

P-3 Writing Exemplars

Supplementary Resource

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2020

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

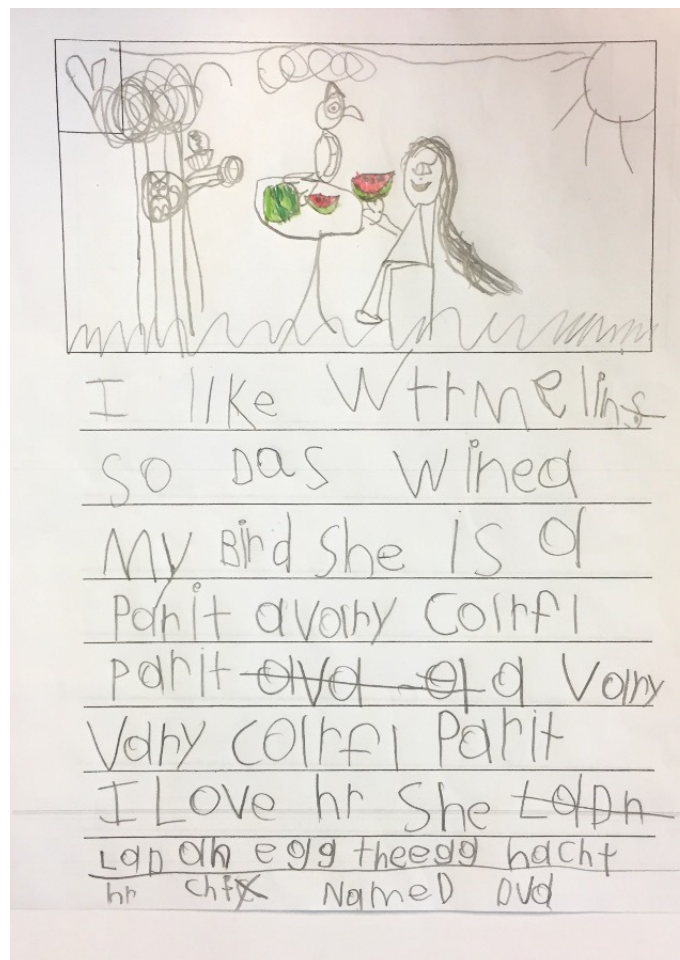
The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Anchor Samples to Support the Use of the Developmental Writing Continuum

Non-fiction Writing Samples P-3

The Developmental Writing Continuum P-6 was used to assess and determine next instructional steps from writing samples of students in Nova Scotia. The samples of writing are the product. Not all of the components of writing can be captured through the one writing piece. Conversations and observations need to be used and valued to get the overall picture of the writer.

Grade Primary (End of Emergent)



I like watermelon. So does Winnie my bird. She is a parrot. A very colourful parrot. I love her. She laid an egg. The egg hatched. Her chick is named Ava.

Observed Strengths

Understanding How Print Works in Writing

- directionality (left to right and top to bottom on a page, return sweep)
- print gives the message
- concept of word

- concept of letter
- spacing between words

Writing Process

Drafting and Revising

- draw or write an information text about a single idea
- write unfamiliar words by recording prominent sounds
- write high frequency words accurately
- use vocabulary appropriate to the topic
- includes detail in the drawings or writing that the audience needs to know

