level are expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>May attempt to tell a story, but problems with logic, organization, and conventions obscure meaning. May be very short.</td>
<td>Clearly sets out to tell a story. Beginning is usually stronger than middle, and ending may be illogical or missing. Little story language.</td>
<td>The story has a beginning, middle, and end; easy to follow. Includes most elements (setting, characters, problem, solution) and some story language.</td>
<td>The story develops logically from a problem to a solution. Consistently uses story language and shows a sense of individuality and control.</td>
</tr>
<tr>
<td><strong>MEANING</strong></td>
<td>- ideas or events are not logically connected</td>
<td>- may retell a story they know</td>
<td>- modelled on stories the student knows</td>
<td>- sense of individuality</td>
</tr>
<tr>
<td></td>
<td>- little logical detail or description</td>
<td>- includes some detail; may be confusing</td>
<td>- many details loosely relate to story problem</td>
<td>- has supporting details</td>
</tr>
<tr>
<td></td>
<td>- may not have a story problem</td>
<td>- usually has a simple, concrete problem</td>
<td>- usually includes a problem, but has trouble with solution</td>
<td>- story problems are usually concrete and developed through action; solution is less developed</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>- language is often unclear; may make errors in word choice</td>
<td>- simple, basic language; often repetitive</td>
<td>- conversational; some description and storytelling language</td>
<td>- storytelling language; simple description; variety</td>
</tr>
<tr>
<td></td>
<td>- relies on short, simple sentence frames that have been provided</td>
<td>- tends to rely on short, simple sentences or one or more long, rambling sentences</td>
<td>- some variety in sentences; often short and abrupt; some long, run-on</td>
<td>- some control and variety in sentences</td>
</tr>
<tr>
<td><strong>FORM</strong></td>
<td>- may be all middle</td>
<td>- has a beginning and middle; doesn't really “end”</td>
<td>- has a beginning, middle, and end</td>
<td>- beginning is well-developed; middle is logical; end may be abrupt</td>
</tr>
<tr>
<td></td>
<td>- little development (may be very short); ideas are not logically connected</td>
<td>- events may not connect logically</td>
<td>- events are loosely connected; may be illogical in places</td>
<td>- events are logically connected</td>
</tr>
<tr>
<td></td>
<td>- characters and setting are often not identified</td>
<td>- may name characters and setting with no description or context</td>
<td>- usually identifies characters and problem at beginning</td>
<td>- builds some context at the beginning</td>
</tr>
<tr>
<td></td>
<td>- may have no dialogue</td>
<td>- dialogue may have no quotation marks</td>
<td>- often includes dialogue</td>
<td>- uses dialogue; generally logical</td>
</tr>
<tr>
<td></td>
<td>- does not use connecting words</td>
<td>- seldom uses connecting words</td>
<td>- relies on a few simple connecting words</td>
<td>- variety of simple connecting words</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td>- repeated serious errors make the writing difficult to read</td>
<td>- frequent errors may interfere with meaning in places</td>
<td>- several errors, but these do not obscure meaning</td>
<td>- may include errors (particularly in more complex language); these do not affect meaning</td>
</tr>
<tr>
<td></td>
<td>- not written in sentences</td>
<td>- some complete sentences</td>
<td>- most sentences are complete</td>
<td>- written in complete sentences</td>
</tr>
<tr>
<td></td>
<td>- may omit letters and sounds</td>
<td>- frequent spelling errors (but all sounds are represented)</td>
<td>- most common words are spelled correctly</td>
<td>- most spelling is correct</td>
</tr>
<tr>
<td></td>
<td>- often omits punctuation and capital letters or uses them inconsistently</td>
<td>- inconsistent use of capitals and punctuation</td>
<td>- occasional errors in end punctuation; uses capital letters for names, places, first word in sentence</td>
<td>- uses capital letters and end punctuation correctly</td>
</tr>
<tr>
<td></td>
<td>- frequent errors in pronouns and verbs</td>
<td>- some errors in pronouns and verbs</td>
<td>- most pronouns and verb forms are correct</td>
<td>- uses correct pronouns and verb forms; may make occasional errors</td>
</tr>
</tbody>
</table>
# Rating Scale: Grade 2 Writing Stories

