



Provincial Literacy Assessment at Grade 2

**Information Bulletin
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INTRODUCTION

The Department of Education administers a comprehensive Provincial Evaluation Program to monitor overall student achievement at particular points in the system. This provides important feedback at provincial and local levels about students' knowledge and skills.

In support of the provincial early literacy initiative, the Grade 2 Literacy Assessment will take place in elementary schools in June 2006. The components will include writing, reading comprehension and reading records.

- The writing component will be completed between May 23 and June 13.
- Reading comprehension will be carried out from June 7-13.
- Teachers will complete reading records by June 13.

Students in the English program will be tested in English; those in French Immersion, in French.

Who will participate?

To obtain a realistic picture of student achievement after three years of schooling, virtually all grade 2 students will be involved in the assessment.

Modifications to administrative procedures may be considered to enable students with special needs to participate. For details, see Accommodations in Appendix A of this document.

Reading Comprehension

The grade 2 reading comprehension component will consist of eight or nine reading passages and with 35 to 40 multiple-choice questions. Students will circle their answers in their test booklets.

Classroom teachers will administer the reading component on a flexible schedule. The reading comprehension component will take approximately ninety minutes to complete. Two to four sessions may be scheduled to administer this component.

Sample Reading Items

Teachers may refer to previous information bulletins for samples of reading passages. Some sample reading passages and multiple-choice questions are available online at <http://www.gnb.ca/0000/anglophone-e.asp#4>.

Reading Records

Teachers will complete reading records at the end of the school year to determine each child's independent reading level. The Atlantic Canada Reading Assessment Resource for English classes and the Trousse d'Appréciation de Rendement en Lecture M3 for French Immersion classes provide books for completing reading records. The texts used for reading records should not have been seen previously by students.

At the conclusion of the assessment period, teachers will indicate each student's independent reading level on the front of the appropriate test booklet.

Writing

The guidelines for writing are as follows:

- The writing component will take approximately ninety minutes to complete. Two to four writing sessions may be scheduled.
- Students will produce their pieces on 8 1/2 x 11" lined paper. Some students may choose to do a final copy; others may choose to do edits on their draft copy by using a pencil and eraser.
- Students may write a story, a description, or do a retelling (recount) of a personal experience or event. They are not to submit a poem, questions and answers, or a research report as these types of writing are difficult to assess.
- The writing is intended to reflect the student's ability to write independently. Children should apply the strategies that they have learned throughout the year. They are expected to do their own individual brainstorming. Any edits or revisions will be initiated and completed by students with no teacher or student conferencing.
- At the conclusion of the assessment period, pieces of writing will be stapled securely into test booklets for return to the Department of Education.

Writing Performance Scoring for English and French Immersion Classes

Before returning the writing to the Department of Education, teachers will assess student writing according to the Provincial Writing Performance Standards (see Appendix B). The performance levels to be used are:

- strong performance,
- appropriate performance, or
- experiencing difficulty.

Teachers are to record the student's writing score in the space provided on the front of the assessment booklet.

Student writing will also be assessed at a provincial marking session. Scoring will take place in late June and early July. Experienced educators, primarily practising teachers, will be invited to score student work according to the provincial performance standards. Marking sessions will be organized and supervised by the Assessment and Evaluation Branch.

Samples of student writing are included in Appendix B. For reference purposes, titles have been added to student writing which did not have titles; these titles are in quotation marks.

Within each level is a range of samples reflecting writing performance. In order for a piece of writing to be scored as appropriate or strong, it must demonstrate the level of performance described for each of the five traits within the level. A student may exceed the performance described for one or two of the traits described under appropriate performance and still achieve appropriate performance as an overall assessment of his or her writing. Included at the appropriate level are samples that meet some, but not all of the standards for strong performance. These may be considered to be at the high end of the acceptable range.

How will results be reported?

Early in the new school year, results will be reported. Districts and schools will be provided provincial, district and school level information as well as individual student results.