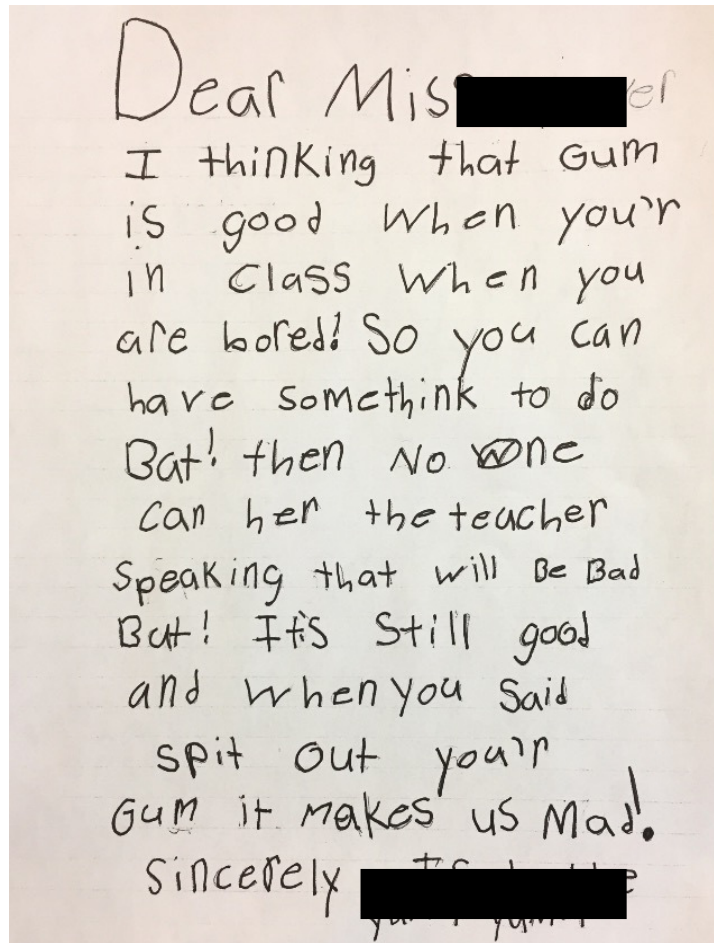
Editing and Proofreading: using co-constructed criteria

- spacing
- spelling approximations by making another attempt
- correct letter orientation
- capital letters (beginning of sentence, names, and “I”)
- crossing out words with a pencil or marker

Possible Next Steps (*select one or two areas for improvement)

- *understand that writers can change their writing in response to feedback*
- *edit for periods*

Grade One (Beginning Early)

A photograph of a handwritten note on lined paper. The text is written in a child's cursive and includes several misspellings and punctuation errors. The note is addressed to a teacher and discusses the use of gum in class.

Dear Miss [redacted] er
I thinking that gum
is good when you'r
in class when you
are bored! So you can
have somethink to do
But! then no ~~w~~one
can her the teacher
speaking that will be bad
But! It's still good
and when you said
spit out your
gum it makes us mad!
Sincerely [redacted]
you [redacted]

Observed Strengths

Understanding How Print Works in Writing

- print gives the message
- identify first, middle and last part of the story
- examine the purpose of punctuation
- use many letter-sound relationships (blends, digraphs, long and short vowels)

Writing Process

Drafting and Revising

- expand writing using supportive details and examples, using simple and compound sentences
- apply spelling strategies to write unfamiliar words
- vary word choice so that high frequency words are not overused,
- vary word choice so that transition words connect ideas
- vary word choice so that language describes how something looks, smells, tastes, feels, or sounds (poetic language)
- show evidence of using language from mentor texts that have been read aloud
- use memorable words or phrases appropriate to the topic

- understand the importance of the lead in a story or a non-fiction piece and experiment within writing
- write an informational text that has introductory and summary sentences
- understand that revision makes written messages stronger and clearer to readers
- use a variety of words to indicate dialogue of a single character

Editing and Proofreading: using co-constructed criteria

- edit and proofread for capital letters (beginning of sentence, names and “I”, proper nouns, titles)

Possible Next Steps (*select one or two areas for improvement)

- use language to agree, disagree or explain reasons for their opinion related to the text
- *write an informational text that has introductory and summary sentences (focus on the summary)*
- *edit for proper use of exclamations (but!)*

Grade 2 (Later Early)

my favourite game
is a game of fetch. It
is healthy for my dog
and me. My dog wants to
be happy and healthy.
I throw his wibble, he
gets it and brings it back
to me. I love that game.
I love spencer. He is my
dog forever and ever. I
will love him. He sleep
with me every night. He
will be my friend till the
day he will die.

Observed Strengths

Understanding How Print Works in Writing

- print gives the message
- identify first, middle and last part of the story
- examine the purpose of punctuation
- use many letter-sound relationships (blends, digraphs, long and short vowels)

Writing Process

Drafting and Revising

- expand writing using supportive details and examples, using simple and compound sentences
- vary word choice so that: high frequency words are not overused
- vary word choice so that transition words connect ideas
- show evidence of using language from mentor texts that have been read aloud
- understand the importance of the lead in a story or a non-fiction piece and experiment within writing
- write an informational text that has introductory and summary sentences

