

“What should 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.

Writing Standards *in Action*

Grade 2 English Language Arts

Inform / Explain

(Group Research Project)

All About the Grey Wolf:
The Pack Family

(Selection 1)



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Background Information

GRADE
2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title: All About the Grey Wolf:
The Pack Family
(Selection 1)

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 1** (Sample C2-4a) 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 2** (Sample C2-4b), “All About the Grey Wolf: Howl in the Night.”

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 (2017)* 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: 

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: 

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)  section  (end)

CONTINUED 



Highlights:

This sample of student work exceeds grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Includes an effective introduction and a concluding statement
- Has a clear and logical structure
- Integrates information from research sources in a coherent manner
- Develops broad topics with pertinent facts and examples
- Defines important terms
- Uses an effective variety of sentence types
- Demonstrates strong 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 ■

**Writing Standards:****Grade 2, Standard 2 (W.2.2)**

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

EXAMPLE: **A**

Writing Standards:**Grade 2, Standard 7 (W.2.7)**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

EXAMPLE: **B**

Writing Standards:**Grade 2, Standard 8 (W.2.8)**

Recall information from experiences or gather information from provided sources to answer a question.

EXAMPLE: **C**

Reading Standards for Informational Text:**Grade 2, Standard 1 (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.

EXAMPLE: **A**

Language Standards:**Grade 2, Standard 1 (L.2.1)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

EXAMPLE: **D E**

Language Standards:**Grade 2, Standard 2 (L.2.2)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: **F**

Language Standards:**Grade 2, Standard 3 (L.2.3)**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXAMPLE: **E**

STANDARDS-BASED COMMENTARY

In this sample...

The writers collectively provide a strong example of informational writing that develops a topic with relevant details, examples, and definitions. Organization is logical and focus is clear. A variety of sentence structures, careful word choice, and strong command of the conventions of standard English give the information in this sample an authoritative tone.

All About the Grey Wolf: The Pack Family*

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

A1 Our project is about the wolf packs. **F2** A wolf pack

includes a mother wolf, father wolf and the young pups. **A1** **F2**

D **A2** In the pack family, pack members work together. **D**

Pack members take care of each other. **A2** **A3** Wolves share their

begin section **end**

WRITING SAMPLE CONTINUES ►



Understanding the Standards-Based Commentary

The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks, when applicable. Where they apply, sub-standards marked by letters are included.

Evidence for the commentary is noted in the text of the student writing using color-coded, numbered ‘begin’ and ‘end’ arrows.

For example:

A1 marks the beginning and **A1** marks the end of the relevant section in the text.

Please note that the labeled arrows in the text do not necessarily appear in alphabetical order.

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 that 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 A1 Examples: 1

The writers introduce the broad topic of the sample and, in the process, define “wolf pack” (*Our project is about the wolf packs. A wolf pack includes a mother wolf, father wolf and the young pups.*).

STANDARDS-BASED COMMENTARY

food with the pack. The pack looks for food and water together. **A3**

A2 The mother can only have as many babies as the pack

allows. **A2** **A3** A wolf pack can have as many as 11 pups at a

time. The pups are last in the pack. **A3** **A2** The two leaders keep

the pack together. **A2** **A3** The alpha wolf is the leader of the

pack. **F3** The leader of the pack is the largest, strongest male. **F3**

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

(continued)

A2 A2 Examples: 1 · 2 · 3

The writers identify several sub-topics to develop the broad topic of the sample (*In the pack family, pack members work together. Pack members take care of each other... The mother can only have as many babies as the pack allows... The two leaders keep the pack together.*).

A3 A3 Examples: 1 · 2 · 3

The writers develop sub-topics with facts and definitions (*Wolves share their food with the pack. The pack looks for food and water together... A wolf pack can have as many as 11 pups at a time. The pups are last in the pack... The alpha wolf is the leader of the pack. The leader of the pack is the largest, strongest male. The alpha eats last. It eats before everyone else. Beta wolves are 2nd in command. They lead all the lower wolves. If a wolf doesn't do his chores it will get kicked out of the pack. They lead the defense against such enemies as bears or wolves in other packs.*).

A4 A4 Examples: 1

The writers provide a concluding statement (*In this project we learned a lot about the wolf pack!*).

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

The alpha eats last. It eats before everyone else. **E** Beta wolves are 2nd in command. They lead all the lower wolves. **D** If a wolf doesn't do his chores it will get kicked out of the pack. **D** They lead the defense against such enemies as bears or wolves in other packs. **A3** **E** **A4** In this project we learned a lot about the wolf pack! **A4**

* No bibliographic information was included with this sample.

Writing. Grade 2, Standard 7**B W.2.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

B Overall text reference

Students worked together in teams. Each group worked together to research their topic, share ideas, and participate in writing and illustrating the complete book.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

Writing. Grade 2, Standard 8**C W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

C Overall text reference

Students worked together in teams to gather information and create a group report on various aspects of the nature, habitat, and habits of the grey wolf.

Note: Comment refers to the piece as a whole rather than a specific example within the text.

Language. Grade 2, Standard 1**D L.2.1.c**

Use collective nouns and frequently occurring irregular plural nouns.

D D Examples: 1 • 2

The writers correctly use a single word as an adjective and as a collective noun (*In the pack family, pack members work together... If a wolf doesn't do his chores it will get kicked out of the pack.*).

begin section end

END OF WRITING SAMPLE ■



STANDARDS-BASED COMMENTARY

**Language. Grade 2, Standard 1 AND
Language. Grade 2, Standard 3****E L.2.1.a AND E L.2.3****L.2.1.a**

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

E E Examples: 1

The writers produce a variety of simple and complex sentences to add variety to the text (*Beta wolves are 2nd in command. They lead all the lower wolves. If a wolf doesn't do his chores it will get kicked out of the pack. They lead the defense against such enemies as bears or wolves in other packs.*).

Language. Grade 2, Standard 2**F L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

F1 Overall text reference

The writers demonstrate strong command of the conventions of standard English consistent with edited writing. This sample is almost error free. *Note: Comment refers to the piece as a whole rather than a specific example within the text.*

F2 F2 Examples: 1

The writers correctly use commas in a series (*A wolf pack includes a mother wolf, father wolf and the young pups.*).

F3 F3 Examples: 1

The writers correctly use a comma to separate coordinate adjectives (*The leader of the pack is the largest, strongest male.*).

begin section end