Provincial Literacy Assessment at Grade 2

Background

The Provincial Literacy Assessment at Grade 2 was administered for the second time at the end of May 2005. It comprised three components: reading comprehension, running records and writing. Part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, the assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. A number French Immersion reading passages were also obtained from national tests. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

Findings

- Approximately 5700 students participated in the Provincial Literacy Assessment at Grade 2.
- At the time of the assessment, 4166 grade 2 students were enrolled in the English program and 1540 in the French Immersion program.
- Results for English reading comprehension showed that 65% of students met the provincial reading standard for grade 2, including 16% who demonstrated strong performance. In French Immersion reading comprehension, 68% of the students met the standard, with 17% at the strong level.
- From the reading record analyses, 74% of students in the English program were reading at or above grade level while it was 75% for French Immersion students.
- Students fared less well in writing; 52% of those in the English program met the provincial standard; results showed 65% for French Immersion students.
- Girls outperformed boys in reading comprehension: 71% of females met the standard in the English program, compared to 60% of males; the percentages were 71% and 65% respectively for French Immersion.
- For both programs, results in writing were a little better for girls than boys, with 59% of females meeting the writing standard in English and 70% in French Immersion.

Appendix A

Accommodations

Teachers and principals should make every effort to enable students with special needs to participate in the assessment. Appropriate accommodations* should be provided to preserve students' self-respect and sense of belonging.

Additional time. The elementary assessments are not timed tests in the way that many of those later in the school system are. Students may take the time they need to finish the various components of the assessment.

Alternate setting. An alternate individual or small group setting may be provided for students whose learning difficulties make concentration a problem, or whose behavior may distract other students.

Provision of test in different format, e.g., large print, Braille.

Verbatim reading of directions. Directions for the writing and reading components may be read to students. Students must read the reading comprehension passages and the questions accompanying them on their own.

Use of Sign Language or personal FM system.

* The use of scribes is not considered appropriate for an assessment of the writing abilities of young children.



Appendix B

Provincial Performance Standards and Samples – English and French Immersion Classes

Reading Performance Standards – End of Grade Two

Appropriate Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information
- long stretches of simple, straightforward text; most information is gained from the words, illustrations support and extend the text
- print with clear spaces between words and lines

Fiction

- stories that have multiple events related to a single plot
- stories in which the plot is generally predictable -- an easily recognized beginning, middle and end
- stories in which characters behave in predictable ways, allowing simple inferences to be made about their actions and feelings
- chapter books, in which the chapters tend to be relatively short.

Information Texts

- information texts that may contain subheadings which aid in comprehension
- information texts in which additional information is conveyed through pictures, captions, and basic charts/diagrams
- information texts in which ideas are explicit; usually written in short paragraphs with a clear topic sentence

Strategies

Students

- monitor their reading and self-correct when reading does not make sense, sound right and look right
- combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize an increasing variety of sight words
- read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words.

Comprehension and Responses

Students

- demonstrate an overall understanding of characters, main events, ideas and feelings
- can generally identify main idea of a text
- respond accurately to most literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- retell main events in the correct sequence
- make simple inferences about a character's feelings as well as story events, giving some supporting detail in their answers or explanations
- use key facts from information texts to make basic predictions or interpretations
- begin to apply information gained from text to new situations
- make obvious connections between text and prior knowledge and personal experience
- express and begin to support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).

Students who demonstrate strong performance read texts at level M or above.



Reading Performance Standards – End of Grade Two

Strong Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information with a greater range of genres
- long stretches of text with increasing amounts of text per page; more print than illustrations
- more complex language structures including some figurative language and sophisticated vocabulary
- smaller print with narrower word spacing
- greater variety of tenses

Fiction

- stories that have multiple events and more complex plots
- stories that are more involved and include subtleties in plot and characters' actions
- stories in which character development is a greater focus
- chapter books with longer chapters that require sustained reading over a period of time

Information Texts

- information texts that contain subheadings, illustrations, charts and detailed diagrams to aid in comprehension
- information texts in which more sophisticated and subject-specific vocabulary is introduced
- information texts in which ideas are explored in greater depth and with more details

Strategies

Students

- monitor their reading and self-correct efficiently when reading does not make sense, sound right and look right
- automatically combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize a wide range of sight words
- read fluently with appropriate intonation and/or expression; occasional hesitation may occur.