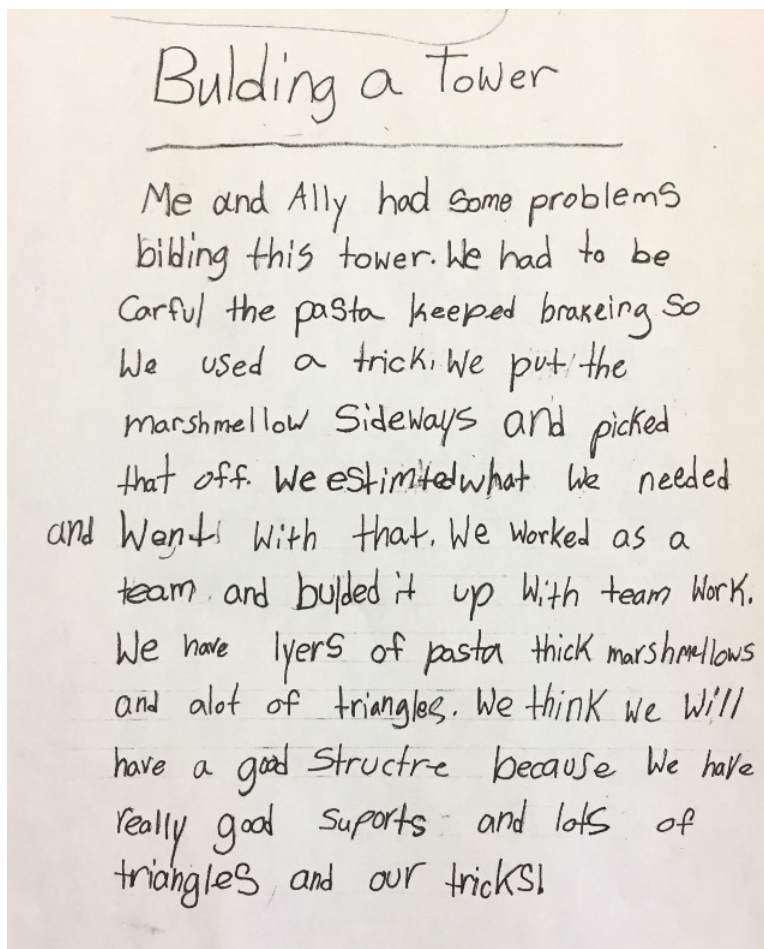
Editing and Proofreading: using co-constructed criteria

- edit and proofread for conventional spelling of known words
- edit and proofread for capital letters (beginning of sentence, names and “T”, proper nouns, titles)

Possible Next Steps (*select one or two areas for improvement)

- *use self-selected vocabulary from talking and reading in writing*
- *continue to expand writing using supportive details and examples using simple and compound sentences*
- *vary word choice so that transition words connect ideas*

Grade 3 (Transitional)



Observed Strengths

Understanding How Print Works in Writing

- Emergent and Early under control

Writing Process

Drafting and Revising

- expand writing using supportive details and examples, using simple, compound and complex sentences
- apply a wider range of spelling strategies to: spell increasingly complex words, monitor own spelling by noticing when words do not look right
- vary word choice to include a variety of connectives (although, therefore, unless, whenever...)
- vary word choice to include a range of descriptive words to enhance meaning strong verbs and nouns
- use the vocabulary specific to the genre, the topic or a content area
- add labels or sentences to drawings as needed to increase the reader's understanding and interest
- write informational text that provides interesting supporting details particular to the topic (types of dogs, features of dogs, jobs dogs do)
- understanding that revision makes written messages stronger and clearer to readers

Editing and Proofreading: using co-constructed criteria

- edit and proofread for capitals, punctuation and sentence structure
- edit and proofread for conventional spelling of known words
- edit and proofread for spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt

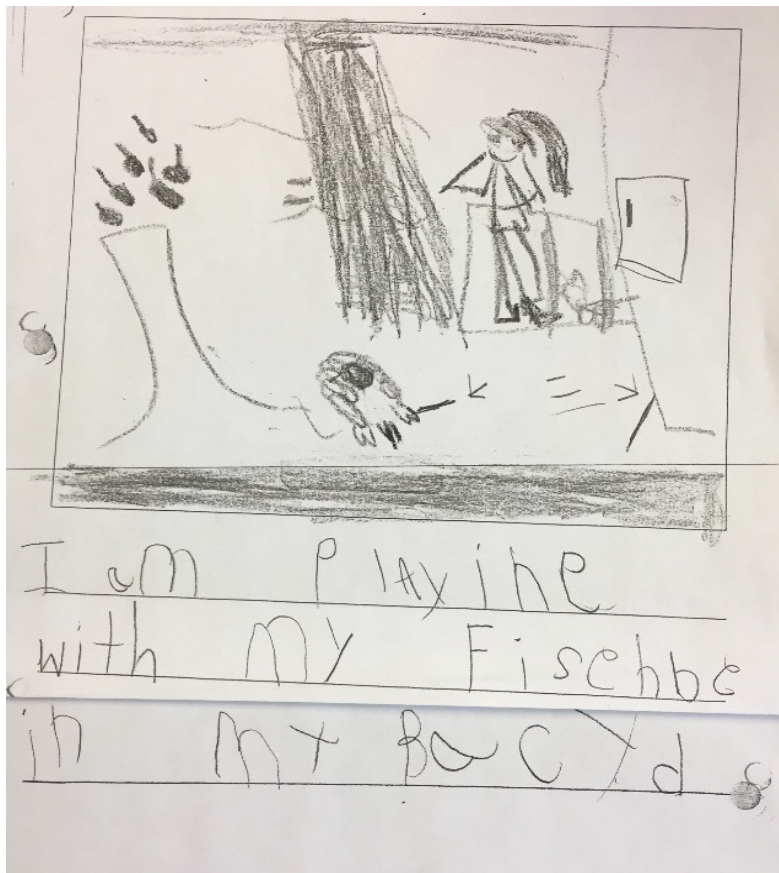
Possible Next Steps (*select one or two areas for improvement)

- *examine features of fiction and non-fiction and use the new ideas in writing*
- *use illustrations and text features (scaled drawings, headings, diagrams, captions, table of contents, index, glossary, graphics, placement of text) to guide the reader*
- *begin to use new paragraphs when starting a new idea/topic*
- *conventional spelling of known words (focus on past tense)*

Fiction Writing Samples P-3

The Developmental Writing Continuum P-6 was used to assess and determine next instructional steps from writing samples of students in Nova Scotia. The samples of writing are the product. Not all of the components of writing can be captured through the one writing piece. Conversations and observations need to be used and valued to get the overall picture of the writer.

Grade Primary (End of Emergent)



Observed Strengths

Understanding How Print Works in Writing

- directionality (left to right and top to bottom on a page, return sweep)
- print gives the message
- writing and drawing are related
- concept of word
- concept of letter
- spacing between words

Writing Process

Drafting and Revising

- write about a single idea
- use known oral language in writing even if unsure how to spell some words
- write unfamiliar words by recording prominent sounds
- write high frequency words accurately
- use vocabulary appropriate to the topic
- recognize and experiment with new vocabulary
- include details in the drawings or writing that the audience needs to know
- use drawings to support memory and help in planning

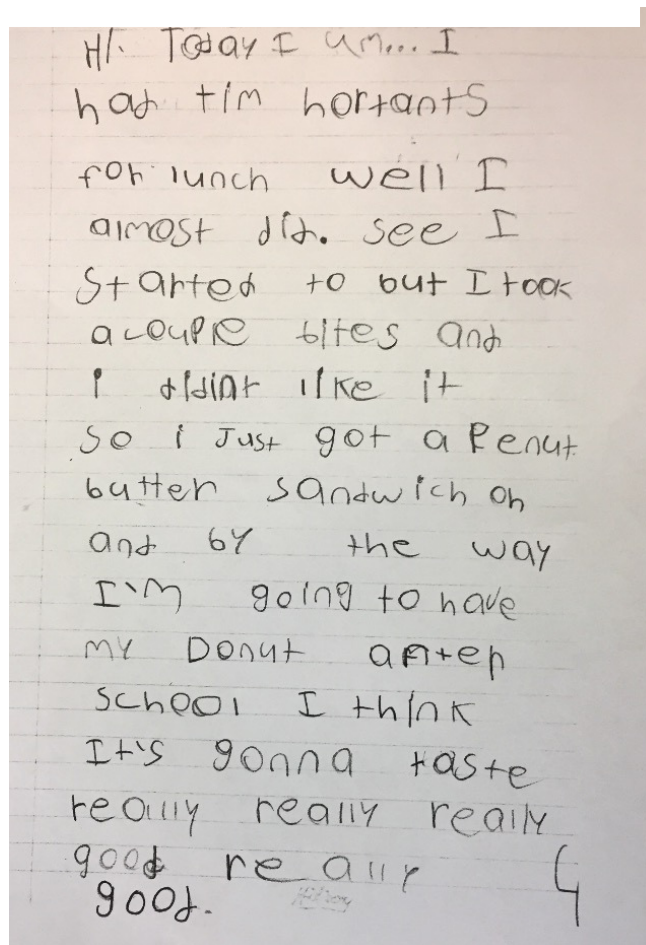
Editing and Proofreading: using co-constructed criteria

