“What does good student writing at this grade level look like?”

The answer lies in the writing itself.

The Writing Standards in Action Project uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

Grade 2
English Language Arts

Inform/Explain
(Group Research Project)

All About the Grey Wolf: Howl In The Night
(Selection 2)
Background Information

Writing Sample Title: All About the Grey Wolf: Howl In The Night
(Selection 2)

Text Type and Purpose: Inform/Explain

Grade level/Content area: Grade 2 English Language Arts

Type of Assignment: Group Research Project

Standards Addressed: (W.2.2), (W.2.7), (W.2.8), (RI.2.1), (L.2.1), (L.2.2), (L.2.3)

See descriptions of these standards in the right column of the next page.

Note about This Sample:

This sample, Selection 2 (Sample C2-4b) is one of two posted selections from a larger class research project on the grey wolf. Students worked in groups to research, illustrate, and report on an aspect of the appearance, habitat, or habits of the animal, then combined their work to create the final product.

Also see Selection 1 (Sample C2-4a), “All About the Grey Wolf: The Pack Family.”

STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary found in this column describes how the writing meets the standards in the Massachusetts Curriculum Framework for English Language Arts and Literacy (2011) and other content frameworks when applicable.

Understanding the Standards-Based Commentary

1. Grade-specific standards addressed are:
   • Listed in the column to the right of student work by strand, grade, and number (or number and letter, where applicable)
   • Marked by a colored block with a letter code, also in the column to the right of student work

   EXAMPLE: A

2. Colored arrow blocks beneath each standard in the right column:
   • Are of the same color and letter code as the block that marks the standard being addressed
   • Mark standards-based commentary related to the standard being addressed
   • Appear in alphabetical order

   EXAMPLE: A1

3. Corresponding colored arrow blocks within the text:
   • Set off sections of student work to which commentary applies
   • Do not necessarily appear in alphabetical order—but where evidence of a particular standard exists

   EXAMPLE: (begin) A1 section A1 (end)
Highlights:
This sample of student work meets grade level standards. It demonstrates the following attributes of effective writing.
The sample:
• Includes an introduction and a clever concluding statement
• Has a largely clear and logical structure
• Integrates information from research sources in a mostly coherent manner
• Develops broad topics with pertinent facts and examples
• Uses an effective variety of sentence types
• Demonstrates good command of the conventions of standard English

Instructional Practices:
Unknown

Assignment Description:
The teacher divided the class into cooperative groups. Each group researched, illustrated, and reported on an aspect of the appearance, habitat, or habits of the grey wolf. The work of each group became part of the final shared research project, *All About The Grey Wolf*. The sample included here is a single section of the class report.

Intended Audience:
Teacher, classmates, parents

Time:
Unknown

Writing Process:
Unknown

Materials:
Unknown

Please note:
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND
In this sample...

The writers collectively provide a solid example of informational writing that develops a topic with relevant details and examples. Organization is logical, although slightly disjointed in places, but focus is generally clear. A variety of sentence structures, mostly careful word choice, and largely correct use of the conventions of standard English contribute to the overall clarity of this sample.

All About the Grey Wolf: Howl In The Night*

(The writers produced illustrations that cannot be reproduced here.)

A1 Have you ever heard or seen a wolf howl? D Wolves communicate many ways A1 and A2 A1 one way is their body motion. A1 A2 A3 Wolves do a lot of motion. It is very

Writing. Grade 2, Standard 2 AND Reading—Informational Text. Grade 2, Standard 1

A W.2.2 AND A RI.2.1

W.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

A1 Examples: 1 • 2

The writers introduce the broad topic of the sample in an imaginative way (Have you ever heard or seen a wolf howl? Wolves communicate many ways...) but need to separate it from the sub-topic that follows in the same sentence (...one way is their body motion.).
Important in their pack. Wolves put their ears up because they are scared. D

A4 Pups put their ears back. Wolves also twitch to communicate. A4. The alpha can put its tail up to show it’s boss. A3 A2. Another way wolves communicate is to make noises. A2

Writing. Grade 2, Standard 2 AND Reading—Informational Text. Grade 2, Standard 1

The writers group information into several sub-topics to develop the broad topic of the sample (one way is their body motion...Another way wolves communicate is to make noises...Wolves also communicate by the way they act.).

A2 Examples: 1 · 2 · 3

A3 Examples: 1 · 2 · 3

The writers develop sub-topics with facts that are at times disjointed. Next steps for an additional revision of this sample could include more explicit connection of details or examples to the ideas they are meant to develop (Wolves do a lot of motion. It is very important in their pack. Wolves put their ear’s up because they are scared. Pups put their ears back. Wolves also twitch to communicate. The alpha can put its tail up to show it’s boss... The mother wolf squeches to the pup to communicate to the pups. When pup is just born the mom can’t communicate to the pups. The pups can’t communicate to the bigger wolf. After a pup is born, the bigger wolf will howl. Wolves howl to say this is my territory. People think wolves howl at the moon but they really howl to get other wolves to join them. They bark when they are excited. When wolves are hunting they bark to have other wolf packs come and join the hunt... Wolves growl and fight. Wolves make faces at each other when they are happy, sad, mad, frightened or excited.).
The mother wolf squeches to the pup to communicate to the pups. When a pup is just born the mom can’t communicate to the pups. The pups can’t communicate to the bigger wolf. After a pup is born, the bigger wolf will howl. Wolves howl to say this is my territory. People think wolves howl at the moon but they really howl to get other wolves to join them. They bark when they are excited. When wolves are hunting they bark to have
other wolf packs come and join the hunt. \(\text{A3} \quad \text{A2}\) Wolves also communicate by the way they act. \(\text{A2} \quad \text{A3}\) Wolves growl and fight. 

\(\text{E2}\) Wolves make faces at each other when they are happy, sad, mad, frightened or excited. \(\text{A3} \quad \text{E2} \quad \text{A5}\) Only a wolf knows what it is saying. People will never know. \(\text{A5}\)

* No bibliographic information was included with this sample.