Comprehension and Responses

Students

- demonstrate a thorough understanding of characters, main events, ideas and feelings
- identify main idea of a text
- respond accurately to almost all literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- can provide a detailed, accurate retelling
- make more sophisticated inferences about a character's feelings as well as story events, providing relevant details in their answers or explanations
- use facts and supporting details from information texts to make predictions and interpretations
- apply information gained from text to new situations
- make connections between text and prior knowledge and personal experience
- express and support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).
Students who demonstrate strong performance read texts at level M or above.



Les normes de performance pour la compréhension écrite (lecture) – fin de la 2^e année

Performance appropriée

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés simplement sous forme narrative ou informative
- ayant des structures prévisibles, répétitives et familières
- ayant des illustrations et des photographies qui appuient le texte
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir facilement un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases courtes et simples qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte
- prédit ce qui arrivera et lit pour le confirmer
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît les mots fréquemment utilisés et plusieurs mots simples reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation
- fait des substitutions acceptables en français

Compréhension

L'élève

- raconte le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- utilise ses connaissances antérieures pour comprendre un texte
- associe un texte à un autre

L'élève qui lit un texte du niveau H ou légèrement plus élevé (I) démontre une performance acceptable. L'élève qui lit un texte du niveau J ou plus démontre une performance forte.



Les normes de performance pour la compréhension écrite (lecture) – fin de la 2^e année

Performance forte

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés sous forme narrative ou informative
- ayant plus de phrases et moins d'illustrations par page
- ayant des illustrations et des photographies qui lui offrent l'interprétation
- ayant des structures moins prévisibles, répétitives et familières
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements et une intrigue plus complexe
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases plus complexes et parfois de paragraphes qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte et d'en retirer de l'information
- relit pour confirmer ses prédictions
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et les sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît plusieurs mots simples et plus complexes reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation et commence à lire avec aisance

Compréhension

L'élève

- raconte clairement le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- répond correctement aux questions qui exigent une inférence
- utilise dans de nouvelles situations l'information apprise
- compare un texte à un autre

L'élève qui lit un texte du niveau H ou légèrement plus élevé (I) démontre une performance acceptable. L'élève qui lit un texte du niveau J ou plus démontre une performance forte.



Writing Performance Standards – End of Grade Two

Appropriate Performance

Students

Content

- include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events
- include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information

Organization

- use simple connecting words (e.g., and, then, so) to link ideas
- present ideas/information in a sequence that can be followed

Narrative/imaginative writing

- has a beginning, middle and end; ending may be abrupt
- usually identifies the characters and problem at the beginning of the story, but tends to be brief
- may include dialogue
- may be modeled on stories read, heard or viewed, or based on personal experiences

Information text

- opening introduces the topic; the closing or concluding statement may be omitted or abrupt
- shows some awareness of form (e.g., recount, basic instructions, report)
- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)

Word Choice

- may include a few strong word choices; majority of word choices is ordinary with some repetition of words

Sentence Structure

- use mostly simple sentence structure; many sentences are complete
- include a few longer sentences and/or sentences that begin in different ways

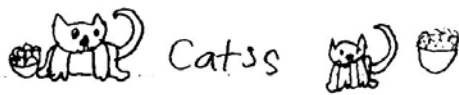
Conventions

- use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in many cases; may capitalize some words unnecessarily
- spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations
- use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)

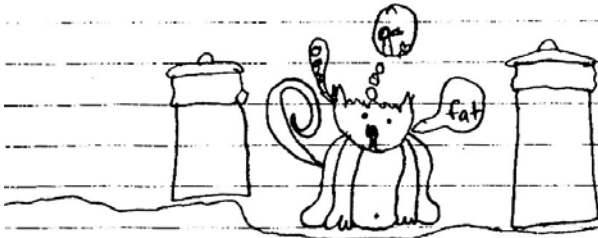
Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.