- edit for spacing

Possible Next Steps (*select one or two areas for improvement)

- *understand how talk, reading, and writing are related (what I say I can write, what I write I can read)*
- *orally tell stories from beginning to end*
- *edit for correct letter formation and capital letters*

Grade One (Beginning Early)



Observed Strengths

Understanding How Print Works in Writing

- print gives the message
- identify first, middle and last part of a story
- use many letter-sound relationships (blends, digraphs, long and short vowels)

Writing Process

Drafting and Revising

- expand writing using supportive details and examples, using simple and complex sentences
- apply a wider range of spelling strategies resulting in more conventional spelling of increasingly complex words
- apply spelling strategies to write unfamiliar words
- vary word choice so that high frequency words are not overused,
- vary word choice so that language describes how something looks, smell, tastes, feels, or sounds (poetic language)
- use memorable words or phrases appropriate to the topic
- understand the importance of the lead in a story

- write a story that has a beginning, a series of things happening and an ending

Editing and Proofreading: using co-constructed criteria

- edit and proofread for conventional spelling of known words

Possible Next Steps (*select one or two areas for improvement)

- *self-evaluate writing using co-constructed criteria and discuss possible next steps*
- *confer with peers or teachers to ensure that writing can be read by others*
- *examine the purpose of punctuation*

Grade Two (Later Early)

When I grow up I think I will be a hairdresser. I will have my own shop at my house. My hairdressing shop will be called Natalie's hair. I will have posters in town. People will see them and come to my house to get their hair done for weddings, parties, dinners, shows and work. I will love being a hairdresser.

Observed Strengths

Understanding How Print Works in Writing

- print gives the message
- identify first, middle and last part of a story
- examine the purpose of punctuation
- use many letter-sound relationships (blends, digraphs, long and short vowels)

Writing Process

Drafting and Revising

- expand writing using supportive details and examples, using simple and complex sentences
- apply a wider range of spelling strategies resulting in more conventional spelling of increasingly complex words
- apply spelling strategies to write unfamiliar words
- vary word choice so that high frequency words are not overused,
- vary word choice so that language describes how something looks, smell, tastes, feels, or sounds (poetic language)
- use memorable words or phrases appropriate to the topic
- understand the importance of the lead in a story