Student achievement in writing stories by March-April of Grade 2 can generally be described as shown in this scale.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not Yet Within Expectations</th>
<th>Meets Expectations (Minimal Level)</th>
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</thead>
<tbody>
<tr>
<td><strong>SNAPSHOT</strong></td>
<td>* May attempt to tell a story, but problems with logic, organization, and conventions obscure meaning. May be very short.</td>
<td>* Clearly sets out to tell a story. Beginning is usually stronger than middle, and ending may be illogical or missing. Little story language.</td>
</tr>
<tr>
<td><strong>MEANING</strong></td>
<td>* consists of ideas or events that are not logically connected into a story</td>
<td>* may be a simple retelling of a story the student has read, heard, or viewed</td>
</tr>
<tr>
<td></td>
<td>* little logical detail or description</td>
<td>* includes some details; these are often irrelevant or repetitious (and confusing)</td>
</tr>
<tr>
<td></td>
<td>* may not have a story problem</td>
<td>* story usually includes a simple, concrete problem that is often not resolved</td>
</tr>
<tr>
<td></td>
<td>* often very short</td>
<td>* details about characters and background information recently learned may take over, so that the initial storyline is lost</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>* language is often unclear; may make errors in word choice</td>
<td>* simple, basic language; often repetitive; little or no evidence of storytelling language</td>
</tr>
<tr>
<td></td>
<td>* may rely on short, simple sentence frames that have been provided by the teacher</td>
<td>* tends to rely on short, simple sentences OR one or more long, rambling sentence</td>
</tr>
<tr>
<td></td>
<td>* uses pronouns inappropriately, often shifting from &quot;I&quot; to &quot;he/she,&quot; leaving the reader confused</td>
<td>* overuses pronouns, making it difficult to keep track of characters</td>
</tr>
<tr>
<td><strong>FORM</strong></td>
<td>* may be all &quot;middle&quot;—a series of sentences without a clear beginning or end</td>
<td>* has a beginning and middle; may include an &quot;ending&quot; sentence that does not actually end or resolve the story</td>
</tr>
<tr>
<td></td>
<td>* little development (may be very short); ideas are not logically connected</td>
<td>* events may not connect logically and are often interrupted by irrelevant detail</td>
</tr>
<tr>
<td></td>
<td>* characters and setting are often not identified</td>
<td>* may name characters and setting without providing description or context</td>
</tr>
<tr>
<td></td>
<td>* may have no dialogue</td>
<td>* often includes dialogue without using quotation marks or identifying the speaker</td>
</tr>
<tr>
<td></td>
<td>* does not use connecting words</td>
<td>* seldom uses dialogue without using quotation marks or identifying the speaker</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td>* repeated serious errors in basic language may make all or part of the writing difficult to read</td>
<td>* frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)</td>
</tr>
<tr>
<td></td>
<td>* not written in sentences; may be one long string of words and ideas or may incorporate several fragments</td>
<td>* some sentences are complete</td>
</tr>
<tr>
<td></td>
<td>* frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds)</td>
<td>* 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)</td>
</tr>
<tr>
<td></td>
<td>* often omits punctuation and capital letters or uses them inappropriately and inconsistently</td>
<td>* inconsistent punctuation and capitalization</td>
</tr>
<tr>
<td></td>
<td>* frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”)</td>
<td>* some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)</td>
</tr>
</tbody>
</table>

The rating scale may require adaptation when used for different purposes and tasks.
Stories at this level are expected to involve extensive pre-writing and planning and to be checked carefully for conventions (e.g., spelling, periods). However, students at this age are not expected to do extensive revision and rewriting.