Appropriate Performance – Cat's



Catss are licked when they are born so that they are clean. When they are born they are asleep most of the time. When they are ten days old, they open their eyes and start to walk. After that the Kittens are told how to feed themselves. So when people take them to live with them they will know how to take care of themselves. Tow years later the Kittens turn into yun cats and they have babyies and the hole thing startants all over agen.



My Favourite Computer Game

My favourite computer game is Reader Rabbit's math game. Reader Rabbit's math game is my favourite because it is fun!

In the math game you look at the map and click on the place where you want to go.

In the math game you build a boat.

In the math game there is a bird named Penelope and there is a lion named Sam.

There are pirates too. The math game teaches you money, making two and three digit numbers, adding and subtracting, multiplying and time.

I like the math game and I can't wait to learn more from it.



Appropriate Performance – "I have a teddy bear"

I have a teddy bear. I love
my teddy bear. I don't love my
teddy bear because it's pretty. I definitely
don't love my teddy bear because it is
cutley and fuzzy. I rely do not love
my teddy bear because it's mine.
I do not love my teddy bear because
he ceps the bad dcreams away at
nite. I rely do not love him because
hes my faveret toy. I don't love
him because he makes me laf.
I don't love him because he is
cute. I rely don't love him
because cney of that good stuff.
I love him because my mommy and
dad and my brother and my
family got him for me for
valintimes day.



My New room

In my new room I'm going to have a television. My room walls are going to be blue. They'll have posters on them! My bedroom is enormous! I really really really like my bed its so" comfortable! I share a room with my sister. My closet is a walk in closet. You can also play in it! My room has lots of stuff in it it has a really comfy chair and lots of stuffed animals. I have three book shelves and lots



of book on them. My bed
is the biggest thing in my
room. I think my room is
the best room ever!!



My Friends Horabull Pets
My friend has horabull pets and
They always fight. Mrissa has a dog
Naceeda and a cat Preshis. They are
cute but not very good. When ever
we have to bring the dog for a
walk it dosen't pee outside she
pees on the floor in the kitchen!
Sometimes when we go to Foodland
or something it goes up stairs and
it eats the toyletpaper and it get
all over the place. We have to put
the dog outside. The cat and the
dog fight and makes a mess.
When they fight the dog always
bites the cat. Sometimes when I
sleepover Mrissas. The cat always
jumps in bed with me and Mrissa.



The dog is bad but I still love
her. I love the cat very very much
too.



My fun Summer vacation
My grammy, mom and me went
to Alberta. On Canada day went
to the waterfall to see the
pretty fireworks. I went to visit
my Aunt and uncle. Their
names are Troy and Alison.
Me, mom, grammy flew on west
jet. at first it was Sarcy, then
I loved it. It was so awesome
at the west Edmonton mall.
We went swimming, and
shopping. It was so much
fun! Galaxy land was so
much fun too. I had a wonder
full summer vacation!



Writing Performance Standards – End of Grade Two

Strong Performance

Students

Content

- include a series of ideas or events related to a topic; maintain focus on the topic
- include relevant details or information to expand on the topic or support the main idea

Organization

- link ideas in a variety of ways, creating some flow to the writing
- present ideas/information in a logical sequence

Narrative/imaginative writing

- has a good beginning, a logical middle and an ending
- identifies the characters and problem within the story
- often includes dialogue
- shows the student takes risks in the creation and expression of ideas

Information text

- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)
- uses appropriate forms (e.g., recount, simple instructions, report)
- includes relevant details and expands upon some of these

Word Choice

- include a few strong word choices appropriate to the purpose, with limited repetition of words

Sentence Structure

- include some sentences of different lengths and sentences that begin in different ways
- attempt more complex sentence structures; most sentences are complete

Conventions

- use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly)
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in most cases; may capitalize a few words unnecessarily
- spell most high frequency words correctly; spell longer, more complex words using phonetic approximations
- use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.