- write a story that has a beginning, a series of things happening and an ending

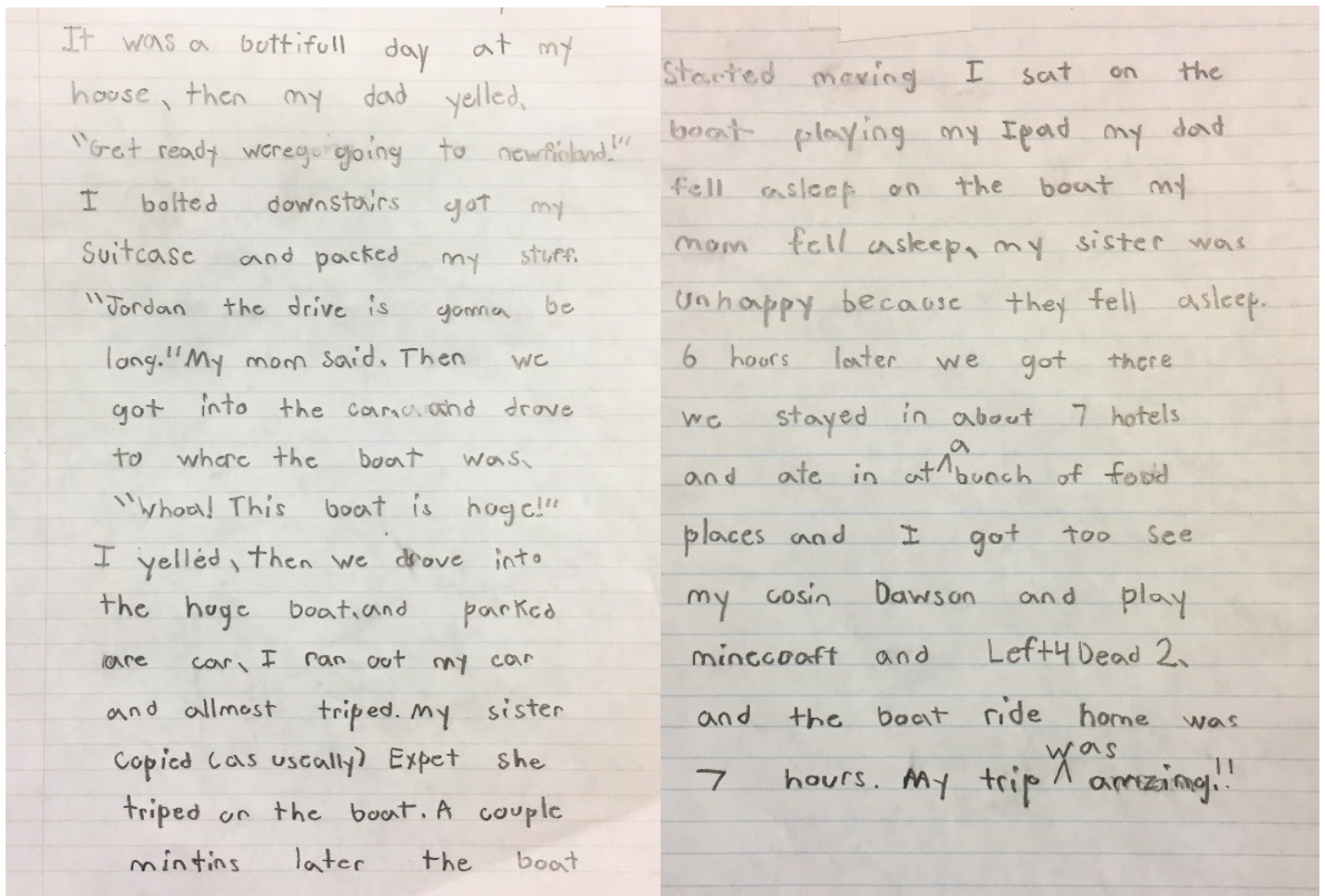
Editing and Proofreading: using co-constructed criteria

- edit and proofread for capitals, end punctuation and sentence structure
- edit and proofread for conventional spelling of known words
- *edit and proofread for spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt*
- *edit and proofread for capital letters (beginning of sentence, names and “I”, proper nouns, titles)*

Possible Next Steps (*select one or two areas for improvement)

- *engage in conversations about text and use new ideas in writing (author’s style, text features, character development)*
- *use illustrations and text features to guide the reader (ex.include poster)*
- *use a variety of words to indicate dialogue of multiple characters*

Grade Three (Transitional)



Observed Strengths

Understanding How Print Works in Writing

- Emergent and Early under control

Writing Process

Drafting and Revising

- expand writing using *supportive details and examples, using simple, compound and complex sentences*
- *apply a wider range of spelling strategies to spell increasingly complex words*
- *apply a wider range of spelling strategies to monitor own spelling by noticing when words do not look right*
- *apply spelling strategies to write many unfamiliar words conventionally*
- *vary word choice to include a variety of simple and complex sentences, interesting description and dialogue*
- *vary word choice to include a range of descriptive words to enhance meaning, strong verbs and nouns*
- *vary word choice to include poetic language*
- *vary word choice to include sensory images*

- *use memorable words or phrases appropriate to the topic*
- *use the vocabulary specific to the genre, the topic or a content area*
- *use a variety of leads in a story*
- *write stories that have a beginning, a series of events and an ending*
- *use a variety of words to indicate dialogue of multiple characters*

Editing and Proofreading: using co-constructed criteria

- *edit and proofread for capitals, punctuation and sentence structure*
- *edit and proofread for conventional spelling of known words*
- *edit and proofread for spelling errors by circling words that may not look right and use reference tools (personal word list, word wall, peer, text) to make another attempt*
- *edit and proofread for capital letters (beginning of a sentence, names and “I”, proper nouns, titles, as a text feature or to impact the reader and emphasize a thought)*
- *add words, letters or sentences using a variety of techniques (caret, sticky notes, technology)*

Possible Next Steps (*select one or two areas for improvement)

- *reread to clarify meaning*
- *begin to use new paragraphs when starting a new idea/topic*
- *vary word choice to include a variety of connectives (although, therefore, unless, whenever...)*