<table>
<thead>
<tr>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story has a beginning, middle, and end and is easy to follow. It includes most elements (setting, characters, problem, solution) and features some story language.</td>
<td>The story develops logically from a problem to a solution. The writer consistently uses story language and shows a sense of individuality and control.</td>
</tr>
</tbody>
</table>
| - often modelled on stories read, heard, or viewed (may combine elements of two or more stories)  
  - 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  
  - often includes characters (real or imagined) and background information recently learned about; connection to the storyline is sometimes weak | - 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 storyline  
  - story problems are usually concrete and developed through action-oriented events; the solution is less developed (may end abruptly)  
  - storyline often incorporates relevant characters and background information recently learned about |
| - 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 | - consistently uses storytelling language; includes simple descriptive language, and shows some variety (may have some repetition)  
  - some variety in sentence length and pattern |
| - 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  
  - usually identifies the characters and problem at the beginning of the story, but provides little context  
  - often includes dialogue  
  - tends to repeat a few simple connecting words (e.g., and, then, so) | - uses pronouns frequently; it is usually easy to tell who or what the pronouns represent  
  - has a well-developed beginning, a logical middle, and an ending  
  - events are logically connected (may require some inferences)  
  - builds some context at the beginning of the story by describing the situation as well as identifying characters, setting, and problem  
  - uses dialogue; generally logical  
  - uses a variety of simple connecting words (e.g., and, then, so, because, after, when) |
| - includes several errors, but these do not obscure the intended meaning  
  - 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 (may capitalize some words unnecessarily)  
  - most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”) | - 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 (e.g., “My dad and me went fishing.”) |
Sample Task: A Favourite Story

CONTEXT
This class had frequent opportunities to listen to a wide variety of stories, discuss story structure and characters, and share their responses to stories in oral, written, and visual forms. Students had written several stories, including shared story writing (the teacher and the class compose a story together), guided story writing (students write their stories with assistance from their peers and their teacher), and independent story writing (little support from the teacher). As part of their language arts program, students also listened to and read fairy tales and practised writing stories using the same story structure or characters (e.g., prince, princess, mice, godmother, wolves).

PROCESS
Students in this class had story writing files in which they kept their drafts of stories. Following numerous story writing experiences, some students chose a story to revise, edit, proofread, and publish. They chose one favourite story from their story writing file folder and used a word processing program to complete the writing process. Their older buddies assisted with the publishing of the stories.
NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

This student attempts to tell a story, but problems with logic, organization, and conventions make it very difficult to figure out. It is very short.

- consists of ideas or events that are not logically connected into a story
- does not have a story problem
- language is unclear
- errors in word choice
- relies on short, simple sentence frames provided by the teacher (opening sentence)
- has no dialogue
- little development, and ideas are not logically connected
- repeated serious errors in basic language makes part of the writing difficult to read
- some errors in pronouns and verb endings

TRANSCRIPT:
The blone and the Loe. One day a Loyne Callde Doom. doom fand a bone wene doom bote blane in his hnde and doom went up up up in the den and then doom!! the dlone poop. doom was releg therste so he had to let go of the dlone. Weny he lete go of the dlone he theod he wod fol in the woter a bred Cot him.
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student clearly sets out to tell a story; however, there is little story language.

- little detail or description
- includes a simple, concrete problem
- simple, basic language, with little evidence of storytelling language
- relies on short, simple sentences
- uses pronouns frequently
- has a beginning and middle
- seldom uses connecting words
- inconsistent punctuation and capitalization

TRANSCRIPT:

I faWN mY Pet

I got a pet rat I Keep home in the Kaje Hes name is bat. one time He got awtav
Hes Kaje He was in my room. And then I Foond Heme.
FULLY MEETS EXPECTATIONS

Teacher's Observations
This story has a beginning, middle, and end. It is easy to follow, includes story elements and features some story language. This story has been revised, edited, and published.