My 3 Favorite Dinos

I just love dinosaurs. In fact, they are my prize possession! I have three dinosaurs that I especially like. Their names are the Velosa Raptor, Stegosaurus and the King of Dinos, Tyrannosaurus Rex! I think their colors were black, green, brown, and orange. The Velosa Raptor was a raptor with razor sharp teeth and claws! Stegosaurus was a dinosaur with body armor to defend itself. Tyrannosaurus Rex was a meat eating machine! Its teeth were the size of

Bananas! I've seen them in books, on TV programs and at school. If there were humans around none of them could survive because the dinosaurs would eat them! They might have become extinct by a giant meteorite that struck the earth and devastated them all! I wish they were still around just the vegetarian ones of course!



The Crazy Tornado

Once I had a pet tornado. It was 5112 feet tall and it twirled alot.

The named him, Timmy Tornado. One day I took Timmy for a walk and he completely blasted every thing in his path. He knocked over trees, bushes, cars, dogs, and even stop signs. I kept walking him thinking he'd get better but he got worse. Around the corner he knocked over an unbelievably huge tree. I next swatted him nine times fast and hard and I mean hard. Then I took him home and locked him in the cellar with the rats for two hours! When I finally let Timmy out I had quite a talk with him. He didn't like what I said because he whirled around trying to whirl



me but he missed me by an inch and
hit my mother's prize roses! When my mother
found out she said he had to go so
we said our goodbyes and pushed him out
the door. So that's the story of my beloved
Timmy Tornado



My Hero

My hero is Terry Fox because of what he did! He tried to raise money for cancer research so doctors could find a cure and he succeeded! He was amazing! All he wanted to do was raise at least one million dollars and he raised over forty million dollars! He didn't just lay around and say, Oh, I have cancer I can't do anything! He ran about three thousand miles! That's about half of Canada! If he hadn't of died of lung cancer, he would of made it back home to British Columbia! So that's why Terry Fox is my hero!



My very Exciting Game

I have a very exciting video game. I think it is the best game ever! I bought it myself. The money was from my birthday. I got it at the Regent Mall. The store is called E: B games. The game is NBA Live 2005. It is a wicked basket basketball game! There are a couple of ways to win. In dunk school mode you need to get a perfect slam dunk. In individual practice you need to get a score of 1000 points! In a regular game you need the most points at the end of the game. In my favorite mode, 3 point shootout you need to get the most points from three point territory. NBA Live is a perfect game. It is challenging but I managed to win every game so far. Anybody who likes basketball would enjoy the game and I mean it!



Les normes de performance pour l'écriture – fin de la 2^e année

Performance appropriée

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet ; peut inclure quelques idées qui ne sont pas reliées ou de l'information inutile
- utilise quelques détails mais pas nécessairement reliés au sujet

Organisation

- peut utiliser quelques mots de liaison simples (p. ex. : et, ou, mais, parce que, aussi, après)
- démontre une séquence qui peut être suivie

Texte narratif et expressif

- a un début, un développement et une fin; la fin peut être abrupte
- identifie les personnages et le conflit au début de l'histoire, mais a tendance d'être bref
- peut inclure du dialogue
- peut être modelé à partir d'une histoire lue, entendue ou visionnée ou peut être basé sur des expériences personnelles

Texte informatif

- l'introduction présente le sujet; la fin peut être omise ou abrupte
- essaie d'utiliser quelques éléments clés de la forme (p. ex. : directives, explications et reportages)
- inclut des détails reliés aux sujets familiers (caractéristiques physiques, séquence, quantité)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif simple (couleurs, grosseur, grandeur et émotions), peut être vague et répétitif

Structure de phrase

- utilise des structures de phrases simples; beaucoup des phrases sont complètes
- inclut peu de variété dans la longueur des phrases

Conventions

- utilise souvent le point à la fin de la phrase
- utilise souvent les majuscules pour les noms propres (p. ex. : les noms des personnes, les provinces, les villes et le premier mot de la phrase; peut utiliser la majuscule quand ce n'est pas nécessaire)
- peut orthographier quelques mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement; peut faire quelques erreurs (p. ex. : *moi* au lieu de *je*)



