

“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:
Howl In The Night

(Selection 2)



Background Information

GRADE
2

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

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 (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: **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)

CONTINUED ►



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 ■

**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**

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

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

EXAMPLE: **E**

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

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

EXAMPLE: **D**

STANDARDS-BASED COMMENTARY

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.

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.

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

begin section **end**

WRITING SAMPLE CONTINUES ►



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 · 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.*).

STANDARDS-BASED COMMENTARY

Important in their pack. Wolves put their ear's up because they are scared. **D**

A4 Pups **A4** put their ears back. Wolves also twitch to communicate. **A4** The alpha **A4** can put it's 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

(continued)

A2 A2 Examples: 1 • 2 • 3

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.*).

A3 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 it's 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 eachother when they are happy, sad, mad, frightened or excited.*).

begin section **end**

WRITING SAMPLE CONTINUES 



STANDARDS-BASED COMMENTARY

A3 The mother wolf squeeches to the pup to communicate

to the pups. When a pup is just born the mom can't communicate

to the pups. **D** 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. **D** They bark

when they are excited. When wolves are hunting they bark to have

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

Grade 2, Standard 1
(continued)

A4 A4 Examples: 1 · 2

The writers introduce two important terms without defining them (*Pups...The alpha...*).

A5 A5 Examples: 1

The writers provide a clever concluding statement (*Only a wolf knows what it is saying. People will never know.*).

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.

begin section end

WRITING SAMPLE CONTINUES



STANDARDS-BASED COMMENTARY

other wolf packs come and join the hunt. **A3** **A2** Wolves also communicate by the way they act. **A2** **A3** Wolves growl and fight. **E2** Wolves make faces at each other when they are happy, sad, mad, frightened or excited. **A3** **E2** **A5** Only a wolf knows what it is saying. People will never know. **A5**

* No bibliographic information was included with this sample.

Language. Grade 2, Standard 1 AND Language. Grade 2, Standard 3

D L.2.1.a AND D 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.

D D Examples: 1 · 2

The writers produce combinations of simple, compound, complex, and compound complex sentences that add variety to the text (*Wolves communicate many ways and one way is their body motion. Wolves do a lot of motion. It is very important in their pack. Wolves put their ear's up because they are scared... 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.*).

Language. Grade 2, Standard 2

E L.2.2

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

E1 Overall text reference

The writers demonstrate good command of the conventions of standard English consistent with edited writing. Errors do not interfere with meaning.

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

E2 E2 Examples: 1

The writers correctly use commas in a series (*Wolves make faces at each other when they are happy, sad, mad, frightened or excited.*).

begin section end

END OF WRITING SAMPLE ■