- modelled on stories the student has read and heard
- story has a problem, but the ending is abrupt
- includes characters
- conversational language
- some variety in sentence length
- has a beginning, middle, and end
- identifies the characters and problem at the beginning of the story
- includes dialogue
- generally written in complete sentences

Once upon a time, there were three mice. Their mother could not keep them, so she sent them out to seek their fortunes. By the way here is some advice for you, make sure you lock the doors and watch out for the big, bad cat. We will be careful, mother. The first mouse built his house out of straw and the second built his house out of sticks and the third built his house out of bricks.

One day the big, bad cat came to call on the first mouse. “Little mouse, little mouse let me come in!” said the cat. The mouse said,”Oh, no

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One day the big, bad cat came to call on the first mouse. “Little mouse, little mouse let me come in!” said the cat. The mouse said,”Oh, no you can’t come in because you will eat me.” Cat scratched the straw house down and away ran little, mouse to
second mouse’s house. Next the big, bad cat went over to second mouse’s house and banged on the door. He said, “Let me come in little mouse.” The mice said, “No, you can not come in.” The cat jumped on the house and broke it. The mice ran over to their brother’s house. The next day big, bad cat went to visit third mouse’s house. In a big voice cat said, “Let me come in or I will destroy your house. The mice got a hose and turned the water on full blast. Then they shouted together, 1, 2, 3 Blast! They drenched the cat with water. The cat ran home quickly and never came back to bother the mice again.
EXCEEDS EXPECTATIONS

Teacher's Observations

This story develops logically from a problem to a solution. The student consistently uses story language and shows a sense of individuality and control. This story has been revised, edited, and published.

- sense of individuality
- incorporates elements of stories the student has heard, read, and viewed
- story problem is concrete and developed
- some variety in sentence length and pattern
- incorporates relevant characters and background information
- well-developed beginning, logical middle, and an ending
- uses dialogue
- written in complete sentences
- generally uses capital letters and end punctuation correctly

TRANSCRIPT:

Once upon a time, there were three soft little mice with delicate, silky fur and little tails and the lived with their mother. The first one was white, the second was gray, and the third was brown.

One day the mother called the three little mice around her and said, “My children, it is time for you to go out into the world.” But first here is some advice, watch out for cats snakes that crawl along the ground and hawks. Make sure that your house is safe and there is lots of food around. They said goodbye and took off.

The first little mouse walked by an old farm and went into the barn to have a look around. He found a big, toy house inside the barn. He knocked
The first little mouse walked by an old farm and went into the barn to have a look around. He found a big, toy house inside the barn. He knocked on the door and the door slowly opened. “Hello, is anybody home?” A small little, spotted mouse came to the door. “Can I live here with you?” asked the little mouse. Spotted mouse said, “You can live here with me.”

The second little mouse was walking along the bridge and noticed a big house near the stream. The little mouse knocked on the door and the door opened and there stood a big man. “Down here,” the mouse yelled. The man looked down, “Come in little guy, and make yourself at home,” the man said. “What’s that thing,” asked little mouse. “Oh, that’s an old hole in the wall.” “Can I live in that hole in the wall, please?” Sure you can and I have some carpet that you can use for your nest.

The third little mouse came by a little village. He found a big tree by the village. The third little mouse climbed up the tree and saw a hole and went in. He found some bird feathers and took them to his new house. Then he went out to search for food and an owl came swooping down on him. The mouse hurried back to his new home as fast as his little legs could run. He just got inside the door before the owl. Then third mouse hurries to his brother’s house and they both go searching for food together. They ran into a fox but they were so clever that they ran between his legs and scurried to their first brother’s house in the barn.

The next day the fox came to the barn and knocked on the door of the toy house. He was disguised as the mouse’s mother and they let him in. The mice saw right away his busy tail and his big teeth and they told him they were going to play a game. We want you to hide and then you have to come and find us. While the fox was counting the three mice ran over to him and hit him on the head. They threw him into the river and he washed away and was never seen again.