Ella le éléphant

Il était un fois il y a un gentille éléphant qui s'appellait Ella. Ella est gris. Un jour Ella décide de explore la jungle. Tout à coup Ella a vu un tigre et la tigre a dit « Regarde toi, tu est grosse » « Non ! » crie Ella. Ella à la maison en pleurant. Son maman dit « Pourquoi pleur tu ? » « Un tigre a dit que je suis grosse » répond Ella. « Tous les éléphants sont grosse » dit sa maman. Après ça Ella à vu la tigre et dit « Ma maman dit que tous les éléphants sont grosse. » Quand est fini de parler la tigre cour à son maison. Ella est content, elle n'aime pas la tigre.

titre' pollue

Mon nom est Dustin.

J'ai des beau yeux bleu et des
cheveux brun. Hier quand
j'ai marcher à l'école j'ai vu un garçon
polluer. Il a bois du jus orange
et jetait le resten à terre. Se
nais pas une bonne chose par-ce-qu'il
n'as pas la droit de polluer. Alors j'ai
dit a t'il d'arété de polluer.
J'aime beaucoup quand pas
personne polluer par-ce-que
la terre va fair plus belle.



L'abeille
Pendant l'été, je veux
prendre une marche. Ah!
Non! Il y a une abeille
sur la porte. Cette abeille
est jaune et noire. L'abeille
est maintenant partie.
Maintenant, je peux
aller pour une marche.
L'abeille retourne. Aie!
L'abeille me pique les
fesses. Je n'aime pas les
abeilles!



Le premier jour d'école

Aujourd'hui c'est ma premier jour d'école. J'ai fait de la mathématiques. Enfin c'est la dînée. Mes j'ai oublié mon boîte dînée. Quelque que je vais faire maintenant. Je commence à pleurer. Un petit garçon dit. C'est correct. Je peux t'aider. Tu peux avoir mon dînée. Est-ce que tu veux être mon amie dit Nick. OUI je veux être ton amie Nick. Maintenant est-ce que tu veux jouer ou cache-cache. Oui je veux jouer ou cache-cache. Maintenant c'est le ton de aller à la maison.



Le printemps

Dans le printemps les fleurs et les arbres pousse.
Il ya des nouvelles animaux aussi comme les grenouilles,
les canards, les papillons et les oiseau. Dans le printemps les
insectes et le soleil vien dehors! Tu peux met des shorts et
des t-shirts. Tu ne pas besoin de un imperméable. Il ya de la
crème glacée. Tu peux jouer au soccer, tu peux aller sur un
bateau. Tu peux jouer dans le soleil. Dans le printemps c'est
trés chaud parce que il y a de la soleil et il na pas de neige!
Dans le printemps tu peux va sur ton bicyclette et nager dans
l'eau! J'aime le printemps parce que c'est presque l'été
et dans l'été je peux aller à la plage!



Mon chien Scout

Mon chien est noir. Mon chien a 4 pattes et un petit queue. Il est petit. Il a comme 4 ou 5 griffes. Mon chien aime va pour les marches. Il n'aime pas les chats, Il n'aime pas quand tu cache de lui et il c'est ou tu est. Il aime quand tu gratte au cou et les oreilles, Il aime quand tu joue au ballon. Il n'aime pas quand il pleut. Scout a un petit moustache. Scout aime Les oreilles de cochons. Scout doit être première dans la porte. Il est comme mon autre chien Jake. Quand j'ai mangé Scout est toujours sous la table. Il aime joué au tuga wore. Je joue au singe dans le milieux avec mes ami et Scout. J'aime mon chien Scout.



