

## EXCEEDS EXPECTATIONS

### Teacher's Observations

This student displays an engaging narrative voice in his description of “How to Care for a Dragon.” The dialogue is a particular strength of the writing.

- ◆ some originality and creative development
- ◆ includes supporting details that add “colour” (e.g., lists foods that dragons like)
- ◆ shows a sense of audience—tries to make an impact (humour, in this case)
- ◆ language is varied and specific
- ◆ both the narrator and “mother” have personality that shows in their words
- ◆ dialogue is easy to follow and sounds natural
- ◆ few errors; these do not interfere with meaning (the student used a spell-checker)
- ◆ basic sentence punctuation is correct; the student makes some errors when using commas and quotation marks

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

#### How to care for a dragon

One day when I was going for a hike with my dad and my sister, I saw a dragon. I asked my dad if I could keep it. He thought for a long time and by the time he said “yes”, the dragon had already ran away. “Let’s go catch it”, I said, so we ran to catch it and when we had caught it, we ran back to the house with the dragon. Mom said, “You cannot keep that dragon”. I said, “Dad said I could keep it!” “But you don’t know how to care for a dragon”, she said. I said, “Oh, yes, I do know how to care for a dragon! The first thing I know about a dragon is how to feed it”. “Then how?” said mom. “First you get some rubber gloves, put them on, then get some tongs, because if you just fed him with the gloves, your hands would get very hot from the heat of his fiery breath. So, don’t feed him like that. Grab the tongs and go beside the dragon and put the food into his

#### TRANSCRIPT

##### **How to care for a dragon**

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