Les normes de performance pour l'écriture – fin de la 2^e année

Performance forte

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet; le sujet est maintenu
- utilise des détails qui ajoutent de l'intérêt

Organisation

- utilise quelques mots de liaison (alors, ensuite, après, puis)
- démontre une séquence logique

Texte narratif et expressif

- a un début, un développement et une fin logique
- identifie les personnages et le conflit dans l'histoire
- inclut souvent du dialogue
- peut démontrer une prise de risques en présentant les idées d'une façon imagée

Texte informatif

- l'introduction présente le sujet; la fin est évidente (quand appropriée pour la forme)
- essaie d'utiliser des éléments clés de la forme (p. ex : directives, explications et reportages)
- inclut des détails pertinents

Choix de vocabulaire

- utilise du vocabulaire de base et peut inclure quelques choix de mots judicieux
- utilise un langage descriptif pour enrichir des idées (va au-delà des mots fréquents)

Structure de phrase

- utilise des structures de phrases simples mais peut se servir de quelques phrases complexes; la plupart des phrases sont complètes
- inclut une variété dans la longueur des phrases
- utilise un début de phrase varié

Conventions

- utilise le point à la fin de la phrase; commence à se servir d'autres formes de ponctuation (p. ex. : la virgule, le point d'exclamation, le point d'interrogation)
- utilise les majuscules pour les noms propres (les noms des personnes, les provinces, les villes) et le premier mot de la phrase.
- peut orthographier la plupart des mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement



Au printemps

Au printemps, il y a beaucoup de choses à faire comme regarder les bourgeons qui poussent sur les arbres et sur les tiges. Je peux conduire ma bicyclette sur la rue avec mes amis et mes parents. Je peux jouer dehors pour des heures et des heures. Je peux voir les insectes qui volent dans le ciel et les oiseaux qui font leur nid dans les arbres pour leur petits. Au printemps, l'école est presque fini, et ça veut dire que tu peux porter des sandales dehors au parc à Quispamsis. On peut porter des shorts dehors à la maison et un t-shirt aussi. Je peux planter des fleurs dans le sol ou dans un jardin. Je peux aller à un pique-nique et nager dans une piscine dehors. Je peux aider ma



communauté a ramasser les
déchets dans la rue, pour que la
terre soit plus propre.

Je pense que le
printemps est la
plus belle des
saisons.



Un super lézard

J'ai un lézard chez moi.
Il s'appelle Elvis le lézard. Il ressemble à un serpent et un alligator. Il est un lézard qui est vert mais quand il est malade il devient noir. Il a des écailles partout sur lui. Ses griffes son long comme deux cm. Il respire comme une grenouille par son nez. Il utilise sa queue pour se rouler, et pour dormir. Il habite dans une cage spéciale qui s'appelle graceland. Elvis mange des vers de farine, et des sauterelles. Ses ennemis sont l'oiseau, le renard, le loup, et le chat. Il peut fermer un œil puis l'autre. Elvis peut vivre jusqu'à 8 ans de vieux. Il est mon seul animal qui ne vit pas dans l'eau.



Un lapin différent

Mon lapin s'appelle Shadow. Elle est noir, brun, et gris. Shadow a des long griffes noir. Elle a des long oreille pointu. Elle a une petite queue. Shadow a des long pattes noir. Quand shadow était petite elle a habité avec sa famille et d'autres lapins. Maintenant elle habite avec moi. Shadow aime beaucoup les carottes, les salades, les fraises, de la laitue, le melon d'eau, et du cantelupe. Les ennemis de Shadow sont des chats et des coyotes. Shadow aime jouer à la balle avec moi. Sous ses pattes c'est la couleur or pas noir, brun, ou gris. Shadow bouge toujours son nez. Elle aime regarder la télé. Shadow est long comme un chaton. Shadow est le plus bon lapin que tu peut avoir dans le monde!



Mon accident de bicyclette

Une journée j'ai fait de la bicyclette avec mon ami Mathieu. On a aller vite et j'ai tourné la roue et la bicyclette a tombé sur ma jambe. Après on va à l'hôpital. Le docteur ma dit « bonjour ». Après il met un plâtre sur mon jambe. On a retourné à l'hôpital une semaine après. Quand on a retourné et il a couper le plâtre avec une scie électrique. J'avais touché la scie électrique et ça fait pas mal. Après j'ai retourner à la maison avec ma maman. J'ai rester toute ma vacances de l'été dans la maison et dehors sur notre gazon. Ma jambe était solide quand la première journée de l'école a commencé.

